

1-1-1995

Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India

B Kumaravadivelu
San Jose State University, b.kumar@sjsu.edu

Follow this and additional works at: https://scholarworks.sjsu.edu/linguistics_pub



Part of the [Other Languages, Societies, and Cultures Commons](#)

Recommended Citation

B Kumaravadivelu. "Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India" *Studies in Second Language Acquisition* (1995): 424. <https://doi.org/10.1017/S0272263100014364>

This Article is brought to you for free and open access by the Linguistics and Language Development at SJSU ScholarWorks. It has been accepted for inclusion in Faculty Publications by an authorized administrator of SJSU ScholarWorks. For more information, please contact scholarworks@sjsu.edu.

SECOND LANGUAGE ACQUISITION: SOCIOCULTURAL AND LINGUISTIC ASPECTS OF ENGLISH IN INDIA. *R. K. Agnihotri and A. L. Khanna (Eds.)*. New Delhi: Sage, 1994. Pp. xiii + 389. \$39.95 cloth.

A disturbing drawback of the present practice of theory construction in SLA is that it has a Euro-American bias in terms of contributions and data collection. Theories are proposed, critiqued, defended, and accepted without taking into consideration certain crucial aspects of SLA that emanate from the experiences of researchers, teachers, and learners from the so-called *third world*. This volume provides some food for thought for those researchers and practitioners who are willing to take a peep into a non-Eurocentric, multilingual setting in which English as a second language is learned and used.

This edited volume focuses on the sociocultural and linguistic aspects of English in India. It consists of 23 articles written by Indian scholars based in India, Singapore, Canada, the United Kingdom, and the United States. The contributors explore, among other issues, the phonological, lexical, syntactic, semantic, and pragmatic aspects of Indian English, the role of attitudes and motivation in the acquisition of English as a second language in India, the emergence of indigenized varieties of English, and the role and place of English in India after independence. The papers are grouped under five sections: (a) varieties of English (theory and practices), (b) English in the Indian multilingual setting, (c) linguistic aspects of Indian English, (d) sociolinguistic aspects, and (e) curriculum reforms and communicative aspects.

The book succinctly brings out the dynamism that characterizes complex multilingual settings in which languages in contact take on complementary roles and shows how the division of roles may contribute to cohesion, not just to conflict. It also brings out the inadequacy of constructs such as interlanguage, fossilization, pidginization, creolization, and transfer for understanding/theorizing language use and learning purpose in multilingual settings. The volume contains a detailed discussion on the implications of SLA research to various aspects of language teaching in a multilingual, multicultural society. It ends with a critical look at the methodological design followed by contributors and the conclusions they have derived. In short, this is an excellent resource for theorists as well as practitioners of language learning and teaching.

(Received 7 November 1994)

B. Kumaravadivelu
San Jose State University