



Influence Of English Language Media On Modern Indian Society

Dr. Rani Mathew

*Guest Lecturer, School of Studies in Education,
Shaheed Mahendra Karma Vishwavidyalaya,
Bastar, Jagdalpur, Chhattisgarh- 494001, India.*

Corresponding Author - Dr. Rani Mathew

DOI - 10.5281/zenodo.10662827

Abstract:

This comprehensive study explores the complex effects of globalization and technology breakthroughs on the sociocultural landscape of India in the twenty-first century as they relate to English language media. Once considered a remnant of colonialism, English has become a powerful force influencing the beliefs, goals, and actions of a large portion of the Indian population. The study carefully investigates the linguistic influence of English media on different societal strata in India, presenting it as a representation of global access and upward mobility that is common in social situations, everyday discussions, and professional contexts. Cultural identity is strongly impacted by this linguistic change, which also presents important problems for the preservation of regional languages and dialects. The study examines how English language media affects language acquisition among 50 college students studying in English for academic purposes, with a particular focus on Maharashtra, a state with a varied population. By using social media platforms to measure English language competency, the study reveals the significant influence of social media on language learning, as demonstrated by students' preference for informal writing styles. The study highlights the impact of social media lingo on English language usage and offers detailed insights into how language usage is changing among Maharashtra college students. As a result, these findings have consequences for language preservation, cultural identity, and the larger sociocultural landscape, and they greatly advance our understanding of the dynamic link between English language media and Indian society.

Keywords: *English Language, Media, Modern, Indian Society, Cultural, Linguistic*

Introduction:

The English language media has had a significant impact on the fast changing cultural, linguistic, and socioeconomic landscape of modern India. It continues to be a dynamic force in molding many aspects of the society. A large portion of the Indian population now

uses English as a powerful tool to guide their thoughts, goals, and behaviors. This is due to the tremendous globalizations and technological breakthroughs of the 21st century, which have greatly changed the role of English from a colonial legacy. With an emphasis on linguistic dynamics, cultural norms, and societal values, this

study intends to investigate the complex effects of English language media on modern Indian society. English, which was often thought to be a remnant of colonial control, has taken on new importance in the contemporary world. Its historical meanings have faded, and it now represents aspiration and opens doors to opportunities around the world. Its widespread use in social situations, professional talks, and daily exchanges emphasizes how important a role it plays in reflecting and influencing cultural trends. Questions about the preservation of regional languages and dialects arise as English becomes more closely associated with ideas of success and progress, which presents difficulties for the preservation of cultural diversity and identity.

In order to explore this phenomenon in further detail, the study focuses on a particular case study in Maharashtra, a state renowned for its abundant cultural diversity. The goal of the research is to offer nuanced insights into the ways that media impacts language acquisition by analyzing the impact of English language media on 54 college students who are studying in the language for academic purposes. By utilising technology interventions to test English language competency through social media platforms, it is possible to conduct a detailed analysis of the effects of language learning within this specific sociocultural context. This study essentially aims to disentangle the complex relationship between English-language media and the varied fabric of contemporary Indian

society. It seeks to advance knowledge of the changing dynamics that define the interaction of media, language, and culture in modern India by closely examining the linguistic changes, cultural ramifications, and sociological effects.

Changing Dynamics in the 21st Century:

The changing dynamics of the 21st century, particularly in the context of India, are characterized by the rapid and transformational consequences of globalizations and technology breakthroughs. Unprecedented interconnection has been made possible by globalizations, which has accelerated the pace at which ideas, information, and cultural influences can move across national boundaries. Technological developments, particularly in the areas of media and communication, have further enhanced this interconnection. The ubiquitous accessibility and utilization of social media platforms, digital communication tools, and the internet have established a virtual global village that surpasses physical borders.

These processes have had a profound impact on language and media, changing how people access, use, and contribute to information. As a universal language that facilitates communication and interaction on a worldwide scale, English has become the dominating language in the digital sphere. Because English is widely used in social media, digital media, and online material, it has a significant influence on discourse and narratives.

