Chapter 1
Introduction

The fact that it is very difficult for an individual to acquire a comprehensive and complete knowledge of a foreign language and develop competence in the use of it is indisputable. The process of learning a foreign language involves a gradual and growing control of the different components of the language. While a child is acquiring his native language unconsciously, he discovers that there is a grammatical system at work in the stream of sounds to which he is constantly exposed. But in the acquisition of a foreign language, where constant consciousness on the part of the child of the mastery of the language is needed, language learning becomes an exercise requiring a good deal of hard work. A very strong motivation is a necessity in order to acquire a firm mastery over the language. This motivation may be intrinsic, springing from an inner urge to learn a new language, an airge born out of the instinctive flair for the language. Or it may be an extrinsic motivation, based on the promising future the new language might provide or on the prestige it might ensure. Fear of punishment or denial of certain benefits may also motivate a person to acquire a foreign language.
In the case of English in India, when we analyse the growth of the English language in the Indian soil from the advent of the East India Company in India upto the modern times, we can say with absolute confidence that there has never been a lack of motivation on the part of Indians to acquire the English language. The motivation might have been the alluring incentives that went with learning of the language, or it might have been a means to quench the thirst for acquisition of knowledge outside the Indian scene, or it might have been the simple pleasure the language offered the learner. We can say that English has been caught in the ceaseless flux of Indian life.

There was a time when the Indian Professor of English who had had his education at Oxford or Cambridge was hedged in by a number of limitations. As V.K. Gokak, in his book *English in India: Its Present and Future*, says,

He moved like a ship of the desert, quenching his thirst with the holy waters that he had stored within himself from native springs during his stay at Oxford, Cambridge or London. (3)
So, it was natural for him to measure all literary expressions by the English yardstick and to find no literary excellence outside English enterprise. He was attempting the futile task of transplanting English literature into Indian soil or of changing the Indian soil itself so that it became acclimatised to favour the growth of English literature.

But there were also some Indian Professors of English who had a national perspective. It is no exaggeration to say that it was in the English classroom that the Indian literary renaissance bloomed. Thus the great responsibility of helping the students to explore the world at large through the vistas the English language opened rested in the hands of the teacher of English. Leaving alone the world outside, in a country like India where the multilingual situation has been posing a problem of communication, English has necessarily played the role, of a link language. For nearly two centuries English has been functioning as the common language in India. Even before Independence the rulers of this country had to make certain decisions about the use of English in the place of or in addition to Indian languages. Historians by and large agree that there were three main phases in the introduction of the English language into India.
The arrival of the Christian missionaries marked the first phase, roughly covering the 17th and 18th centuries. The first period of this phase ranges from the late 17th century to the early 18th century when the missionaries who came for evangelical service, brought English into India along with them. Later, when the East India Company took firm root in the Indian soil, the missionary activity was naturally supplemented by commerce and trade. During the early 19th century, there was an increased emphasis on the use of English as a link language.

Interestingly enough, the second phase of English language in India is the result of the demand of the Indians for English language studies. This led to Raja Rammohan Roy's famous request to Lord Amherst in 1823 for Western scientific education in part replacement of traditional Sanskrit and Arabic studies.

The subsequent phase saw the implementation, by the British under Lord Bentiack,- of- educational instruction in English, shaped by Lord Macaulay's 'Minutes of Indian Education.' As quoted by Braj B. Kachru in his Indianization of English; The English Language in India, Macaulay carried out with an outright demand for a "class of persons, Indians in blood and colour, but English in taste, in opinion, in morals
and intellect" (68). His demand was effectively consolidated in 1844 by Lord Hardinge's public announcement of the British policy, giving preference to Indians with English education for government jobs. In 1854, the Education Dispatch absorbed both the utilitarian and liberal educational aspects of this policy in a concrete programme for higher education.

Raja Rao, as quoted in Kachru's Indianization, says,

as long as we are Indians—that is not nationalists, but truly Indians of the Indian psyche—we shall have the English language with us and amongst us, and not as guest or friend, but as one of our own, of our caste, our creed, our sect and of our tradition. (2)

This was made possible through a carefully worked out step-by-step procedure.

