For nearly two centuries English has been functioning as a common language in India. In spite of the social demand for the learning of English, the efforts taken by experts and working committees to improve the standard of English, and the various experiments tried out and the various projects undertaken to better the teaching of English to Indian students, English language teaching and learning remain unsatisfactory. The reasons for this are many and varied as seen in the earlier chapters.

Despite innate merits, one method has been given up in favour of another. Whenever a new method is introduced the natural hope is that it is an improvement on the previous one as it aims at eliminating the weaknesses of the earlier method. To a certain extent this is true. Yet it is interesting to note that some teachers of English now unconsciously follow the Grammar-Translation Method despite the fact that they have been trained to adopt the Structural Approach and very recently the Communicative Approach to language teaching. Their excuse is that they find it easy to follow the method by which they were taught English in
their younger days rather than the methods they were trained in at their teacher training institution. Another interesting observation made by teachers of an earlier generation (retired teachers of English) as well as present day teachers is that the English used by people taught through the Grammar-Translation Method in the pre-Independence era is far better and more accurate than the English used by those who have been taught through more recent methods. On the surface level this observation seems to be only too true. An English Professor told this researcher that his grandfather, who had been working as a clerk in one of the English companies and who had been educated only upto high school level, had spoken and written English far better than he himself ever did and that, in recognition of his grandfather's merit, an English official had presented him with a watch. This incident is just one example. Very often people say that the SSLC of 'those days' was equivalent to the P.G. degree of 'these days' in the matter of command of the English language.

If at all the English language used by people of yester-years was better the credit does not go entirely to the Grammar-Translation Method. The other
contributory factors were that those people were in direct contact with native speakers of English and with Indians who had been educated in England and that Indian students were continuously exposed to the English language in schools as well as outside. The Grammar-Translation Method continued to be popular in the early 1950s till people woke up to the fact that the Englishmen had left India and that the young Indian learner had no contact with native speakers of English and with very senior people with British education. It was in these circumstances that people in charge of education felt the need for a change in the method of teaching English.

Simultaneously a change was taking place in the Government's language policy which necessitated drastic changes in the objectives of learning/teaching the English language. The urgency to shape Indians who would think like Englishmen was replaced by the necessity to create Indians who would learn English as a second language and later on as a library language. If the Direct Method replaced the Grammar-Translation Method it was not just because of the Inherent weaknesses in the method itself, but because the government and language specialists felt that the Direct Method would enable the learners to use the
English language confidently for speech and writing.

The Direct Method proved to be expensive and Indian schools were not adequately furnished with visual and audio-visual aids. There is no inherent weakness in the method. As seen in Chapter 2, the Direct Method used in teaching Spanish to a set of Indian students in a project undertaken at GRI proved successful. In all cases, the method by itself has been quite adequate but the training given to the teachers in using the method in their classes has been Inadequate. The same thing could be said about the other methods and approaches too. This brings us to the question of Teacher Education.

The teacher trainees, apart from lacking knowledge in the subject matter, are not trained adequately to use the current methods properly. As seen earlier, in Chapter 6, the communicative syllabus is taught through the Structural Approach. There is no co-ordination between the syllabus and the training received to handle the syllabus. The professional teachers are handicapped by the fact that they do not get periodic in-service training to update their knowledge of recent developments in language teaching. The teachers continue to struggle with large classes. They do not have a
say in the choice of the textbooks they are to teach. Neither the existing mode of examination nor the method of evaluation helps the teacher or the learner in any way to realise the main objectives of the course. Most of the English teachers teaching at the tertiary level institutions do not have any formal training in the teaching of English as a second language.

However, some have undergone certificate and diploma programmes in the teaching of English. A selected few have undergone training in some of the English language institutes of some reputed universities in the U.K. These scholars periodically meet whenever ELT experts visit India to participate in some workshops/seminars/conferences and than they decide upon a particular methodology. An average teacher feels diffident to ask whether these methods would help him. In such circumstances it is no wonder that the methods revised or introduced periodically do not serve the intended purpose.

A syllabus is primarily a document which makes a statement of the objectives and the content of the course. India is a multilingual country and the socio-economic backgrounds of Indian learners vary. The very important needs of a typical learner of
English at a higher education institution may be identified and classified broadly under the following heads as P. Ramani has done in "Adventuring with ELT":

1. To understand the lectures in simple English delivered at a fairly reasonable speed in the classroom and to follow instructions and directions in the laboratory.