This shifting dynamic is most visible in India, where English has transformed from a language of colonialism to one linked to modernity, education, and international chances. English language media is essential for spreading knowledge, forming opinions, and establishing cultural standards as more people have access to digital media. Language preferences have changed in the twenty-first century, with English emerging as a social and economic advancement symbol in addition to a language of communication. Cultural identity is affected by this shift since English-language media's influence fosters a more globalized cultural environment. It influences not just how people express themselves but also the ideals and goals of society. Comprehending the evolving dynamics is crucial in order to grasp the intricate relationship that exists between language, media, and society in the modern period. In order to provide light on how English language media influences and reflects the changing dynamics of modern Indian society, the study aims to delve into these nuances, particularly within the Indian context.

Transition from Colonial Legacies to Present-Day Importance:

English's transition from a colonial legacy to its current significance in the Indian setting is a reflection of a complex journey characterized by historical, cultural, and socioeconomic changes. The British colonial authorities instituted English as a medium of administration, education, and governance during the

colonial era. It was connected to the affluent and upper classes and functioned as a control mechanism. As a result, the English language and the people developed a complicated connection where English came to be associated with colonial power. But India started a journey of nation-building and socioeconomic development in the post-independence era. Despite its colonial beginnings, English started to take on a new significance as a language for global communication, professional growth, and higher education. As a connection language for a linguistically heterogeneous country, English coexisted alongside many regional languages in independent India, which upheld its democratic values and acknowledged linguistic variety.

In the modern world, English has become more significant than it was during its colonial past. It is now a lively and significant language in many fields, not only a holdover from colonial authority. English's status as a universal language has grown as a result of economic globalizations and the emergence of the information economy. These days, people view it as a tool for getting access to worldwide networks, possibilities, and knowledge. The digital revolution and the emergence of the information age have expedited English's development even more. Thanks to the internet, social media, and digital platforms, English is now widely used for entertainment, education, and communication worldwide. English-language media, including as news

sources, motion pictures, and internet content, are becoming very important in determining cultural trends and forming public opinion. Additionally, English is becoming more and more associated with modernity, cosmopolitanism, and easy access to opportunities around the world. Its use has spread from official and formal settings into daily life, including social contacts and informal talks. English proficiency is increasingly important in the modern world since it is frequently viewed as a valued ability related to professional chances.

Research Objectives of the Study:

1. To evaluate the student's comprehension of a subject matter in English through listening to or reading it.
2. To monitor the general accuracy of language use, encompassing spelling, sentence structure, punctuation, and vocabulary use.

Review of Literature:

This study by Bhat and Chadha explores (2023) into the influence of India's main English language political talk shows on public debate. The study seems to make a substantial contribution to media studies, especially when considering India's multilingual linguistic environment. The writers shed light on how the nation's public discourse and opinions are shaped by English-language media by examining the influence of these discussion shows. The approach adopted and the special focus on political talk shows make this work relevant for scholars and

policymakers interested in media dynamics and their implications for democratic debate.

This book chapter by Bhatia (2023) is notable for its examination of the linguistic and mental landscapes of India. Language studies' incorporation of cognition, structure, and variation offers a comprehensive method for comprehending the complex linguistic landscape of the nation. This chapter is an invaluable resource for linguists, psychologists, and scholars interested in the relationship between language and culture since it incorporates the geographical and cultural diversity of India, which deepens the analysis. The paper gains legitimacy from the Springer Nature publishing, which implies that it is a well investigated and scholarly work of high calibre.

A thorough summary of the state of English language teaching in India can be found in D'Souza's (2023) systematic review published in the Journal of English Language Teaching. The study seems to close the gap between research and useful consequences for education officials by concentrating on policy recommendations. This work is especially pertinent in light of the changing nature of education in India and the significance of English as a universal language. This systematic study will be an invaluable tool for scholars, educators, and policymakers interested in language education to comprehend the potential and difficulties facing English language education in India today.