Although Macaulay's Minutes decided the content and medium of instruction, the problem of dissemination of education still remained unsolved. As a possible solution Sir Charles Wood charted a policy in 1854 that English could be the medium of instruction at the higher levels of education whereas the Indian regional
languages could be the medium at lower levels. However, admission into the university depended on a sound knowledge of English and consequently the secondary schools offered English as an optional medium of instruction. This resulted in the rapid growth of education at secondary and university levels, benefitting the people living in towns and cities, but neglecting primary education, which consequently affected the people living in rural areas. Realising this, the Hunter Commission of 1882 recommended that priority be given to primary education through Indian languages. Lord Curzon's Resolution of 1904 recognised the extension of primary education as the duty of the states. (Report of the Education Commission 1966, 14-15).

In spite of all these endeavours, the achievement in Education on the eve of Independence fell far short of the professed goal. The majority of the Indians remained illiterates. Despite the Compulsory Education Bill the primary schools registered many drop-outs. Even the teachers of the Primary Schools hardly had sufficient education; this resulted in the poor quality of primary education (Report of the Education Commission 1966, 15).

The learning of English language in Independent India was no better. Since the end of the colonial
period and the dawn of Independence there has always existed the tendency to scale down, even completely eradicate 'education through English' as it was viewed as a relic of the British rule.

Some Indian leaders went to the extreme of believing that education obtained through the language of our erstwhile oppressors was a sure sign of unpatriotism. Consequently, the English language lost its supremacy and, along with it, lost its unique privileges. One of the early acts of the National Government in 1947 was to set up the Official Language Commission. But, the socio-political situation in India necessitated the retention of English for all official purposes till January 1965, under Article 3^3(2), when it could be replaced by Hindi in due course. However, the successive committees set up to investigate future language planning for the country wielded considerable influence to alter this arrangement (Gokak, English in India 15).»

In the post-Independence era of India, the role of English has varied from one State to another. In spite of the regional differences in the place of English in the school system, English is taught in every State as the main second language.
Three questions have been asked and discussed in this connection. The first concerns the position which English should be assigned in early and higher education. The second concerns the proper roles for the regional languages as well as Hindi and English. The third question is which model of English should be presented to Indian learners and how that presentation can be made uniform and effective. While these have remained unanswered, the language issue gradually became an explosive national problem and the Government of India initiated various efforts to solve it.

After 1947, the first important step taken by the government was the appointment of the Official Language Committee by the President of India on 7th June, 1955 under the Chairmanship of B.C. Kher. This Committee recommended the continuance of English as the official language till Hindi took over. Article 343(1) of the Constitution specified that Hindi would ultimately take over the position of official language. But owing to the language controversy in various parts of the country, especially in Tamil Nadu, the Parliament passed the Official Languages Act in May 1963. In order to reassure the non-Hindi speaking people this Act was made into a law in 1967. The Act, according to Kachru, specified that
Not withstanding the expiration of the period of fifteen years from the commencement of the Constitution, the English language may as from the appointed day, continue to be used, in addition to Hindi, for all the official purposes of the union for which it was being used. . . . (90)

In 1951 the Report of the University Education Commission relating to the position of English in India was published. The report pays glowing tribute to the English language saying that English has been one of the potent factors in the development of unity in the country and that the concept of nationality and sentiment of nationalism are largely the gift of the English language and literature to India. The report, while recognising that any other system of education would be accompanied by various risks, admits that a new system of education nevertheless was inevitable as English could not indefinitely occupy the place of the State languages. Concerning the future role of English, it recommends that English should be studied in high schools and in universities in order that we may keep in touch with the living stream of ever-growing knowledge (Kachru 92).
In 1955 the UdC appointed a Committee under the Chairmanship of H. N. Kunzru. As pointed out by Quasir Zoha Alam in Issues; Linguistic and Pedagogic-, this committee recommended that the change from English to an Indian language as the medium of instruction at the University stage should not be hastened and that if a change in the medium of instruction from English to regional language is effected, English should continue to be studied by all University students. The report suggested that the necessary textbooks in regional language should be prepared on scientific principles and that the Government of India or the Council of Secondary Education should take up this question for consideration. It further stressed the need for special attention to English at the pre-university level. The most valuable suggestion this report made was that the teaching of English literature should be related to the study of Indian literatures and it was in India's own interest that English should be retained as a properly studied second language in our universities (3)*'