2. To question the teacher by way of seeking clarification in the classroom and laboratory situations.

3. To interact with the teachers and the peers for sharing information in simple English on a range of subjects already practised in the classroom.

4. To read and understand textbooks on their subjects with the aid of a glossary at a reasonable speed.

5. To write with grammatical correctness, in simple English, a series of connected sentences in the form of a short essay/letter/report/summary or to answer questions based on the text (190-91).

Since the learner can devote only a limited time to the learning of English it becomes almost impossible to achieve these objectives. In order to achieve these objectives the English component could be divided into two courses, namely, a General English Course to
consolidate all learning that has taken place in the school and an English for Specific Purpose Course to meet the specific requirements of the learners. In India, the idea of a course in English for Specific Purposes was developed from this viewpoint. It is possible to achieve a high measure of economy by finding out in advance the specific purposes of a particular group of learners. If we teach only the closely related aspects of language required by specific groups (for example, engineers, doctors, writers, telephone operators) waste of effort on needless language practice can be avoided. A brief survey of the various ESP projects undertaken in India would help in analysing the effectiveness of ESP.

Though ESP developments in different parts of the world in the last two decades have broadened the scope of language teaching, particularly in the context of English for academic purposes, India continues to be trudging through TENOR (Teaching of English for No Obvious Reasons—as it is generally said in a light vein). Teachers and researchers have been expressing professional interest in and concern about the needs of people such as engineers and technologists, but there has been little concrete attempt at adopting a need-
based syllabus for teaching English language skills. Not surprisingly, R.K. Singh, in his article "ESP in India: Development in 1984-85," considers the ESP approach inadvisable in the Indian setting, for we just do not have sufficient number of teachers competent to teach exclusively the English of science and technology. Even CIEFL, Hyderabad and its regional centres in Lucknow and Shillong and the Regional Institute of English, Bangalore have been concentrating on general purpose teacher training rather than on any ESP activities or projects. (58)

However, there have been some notable developments that augur well for ELT in general and ESP in particular. The Regional Institute of English, Bangalore, started publication of two new journals in 1984. The English Classroom and The RIE Journal which are dedicated to advance all facets of the profession of English Language Teaching. Another journal, The Journal of English Language Teaching (Madras), has also been carrying articles that show awareness of the need for re-orienting teaching programmes towards ESP. Moreover, ESP projects have been taken up individually by institutes, universities; and autonomous institutions, creating an awareness of ESP among teachers. Among them, the TTTI Calcutta
Project, the Loyola Experiment, the KELT (Key English Language Teaching) Project of Anna University and the KELT Project of TTTI, Madras, are the most recent. The Technical Teachers' Training Institute (Eastern Region), Calcutta, undertook a thorough revision of its earlier publication, *English for Technical Students* (1975), which was the textbook in use in various polytechnics in the Eastern region. The project began in 1982 with the collaboration of the TTTI, Calcutta, and the Language Studies Unit of the University of Aston in Birmingham, the British Council Division in Calcutta and the Overseas Development Administration, Calcutta. The project is significant in its timely response to the need to keep pace with the changes in ELT methodologies, to update the reading texts and to provide greater practice in technical writing. The project successfully developed a student-centred resource-cum-workbook entitled *Communication in English for Technical Students* along with a Teachers' Manual, published in 1984. Subsequently, this book was prescribed for I year students in Engineering and Technological Institutions in the Southern Region—too.

The Indian School of Mines, Dhanbad, is the first major Technical University in India to have taken the much-needed initiative to go in for ESP approach to
language teaching for students of engineering and technology. During 1984-86, the School not only introduced teachers of English from technical institutions in and around Dhanbad to the idea of English for Science and Technology, to the theory and the methods of carrying out a needs analysis, and to various approaches to syllabus design and curriculum development and materials production, but also took concrete steps to develop its own English language course tailored to the needs of the students undergoing degree courses in earth sciences. The School accepted a British Council proposal to organise two or three workshops to effect a thorough overhaul of ELT at ISM, Dhanbad. In this series the first course-cum-workshop conducted by Elizabeth Swaine of Eaton International, Nottinghamshire in March 1984, helped the authorities concerned to carry out a needs analysis in order to frame an appropriate syllabus for three sets of students, namely Preparatory Semester, B.Tech. First Semester and M.Sc. (Applied Geology) First Semester. A socio-linguistic Investigation through a set of questionnaires (one each for science and technology subject teachers, English teachers and students) and informal discussions with others on the campus, elicited a very positive response to EST
teaching; about 93 percent of the student body, and all of the science staff, agreed that a special EST language programme should be set up for students at ISM. On the basis of the results of the above-mentioned investigation, an actual syllabus was written for adoption for the academic year 1984-85. The second phase of the programme—introduction to theories and methods of developing EST materials—was also completed.