In her work "(2018) A People's Constitution," Rochona Majumdar offers a

distinctive analysis of the Indian legal system by looking at how it affects day-to-day existence. The book seems to close the gap between Indian Republic citizens' actual experiences and the country's constitution. Through exploring the complex interplay between law and society, De's work makes a fundamental contribution to our knowledge of how legal systems influence citizens' day-to-day lives. The adoption of a people-centric approach adds complexity to the scholarly discourse on constitutionalism, making this book a great resource for legal scholars, sociologists, and everyone interested in the junction of law and society.

Through Urdu images of Persian pasts, Fatima and Amstutz's (2023) collaborative work "Fashioning a Persianate Offspring for a Modern India" delves into the intriguing convergence of language, culture, and historical consciousness. The research, which was published in *Philological Encounters*, provides a sophisticated perspective on the ways in which language can act as a cultural link between disparate historical eras. This work sheds light on the dynamic history of Urdu within the backdrop of India's modernity, making a valuable contribution to the expanding field of linguistic and cultural studies. This article, which sheds light on the intricate relationship between linguistic identity and historical narratives, will be of great use to linguists, cultural studies specialists, and historians alike.

Dr. Rani Mathew

Research Methodology:

Location of the Study:

The research was conducted in Maharashtra, focusing on tertiary level students who are actively engaged in the use of social media.

Participants:

A total of 50 students from a technical background, studying at the tertiary level, were selected as participants for the study. These students were accustomed to using internet-based materials for their studies through laptops and mobile phones.

Data Collection:

The research employed Google Forms as a tool for conducting the English Language test. The test encompassed three critical skills - Listening, Reading, and Writing. Google Forms were shared with the participants through WhatsApp and email.

Test Format:

The English Language test comprised an audio-visual passage extracted from a popular news website posted on YouTube for the listening comprehension part. This was followed by a reading passage sourced from internet articles. Participants were given the flexibility to engage with the content at their own pace before attempting a piece of writing based on their understanding.

Content Source:

To closely align with the content typically encountered on social media platforms, the test utilized material from internet social media sites. This aimed to assess the participants' ability to

comprehend and articulate information received through social media.

Test Level and Structure:

The overall level of the test passages was set at an intermediate level for English language learners. The test comprised 15 questions in total, with 12 questions being of the multiple-choice single-select type. Additionally, three questions required subjective responses based on the participants' understanding of the passages.

Attributes Analyzed:

The questions were strategically designed to evaluate specific attributes, including:

- **Ability to Skim Necessary Data:** Assessing the participants' capability to extract essential information based on comprehension.
- **Relating Context to Vocabulary:** Evaluating the participants' proficiency in connecting context to the vocabulary in use.
- **Overall Understanding:** Gauging the participants' comprehension and understanding of the material presented in both the listening and reading passages.
- **Expressing Ideas:** Analyzing the participants' ability to convey information from the passages in their own words, demonstrating a proper use of the English language.

Electronic Submission:

Participants were allowed to electronically submit their responses with no restrictions on word limits. The test

results were collected and collated for analysis.

Subject Matter:

The chosen subject matter was both informative and contemporary, assuming that the respondents could relate to it on an overall basis. This choice aimed to ensure engagement and relevance to the participants' experiences and interests.

Data Analysis and Interpretation:

Out of the 15 questions in the questionnaire, 12 were multiple-choice single select questions, meaning that only one correct answer could be chosen from the options provided. Three of the questions were descriptive in nature and assessed the students' writing skills. The analysis has been prepared category-wise to assess the students' basic data interpretation skills, their comprehension of words in relation to the topic under discussion, and those that require understanding of the idea or content as a whole rather than just the words used.