The pronouncement by Prime Minister Jawaharlal Nehru in the Parliament that English would continue to be an associate official language at the centre almost indefinitely, shows that there was perfect awareness at
the highest levels of the practical issues involved. Reporting the proceedings of the Chief Ministers' Conference in New Delhi, The Deccan Chronicle dated 12th August 1961 said:

   English should continue as the medium of instruction, opined the Chief Ministers here today. They also felt that it should not be replaced in a hurry.

The Times of India of 12th August 1961 had this to say in the same context:

   It was broadly agreed that the mother tongue should be the medium in the primary stage and the state language at the secondary stage. Opinion on the medium at the university stage was, however, divided. While some urged that the medium of instruction should be the regional language, others agreed with Mr. Nehru that this would tend to isolate learning in the highest stages by keeping students and teachers from other regions away

   Gradually it was decided that English should be taught as a language of comprehension rather than as a literary language in order to enable the students to develop powers of comprehension especially relating to the subject matter of their fields of study.
In his report on English Teaching in India in the year 1963, Randolph Quirk said that the standards of English teaching in India were deplorable. The Education Commission, generally known as the Kothari Commission, set up in 1964 to revamp the entire educational system of India, in its report, emphasised the role of English as a library language, saying. "English should be the most useful library language in higher education and, our significant window on the world" (12).

English'had been part of the bilingual situation in India till Hindi was recognised as the official language at the centre. It has been claimed by educationists that it is only in the mother tongue that a child goes through the socialising process that helps him to master the language. In this situation a trilingual study became inevitable: the first language the mother tongue; the second the National language and the third language English. There were four possibilities for the use of English in a context of this kind:

(a) English as the exclusive language of instruction from early age, with either the mother tongue or Hindi taught as a subject.
(b) English as the proposed predominant language but with concession to the mother tongue as medium at the primary stage. This was generally the position in the country before Independence.

(c) English as an equal partner with the mother tongue and with the federal language. This means a reduction of the importance attached to English.

(d) English as a foreign language which a student can study as he studies French or German at present.

At present English is taught as a second language in almost all parts of our country. But there is no uniformity among the States about the stage at which English is to be introduced. Michael West and Otto Jesperson feel that a too early contact with the second language is detrimental to the learning of both the second language and the mother tongue (Gokak, English in India 29).

The teaching of English as a second language begins at three different stages in schools today. The first pattern begins teaching English from Class III onwards. Provided good teachers are available, it was felt, the longer duration of the course will undoubtedly enable pupils to be more familiar with spoken and written English.
The second pattern, which advocates the teaching of English from the age of 11 or 12, works on the assumption that a period of six or seven years provides for adequate familiarity with the language.

The third pattern represents a drastic departure from these two. It advocates the starting of English in the fourteenth year of a pupil. The serious handicap this pattern faces is the comparative rigidity which a pupil is likely to develop by this age towards the acquisition of a new language.

Anyway most of the States in India recommend learning of English as a second language from III Glass onwards.

The replacement of English by the regional language as the medium of instruction at the secondary stage was only one of the factors responsible for the decline of standards in English. After Independence, the government's principle of universal education resulted in the admission of vast numbers of students from all walks of life to educational institutions. Naturally they presented a spectrum of abilities in English. The students who had pursued their studies from an early age in English medium schools were competent users of the language, especially the spoken language, whereas students who hailed from rural areas,
after education in the regional medium, were generally weak in English. Today it is possible for a student who has the minimal knowledge of English to go to college for his higher studies. Thus, unmanageably large classes, students with unequal attainments in English and the accompanying scarcity of well-trained teachers are factors that have contributed to the fall of standards in English.