The second course-cum-workshop, conducted by Richard West of Manchester University in February 1986 has further sensitised several English teachers of Dhanbad to ESP approach to teaching materials development. This further helped the authorities to verify the findings of the 1984 workshop again by conducting another needs analysis with students who had already followed the ESP syllabus for one or two semesters during 1985. The ISM teachers of English have developed a textbook for use for students of ISM and other technical institutions after receiving the necessary theoretical and practical training to produce their own teaching material (Singh 70-80).

The Loyola Experiment in ESP teaching, as reported in Innovations in ELT—The Loyola Experiment, edited by Xavier, P. N. Ramani and Michael Joseph, was worth
noting. Loyola College was one of the colleges in Tamil Nadu affiliated to the University of Madras. For a long time, it had no choice but to follow the common curricula evolved and prescribed by the respective Boards of Studies of the University of Madras, consisting of a few selected teachers. The curriculum in English was characterised by a) a heavily content-based syllabus, b) the lecture method of teaching involving only passive listening by students and c) an examination pattern testing chiefly the memory to reproduce content. The Department of English, Loyola College, was dissatisfied with this situation and started thinking of innovations despite the constraints of the existing system. The first aspect of language learning to receive attention was the great heterogeneity of learner level in the college. The college admitted many students from English-medium schools with a native-like fluency in the use of the English language, and an equal number from regional-medium schools whose exposure to and attainment in English were minimal. There was need for more remedial work for the low achievers and for greater freedom and self-directed learning for the highly proficient learners. Hence, from 1974 onwards, placement tests were administered to students on entry
to the college and the students were streamed according to their levels of proficiency in Qiglish. Though all students had to study the same syllabus and had to be prepared for the same examination, students with lower proficiency received greater attention and guidance and more remedial help, while the advanced level learners were encouraged in self-study. However, these trials were felt to be inadequate because they were nullified by the university examination system which still emphasised memory of content.

It was at this juncture that autonomy was offered, to Loyola College in 1978. The members of the Faculty of English of Loyola College seized this opportunity to prepare an innovative curriculum relevant to the needs and interests of the learners. The Loyola Project was launched with the aim of developing communicative skills among the students. The project was not allowed to go static and the teachers guarded against complacency. The classroom experience of the teachers and learners constantly and continuously played an important role in bringing about further improvements (1-4).

The Anna University experiment under the KELT Project, described in the unpublished "Report on Phase
I of KELT Project," was also interesting to note. Anna University, Madras, is one of the centres in India where ESP has been given prominence under the KELT Project, funded by the British Council. Ealing College of Higher Education, London, was the collaborator in this venture. The aim of this project was to develop an appropriate course in English for the first year students of degree courses in engineering and technology. Apart from the production of English Language Teaching materials to be used by these students, the project aimed at finding a suitable methodology that could lead to the best possible utilisation of the instructional materials produced.

The first phase of the project was launched with the visit of Pauline Barr to Madras during November-December 1985. Barr was the leader of the team of British consultants to the project and she belonged to the English Division, School of Language Studies, Ealing College of Higher Education, London. Preliminary studies of the needs of the students and assessment of samples of written work of students were carried out, followed by sessions on current trends in Methodology, Teaching Reading Comprehension, Testing (Theory) and Writing a Test (practical).

Barr visited India again during June-July 1987, accompanied by Susan Axbey of Ealing College. They prepared two sample units of teaching materials each
accounting for four hours of classroom work. These units were critically examined by the staff of Anna University. On the basis of the sample units provided by the British experts, Anna University staff brought out three units on the topic 'Energy' to be followed by other topics related to the fields of science and technology. As a part of the project, one of the staff members in the English Department of Anna University visited Ealing College of Higher Education, London for 3 months. The materials brought back from London by him were used with necessary modifications to suit the needs of the Indian students.