Exhibit 1: Participation In The Listening Section:

Table 1: Exercise In the Listening Party

Attempted full test	Did not attempt the full test
16.21	40.12

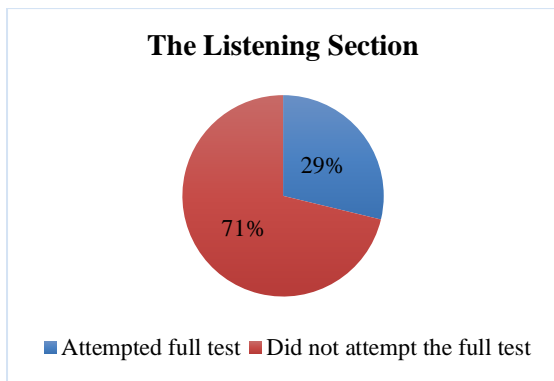


Figure 1: Exercise In the Listening Party

Two sets of numbers, "16.21" and "40.12," with labels indicating whether or not a full test was attempted, appear to be represented by the data provided. It appears that two groups—those who attempted the entire test and those who did not—may be compared in order to evaluate this data. The number for the "Did not attempt the full test" group is 40.12, whereas the result for the "Attempted full test" group is 16.21. Giving a detailed interpretation is difficult in the absence of precise context or other information. Nonetheless, it appears that the labels imply a distinction between the two groups, and the numerical values could correspond to some test-related measure or score. Those who completed the entire test (16.21) may be doing better than those who did not attempt the full test (40.12) if, for example, a lower value is regarded as better. On the other hand, the interpretation would be different if a larger value was better. Further details regarding the nature of the exam, the scoring methodology, or the precise objectives of the analysis would be beneficial in order to offer a more accurate interpretation.

Exhibit 2: Participation In The Reading Section:

Table 2: Entry In to the Reading Section

Attempted full test	Did not attempt the full test
36.11	10.12

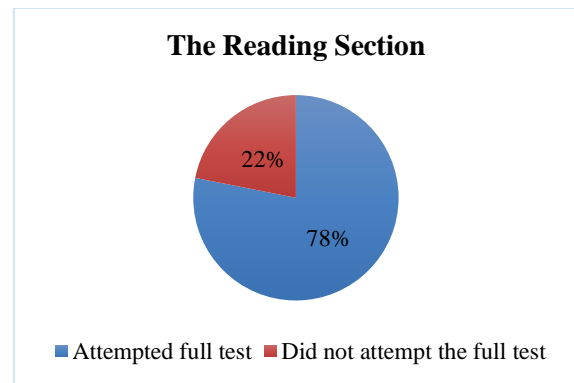


Figure 2: Entry Into the Reading Section

According to the data, there are two sets of values, "36.11" and "10.12," which represent people who either tried the entire test or didn't. The numbers in this case could stand for a performance score or statistic of some kind. It looks that when the two groups are compared, the ones who took the entire test scored better (36.11) than the ones who didn't (10.12).

This indicates that there may be a benefit to trying the entire test and getting a higher score, highlighting the possibility that doing the test in its entirety could improve performance. In terms of the metric being tested, the higher value in the "Attempted full test" group suggests a more favorable outcome, which could be interpreted as competence, proficiency, or success in the test context. However, it's important to interpret these results cautiously in the absence of precise information regarding the test's design, the scoring methodology, or the analysis's

objectives. Depending on the particular setting and evaluation criteria, the scores' relevance may change.

Exhibit 3: Sectionwise Representation Of Average Score Of Data-Centric Questions:

Table 3: The average score of data-centric questions is presented section-wise.

Average score	Sectons
Reading section	9.2
Listening section	15.1

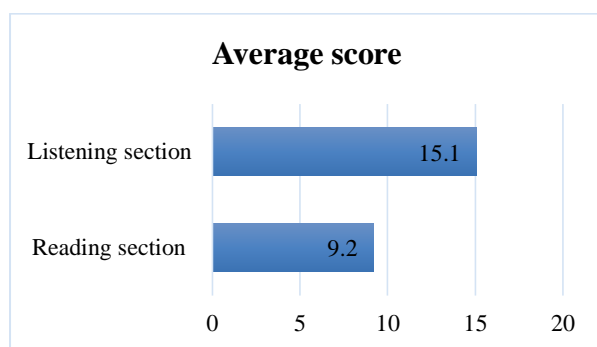


Figure 3: The average score of data-centric questions is presented section-wise.