During the first flush of Independence many States reduced the number of years given to the teaching of English at the secondary level with the fond hope that English would ultimately disappear from the Indian educational scene. But, it is felt now that English is not only useful in many ways but also necessary for the development of the country. Through the immense progress made in the fields of science and technology the world has shrunk so much that communication through English with our next door neighbours has become obligatory. However, the number of hours allotted to English in the general time table has found no alteration and there has been no increase of the time given to teaching of English in the general curriculum.

The large classes, the poor competence of the majority of the students and inadequate allocation of time impose severe restrictions on the teacher.
Naturally the teacher is more concerned with covering the syllabus within the specific time available to him rather than in developing the communicative competence of the students through practice in the four skills.

Till recently while some periodic changes could be detected in education, the syllabuses left much to be desired in the textbooks and testing procedures.

The examination system consisted mainly of essay questions and a few annotations or short answer questions which needed only the minimal exertion on the part of the student to memorise the expected answers. In such circumstances it became impossible to teach the language in the true sense of the word. Excepting a few, most students completed their school and college education successfully without acquiring the ability to use the English language faultlessly.

The situation has been causing grave concern to planners of education. Whether English should be taught in schools or not is no longer a question. That there is a great demand for English needs no proof. The mushroom growth of English medium nursery schools and the increasing number of Matriculation Schools bear ample testimony to this. There are also many institutes of Spoken English coming up in cities
and big towns. The demands of the society for English is reflected in the desire of the majority of the parents to make their children speak English. Even the rural areas are no exception to this. There is no doubt that English is, and will continue to be for sometime, the language of opportunity, which can open the doors to much of the knowledge available to modern man as well as most of the prized occupations and vocations in a modern society. That takes us back to the demand made by Macaulay more than a century ago.

With this in mind as far back as in 1954, Nehru, the far-sighted Prime Minister of India, insisted on positive and urgent measures to effect drastic changes in the standard of English in India and the Central Institute of English in Hyderabad was established.

The Central Institute of English at Hyderabad has made sincere attempts to bring up the required change' in the English language teaching by giving training to a large number of teachers operating at different levels. Added to this and more .'Significantly, the Institute has tried to influence the national thinking on the planning of policies and curricula related to teaching of English.

The Government also appointed many Study Groups to explore the different aspects of English language
teaching and find ways and means to improve the teaching methods. In a report submitted by the Study Group on the Teaching of English in 1970, the following salient observations were made:

During the last five years, the situation has changed at greater speed than ever before. In several states, especially in the north, the most conspicuous feature of the changing policies with regard to English is their speed. We have examples of more than one State where only a few years ago, English was taught as a compulsory language, and however low the competence attained, pass marks had to be secured in the English paper in order to get through the High School Examination. Today, largely because of the mounting concern caused by an alarmingly high percentage of failures in this subject, the Governments have decreed that success in English should no longer be considered essential for admission to the undergraduate courses at the University.

The upshot of all these changes and several others that are becoming known with the passage of time is that very soon, in
certain parts of India? the college entrant will know no English, not even its alphabet. (7-8)

The Study Group, in its report, notes the following shortcomings in the ELT situation:

(a) There was a grave shortage of trained, adequately qualified teachers of English to handle the classes at every level of English learning.

(b) There were frequent changes in the governmental policies regarding the teaching of English.

(c) The Department of Education was slow in taking necessary decisions and in allocation of necessary resources.

(d) There was no provision for appropriate supervision of English teaching in schools; this resulted in ineffective methods of teaching the language.

(e) Above all the training given to the teachers and the educational methods practised in the classroom bore little resemblance to each other. When new textbooks based on a reformed syllabus were brought out, neither did the teachers receive advance intimation of their contents nor were they equipped to meet the challenges the new syllabus posed (9)«
So, the Study Group, in its report, insisted on revamping the whole system of English education and concluded:

New commitments and new courses are necessary to halt the deterioration of standards on the one hand and to introduce much-needed improvements on the other. All these things require a strong complex of 'feeder' institutions. Basic, even minor improvements in a system are such requirements as pure and applied research, adequate teacher training, both short term and long term, good materials for teachers and learners and classroom equipment. . . .