The Technical Teachers Training Institute, Madras, has a project to train teachers of English in professional institutions such as polytechnics, engineer colleges and colleges of pharmacy and other sciences, in Teaching of English for specific purposes. According to the research carried out by the TTTI staff, all teachers of English in professional institutions are post-graduate$ in English with a preponderance of specialists in literature. Most of them do not have any training in teaching at all, although a few might have a B.Ed, and a few others the CIEFL Diploma or , Certificate in Teaching English. Most of the teachers do not have any idea of the methods of language
analysis; very few have experience in the analysis of teaching/learning events; only 30 percent of the teachers have experience in the design of instructional materials for teaching grammar and composition; a few have some knowledge about the methodologies of teaching. In order to remedy these weaknesses the TTTI has undertaken a project to train these teachers, in collaboration with the experts from Britain arranged by the British Council, Madras, under Key English Language Teaching Programme (KELT).

This takes us back to where we started; the methods by themselves have merits. But unless proper training is given in handling the particular methods and in understanding the syllabus and in preparation of the materials, any method is bound to prove unsuccessful. True, ELT activities are manifold in India; various projects, financed by different authorities and agencies, are implemented in different parts of the country. But lack of co-ordination makes many such projects tautological. If all these activities are centrally monitored by a single agency, it could go a long way in improving the efficacy of the effort. Moreover, almost all workshops, seminars and projects publish manuals or reports regarding the
activities carried out as part of the individual programme. But these are not widely circulated. It would be a welcome idea to catalogue all these manuals and reports of various programmes subject-wise and in the chronological order, so that information on materials for further research would be easily available.

The teachers should be given periodic in-service training and should be trained to break away from conventions and try out new methods of teaching the English language suited to their own classes.

In the Gandhigram Rural University core English is taught for 4 semesters to a heterogeneous group of under-graduate students comprising of 1) Kenyans (5% of the student population at U.G. level) who possess a high level of proficiency in English language; 2) Indians (10% of the student population at U.G. level) from urban areas who possess a commendable proficiency in the English language; 3) Indians (75% of the student population at U.G. level) from rural areas who possess poor knowledge of English; and 4) students from Nepal, Manipur and Sudan (10% of the student population at U.G. level) who do not possess the minimum required knowledge of the English language. The students of the third group can at least learn English through Tamil,
the vernacular predominant on the campus. But the students of the fourth group cannot learn any English from peer-interaction, because they are ignorant of Tamil also. Streaming of these students goes against the general policy of the institution and hence it has to be ruled out. All these students share a common syllabus, a common class and a common examination. During the period from 1980 to 1991, in the first semester they were taught Prose and Fiction; in the second semester they had to learn Poetry and Drama; in the third semester they had to learn Functional English and the fourth semester was a continuation of the third.  

This researcher conducted an experiment with two sets of students of the fourth semester during 1989-90 and 1990-91. During December-May 1989-90, this researcher taught a fourth semester class consisting of Home Science and Chemistry students. Teaching grammar through rules and vocabulary through usage, dictation of one-word substitutes, precis-writing and appreciation of poetry through selected pieces were the techniques used. On completion of every unit a written test was given and at the end of the semester a terminal written test for 3 hours and 100 marks was
given. 69% of the students came out successful and the rest showed varied levels of failure. After completing the fourth semester, only two students out of a total of fifty-six could express their ideas in fluent Spoken English.

During December-May 1990-91 another fourth semester class consisting of Home Science and Chemistry students was taught by this researcher. These students were treated as the Experimental Group and Innovative techniques were tried out in the classroom.

While teaching grammar a number of examples were given and the students were encouraged to deduce the rules. For example while teaching the present perfect tense and the simple past tense, pairs of sentences like the following were given:

1) I saw the film yesterday.
   I have seen the film.

2) I read the book last week.
   I have read the book.

3) He bought a car last month.
   He has bought a car.

The students were able to deduce the rule that the simple past tense is used if the action was
completed in the past and time of action is indicated, while the present perfect tense is used where the completion of the action is indicated but not the time.

While teaching appreciation of poetry through selected pieces, comparisons were occasionally drawn from well-known pieces of verse from their own mother tongue. By way of illustration, this researcher explained 'personification' to the students with various examples from English poetry and the students were asked to give examples from Tamil poetry including film songs. The response was more than satisfactory.