The information supplied shows the average results for two distinct sections: the 9.2 score for the Reading segment and the 15.1 score for the Listening section. These results most likely indicate the average performance of a cohort of people in each relevant component. First off, the Reading section's average score of 9.2 indicates that, on average, participants met the maximum attainable score by performing at a level of 9.2. This could indicate different levels of reading comprehension or related skill mastery based on the test item difficulty and scoring system. A higher average denotes a better overall performance in this particular area. On the other hand, the Listening portion's average score of 15.1

Dr. Rani Mathew

indicates that, on average, participants achieved 15.1 out of the maximum possible score in this section of the test. This might demonstrate their capacity to hear spoken words, pay attention to details, and comprehend different situations or accents. Once more, a higher average in this area denotes a better general listening performance. When analyzing this data as a whole, it's possible to conclude that the group did better overall in the Listening segment than in the Reading section. This could be the result of a number of things, including participant attention to listening skill development, teaching strategies, or individual strengths.

Exhibit 4: Section-Wise Representation Of Average Percentile Score Of Vocabulary Centric Questions:

Table 4: The average percentile score of vocabulary-centered questions is represented section-wise.

Average score	Sectons
Reading section	9.2
Listening section	15.1

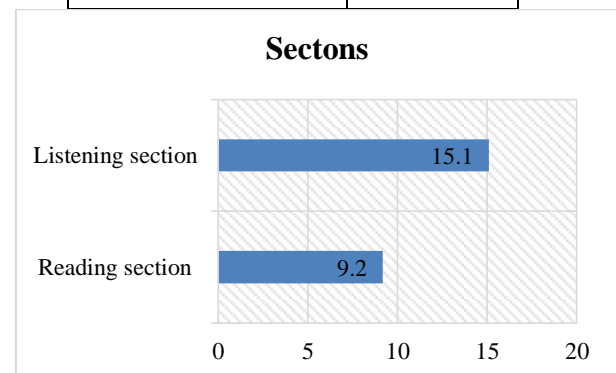


Figure 4: The average percentile score of vocabulary-centered questions is represented section-wise.

The data presented shows the average scores for two different sections: the reading part (15.2) and the listening section (9.2). These averages provide information about how well the group performed overall in each relevant category. The Reading section's average score of 9.2 indicates that, on average, participants met a level that was 9.2 out of a possible total. This could indicate differing levels of competence in abilities linked to text processing, interpretation, and reading comprehension. The group's overall proficiency in comprehending written material, gathering data, and interacting with the subtleties of written language is reflected in the score. On the other hand, the average score of 15.1 in the Listening category shows that people generally attained a score of 15.1 out of the highest attainable. This indicates a greater level of general listening competency, which includes the capacity to understand spoken language, recognize important information, and handle different accents or situations. The higher mean score in this domain suggests a more robust group ability to comprehend and assimilate spoken information.

Exhibit 5: Percentile Score Of Understanding Based Multiple Choice Questions:

Table 5: The percentage of comprehension based on multiple-choice questions

Percentile Score	Percentage of Correct Response
Overall Average	71.2
Reading Section	62.3
Listening Sections	82.1

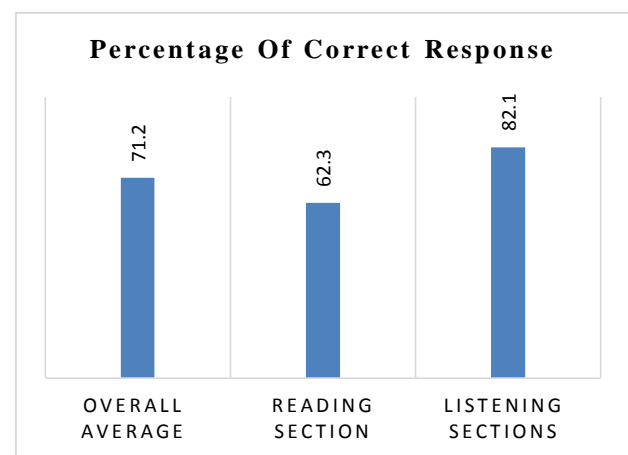


Figure 5: The percentage of comprehension based on multiple-choice questions

Percentile scores and the proportion of right answers for the Reading, Listening, and total averages make up the supplied statistics. The total average percentile score of 71.2 shows that, on average, the participants performed at the 71.2th percentile in compared to a bigger group. This indicates that 71% of the participants' scores were lower than those of the majority of them.