The group feels that three factors are mainly responsible for the success or failure of a teaching programme. In order of importance these three cardinal factors are: •Men', 'Materials' and 'Methods'. (11)

The manpower or the human resources is of primary value in any programme. For the successful implementation of any educational programme the teacher is the most significant factor because he is the person who puts into practice all the theories propagated. It becomes, consequently, essential that the teacher should be
involved in any policy-making in the field of education. To equip himself thoroughly to face the challenges of the profession, he undergoes training in the Colleges of Education.

Apart from the usual training colleges and schools, where the prospective teachers are trained, there is the Central Institute of English and Foreign Languages at Hyderabad. The National Institute of English, Delhi, has been set up to impart the necessary training to the teachers of English to enable them to introduce new methodologies and materials into the classrooms successfully.

In the 1960s and 1970s a new course, under the name 'Bridge Course', was designed to help students from non-English-Medium schools to bridge the gap between their school education and college education through the medium of English. The MELT Campaign (Madras English Language Teaching Campaign) which paved the way for the establishment of the Regional Institute of English, Bangalore, catered to the beginners who were introduced to the English language for the first time at the primary school level. In fact the MELT Campaign used edibles as a form of incentive to attract the students to the
coaching classes. All these endeavours have helped to create awareness among people of the Importance of learning English, which is an official language at the national level and also a means of communication at the international level.

On the cultural side, links with other countries are strengthened by our knowledge of English. Even in our own country all inter-State social communication will be paralysed if English is not used. English, therefore, acts as a unifying factor, fusing the different regions speaking different languages into a single united entity. In short, through opening large vistas of science and technology, English assumes the status of a library language; through providing means of national communication, English assumes the role of a link language; by being the medium of instruction in schools and colleges, English is assigned the role of second language; and as most of the intra-national correspondence takes place through the medium of English it acquires the privileged position of an, official language. Thus, in every aspect of our life English plays a major role and has become a vital part of Indian society.

The changes in the role played by English has brought a marked shift in emphasis as regards teaching
and learning in the present set-up. It is no more a literary language, but a language of comprehension. Much emphasis is laid on its functional and utility values and the student is expected to gain a command of English for a particular function. The ability to use the language gets priority in the learning of English in the present day set-up.

This shift is similar to the shift which was found in Europe in the teaching of their mother tongue to the native children. With regard to the teaching of English to the native speakers, as E.V. Gatenby says in his article "Conditions for Success in Language Learning," Comenius (1591-1670) laid emphasis on teaching the use of limited and selected vocabulary and meaningful sentences rather than teaching disconnected words (44). From 1632 to 1704, the English soil saw the virtues of the oral approach as propagated by John Locke, who worked on the principle that languages "were not made by rules or art but by accidents and the common use of people" (qtd. in Gatenby, "Conditions" 44).

This shift from selecting and grading vocabulary to learning English through aural-oral medium is similar to the shift which ELT underwent in India also.
Claude Marcel as early as 1867 warned against formal training in grammar and translation and advocated the order* of hearing, reading, speaking and writing, which can be equated with our method of teaching the four skills in a language. In 1882, Francois Gouin invented a sequential series and a system of learning through action (Gatenby, "Conditions" 45).

George Ticknor, according to Gatenby, was the first to make the valid observation, in one of his lectures at Harvard University on "The Best Methods of Teaching the Living Language", that there is no one method of teaching languages and that the teacher must vary his method according to the age and attainments of his class and, further, select and arrange his materials to suit the individual needs and capabilities of his pupils ("Conditions" 45).

Such were the changes in the thinking on teaching of English in Britain. In India also the attitude to teaching of English underwent significant changes. These changes were mainly in the objectives, as seen earlier, methods of teaching and types of materials used for English teaching and test materials used for evaluation purposes. These changes were introduced
in four stages. They reflect the different trends that prevailed during the periods. They were the reflections and impact of various experiments and changes carried out in various places all over the world where English was being taught as the first or second language or as a foreign language.