While teaching one-word substitution the teacher explained the origin of certain words to train the students in listening skill. One such word was 'boycott'. The students were given the task of finding out, on their own, the origin of words like 'Sandwich', and 'grovel'. They did the exercise with remarkable enthusiasm.

At the end of one month, instead of a conventional written test a quiz was arranged. The main objective of the quiz was to encourage the students to participate in group activities, to make them remain alert in the class and to encourage them to speak in English. The quiz was for 45 minutes. There were, on the whole,
six units. Four out of the six units dealt with whatever they had learnt in the class and the rest with something in general. Of the fifty-six students, twenty volunteered to participate in the first quiz programme and these were divided into five groups, each made up of four students. The first unit of the quiz was on Antonyms and Synonyms, the second on one-word substitution, the third on grammar (tense), the fourth on books and their authors, the fifth on proverbs (the students were asked for Tamil equivalents of English proverbs and proverbial expressions) and the sixth on general English (Figures of Speech etc.). Since the students were familiar with the first four units they participated confidently in these units. The fifth and the sixth units offered them a challenge. On the whole three such quiz programmes were conducted. Every student participated in at least one quiz.

Thus, the revision of the lessons was successfully done through quiz programmes. The quiz is normally used as a testing tool, but here it was used as a LEARNING EXERCISE. The most comforting part of the experiment was that the students eagerly participated in it. Towards the end of the semester, when a written test for three hours and 100 marks was given, this group was able to score far higher marks than the previous controlled group. Moreover, these students were able to express
their thoughts fluently in Spoken English.

Since this researcher occasionally dropped some hints in the class about the nature of the quiz the students remained alert in the regular classes and this sharpened their listening skill. The test at the end of the semester evaluated their written proficiency. The written proficiency was preceded by spoken proficiency and the students were able to take the test with confidence. There was no need for learning by rote at all.

No one method is perfect in itself. The Structural Approach proved to be effective in teaching grammar; the Communicative Approach was effective in encouraging the students in group-work and in assigning them individual tasks to be carried out severally; the Direct Method was effective in teaching vocabulary; and, judicious use of vernacular expressions helped to kindle the interest of students and made them feel at home.

In the circumstances, it may be asserted that in spite of physical shortcomings such as large classes, inadequate teaching materials and lack of other physical facilities, English language can be taught effectively in India. The place of English in India is now no longer disputed. Attempts to replace English by any
other language have met with stiff resistance at least in the South of the country. The necessity of English language is immediately recognised, whenever inter-State communication is sought. Higher education can be successfully completed only with the help of English. The very emergence of ESP in India in itself proves the necessity of English language for Indians in various walks of life. A historical perspective clearly reveals that, in spite of occasional fluctuations, English has now come to stay in India and a critical evaluation of the shift of emphasis in ELT has brought to light the following findings:

1. There has been significant shift of emphasis in the methods used to teach English.
2. The change in the emphasis in not just because of the innate weaknesses of the particular method, but the result of
   a) changing government policies with regard to language education in India;
   b) lack of proper training to the teachers as well as teacher trainees in employing the methods;
   c) the fact that certain methods which could be successful in foreign countries are not suitable to Indian classroom conditions;
   d) the failure to recognise the fact that the
teachers who are the practitioners should have some say in the designing of the syllabus so that the difficulties encountered by them in the classrooms could be taken into account and suitable strategies evolved to overcome them; and,

e) "the advancement in science and technology which has resulted in the introduction of sophisticated equipment as aids to English learning.

As time goes on there may be need for further changes and it is in the hands of the teachers to evolve suitable strategies to be used in the classroom, based on their knowledge of the various methods of English Language Teaching. This would be done effectively, as Gokak has suggested in his article "Mid-Service Training for Teachers of English,"

Educational authorities had to be made to realise the need of the hour through suitable publications, so that they could set the machinery in motion for required change.

A course of training has to be evolved for the lecturers in teacher training colleges and basic training schools, for lecturers in Arts and Science colleges and for secondary teachers as well, so that the
proper perspective would be established for the teaching of English at all levels. A great deal of research has also to be carried out into the particular problems of teaching English to Indian students and of reshaping the courses current in high schools and colleges. (7)