The percentile score of 62.3 in the reading portion denotes a considerably worse relative performance when compared to the average for the entire test. In terms of reading skills, participants

scored at the 62.3rd percentile, indicating that they generally fared marginally worse than most of their classmates in this particular area. However, with an 82.1 percentile score, the Listening parts demonstrate a noticeably better performance. Based on the data, it can be inferred that the participants' listening abilities were at the 82.1st percentile, which is higher than most of their peers. The increased percentile score in this area suggests a greater degree of proficiency in understanding spoken language, effectively extracting information, and overcoming diverse listening obstacles.

Exhibit 6: Analysis Of Descriptive Responses:

Table 6: Examination Of Descriptive Answers

Participants	Percentage of Participants
Responses Found Grammatically and content wise relevant	1.3
Responses affected by social media writing trends	2.5
Responses with misunderstood contents	3.4
Responses with structural problems	4.6
Irrelevant Responses	5.3

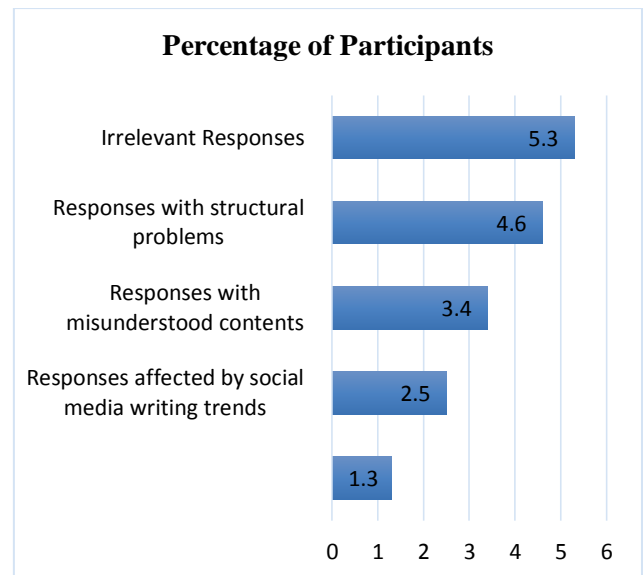


Figure 6: Examination Of Descriptive Answers

Based on the type of response, the data shows the percentages of participants that fit into various categories. Interestingly, 1.3% of participants' comments were judged to be both linguistically and content-appropriate, indicating a tiny percentage that showed both linguistic accuracy and suitability for the given topic. A significantly bigger segment, including 2.5% of participants, revealed responses affected by social media writing patterns. This could mean that certain members of the group used more casual or modern terminology that is connected to social networking sites, which could have an impact on the writing style or tone of their contributions. 3.4% of participants had responses with misinterpreted contents, suggesting that some individuals had difficulty understanding or interpreting the provided information. This could be explained by difficulties understanding the context or by misinterpreting it, pointing to a place that could use some work or explanation.

Furthermore, 4.6% of participants had responses with structural flaws, which indicate problems with the coherence and organization of their written work. To improve the coherence and efficacy of their communication, this group could use more training or experience in coherent concept structuring. Lastly, the data shows that 5.3% of participants gave irrelevant answers, pointing to a portion of the population that did not adequately handle the presented topic. This emphasizes how crucial it is to maintain subject and relevance in written communication.

Findings:

The reading comprehension passage was obviously more approachable for the responders than the hearing piece. This goes against the widely held belief that language inputs are best derived from audio-visual stimuli. The students appeared more at ease with the reading portion, suggesting that they were more at ease and secure about their ability to understand the language material when it was presented to them in written form. The pupils had more trouble just listening to the words and understanding what they meant. Reading-based vocabulary interpretation was found to be more accurate than listening-based vocabulary interpretation. The same could be linked to some people's avoidance of listening to anything in English. In contrast, more students tried right answers to the understanding-based questions in the listening section than in the reading

portion, even though the students found the information more easily when reading.

The students' descriptive answers demonstrate that social media does undoubtedly have an effect on how they utilise the English language. Social media use has contributed to the general interest and comprehension of the English-language content available, but students still feel better at ease when the information is meant to be quickly skimmed or understood in black and white. Overall, it was discovered that the response group lacked the ability to meaningfully engage with the subject matter, and social media did not appear to have aided in the development of English language grammatical structures.

Conclusion:

It is evident that the use of social media by college students has an effect on the sharing of English language. Overall, the language has gained traction, and students are comparatively more at ease reading the content than they are communicating all of the information using audio-visual methods. But rather than focusing on specific word patterns or information searching, the audio-visual material has undoubtedly improved comprehension of the English language content overall. While social media has been helpful in disseminating information and fostering linguistic friendliness, it has not been helpful in providing opportunities for the development of English language expression skills through writing. The student learners have also struggled to

express the knowledge they have learned in proper language structure and meaning.

References:

1. Bhat, P., & Chadha, K. (2023). *Expanding public debate? Examining the impact of India's top English language political talk shows*. *Media Asia*, 50(2), 244-263.
2. Bhatia, T. K. (2023). *Linguistic and Mental Landscaping in India: Reach and Impact*. In *Language Studies in India: Cognition, Structure, Variation* (pp. 143-164). Singapore: Springer Nature Singapore.
3. D'Souza, G. (2023). *English Language Education Scenario in India: A Systematic Review for Developing Policy Recommendations*. *Journal of English Language Teaching*, 65(4), 27-38.
4. De, R. (2018). *A people's constitution: the everyday life of law in the Indian Republic*. Princeton University Press.
5. Fatima, M., & Amstutz, A. (2023). *Fashioning a Persianate Offspring for a Modern India: Urdu Visions of Persian Pasts, 1890s–1950s*. *Philological Encounters*, 8(2-3), 176-205.
6. Gu, C., & Almann, A. (2023). *Transl[iter] ating Dubai's linguistic landscape: a bilingual translation perspective between English and Arabic against a backdrop of globalisation*. *Applied Linguistics Review*, (0).
7. Hariharasudan, A., & Kot, S. (2018). *A scoping review on Digital English and Education 4.0 for Industry 4.0*. *Social sciences*, 7(11), 227.
8. Hendriks, B., van Meurs, F., & Usmany, N. (2023). *The effects of lecturers' non-native accent strength in English on intelligibility and attitudinal evaluations by native and non-native English students*. *Language Teaching Research*, 27(6), 1378-1407.
9. K Sharma, V., Kumar Kalapala, K., Sreejana, S., & Murthy SV, N. (2023). *Using Literary Texts in Developing Intercultural Competence of Foreign English Language Learners in Virtual Space*. *Arab World English Journals, Special Issue on CALL*, (9).
10. Kroskirty, P. V., & Meek, B. A. (2023). *On the social lives of Indigenous North American languages. A New Companion to Linguistic Anthropology*, 13-32.
11. Shaban, A., & Cadene, P. (2023). *Causality Between Cultural Diversity and Economic Growth in India: Cross-State Study, 1990–1991 through 2017–2018*. *Society*, 60(3), 388-401.
12. Shekhar, S., Garg, H., Agrawal, R., Shivani, S., & Sharma, B. (2023). *Hatred and trolling detection transliteration framework using hierarchical LSTM in code-mixed social media text*. *Complex & Intelligent Systems*, 9(3), 2813-2826.
13. Sheth, D. L., & Sheth, D. L. (2018). *The great language debate: Politics of metropolitan versus vernacular India. At home with democracy: A theory of Indian politics*, 169-195.
14. Shukla, S., & Deka, J. (2023). *Indian Hindi Web Series (2017–2022): Female Cops Questioning the Gender Binaries*. *Media Watch*, 14(3), 310-325.
15. Yousaf, M. (2023). *Mass Media in Pakistan: Historical Evolution, Challenges, and Prospects*. *Handbook of Research on Deconstructing Culture and Communication in the Global South*, 21-35.