The early period witnessed the Grammar-Translation method. The free use of the mother tongue in the classroom and the formal teaching of grammar rules are the salient features of this method. But, though this system forced the students to learn the rules of grammar, it did not enable them to attain proficiency in the language. As a reaction to this the Direct Method was introduced. The use of the mother tongue in the class was restricted, even prohibited. The Formal Grammar Method was replaced by the Inductive Teaching of Grammar. Another significant shift was that from using the word as a minimum unit the sentence became the smallest unit of learning. Though this method was to some extent effective in v/eakening formal grammar teaching, it could not be pursued effectively an it proved to be not only expensive but also time-consuming.

The next phase was a sequel to the previous one and oral language training as propagated through
the Direct Method led to the emphasis on reading. Properly selected and graded materials were prepared by i/est and his associates. Michael West's Readers introduced a certain scientific approach in language teaching.

During the fifties, the first half of the third period, the Structural Approach to language teaching became popular. In this method, structural grading, controlled vocabulary, oral and situational presentation and repeated practice for exercise and consolidation were the salient features. But this approach focussed on the learning of the core and not the distribution of the core. As a result, though the student learnt the theory of language structure, he was not able to attain communicative competence. Subsequently, other methods represented by the Situational and the Functional-Notional Approaches based on a modified behaviouristic theory found their way into English language teaching. The tremendous merit of the Functional-Notional Approach is that it lays emphasis on the fact that the students and their communicative purpose are at the very core of the teaching programme.

This approach was popular in foreign countries as early as the late 1970s but India was still
struggling to come out of the stranglehold of structuralism. Only in the beginning of the 1980s did the innovative methods and materials of this approach begin to be experimented on within India. This method in its turn led linguists to another method popularly known as the Communicative Method of teaching and learning. The sensitivity to individual needs is the major characteristic of the Functional-Notional Approach to language teaching. It served as a link between the habit formation theory and the cognitive-code theory. Both the notions and functions were deeply analysed and were taken into consideration before a suitable methodology was decided on. This effected the shift of emphasis from the teaching language system to learning the language as communication. When this shift became more pronounced, it was labelled the Communicative Movement or the Communicative Approach.

Thus, along with the status of the English language in India, the methods used in teaching the language to the students also underwent many changes. When we analyse the attitude of people, particularly students, to learning of English, we find that it is a paradoxical one of fascination and repulsion. There
is a great demand for English, especially from the rural population; yet it is felt that the standard of English is slowly deteriorating. Students are torn between two conflicting feelings, namely a strong desire to learn English, which not only helps them to pursue their higher studies since it is the medium of instruction in schools and colleges but is also a symbol of prestige, and a great fear of the language which is very different from their mother tongue. This attitude makes the tank of the English teachers very difficult.

We have to reckon with the fact that the English language in India is not learnt at the mother's knee, and that it has to be acquired at one level as the language of communication to serve our intellectual needs at a higher level, at others as the medium of delicate manners of thought and also as a creative medium. In order to impart such competence to the students it becomes necessary that a teacher of English should be highly innovative and ingenious. This brings us to the next important problem—Teacher Training in India. No doubt there are many training institutes in India which are mainly concerned with equipping the language teachers to face the classroom
situation., successfully. Whether the teachers themselves possess adequate language competence and whether the methods they have learnt to handle the language classes are adequate and relevant form the core of the problem taken up in detail in a later chapter.

The present study was undertaken with the hope of exploring the various methods that were adopted from time to time to teach English and the reasons for the shift from one method to another and to see whether the syllabus, especially at the high school and higher secondary levels, are relevant to the needs of the students and finally to identify the problems in training teachers.

The main OBJECTIVES of this study entitled "A CRITICAL EVALUATION OF THE SHIFT OF EMPHASIS IN ELT IN INDIA SINCE INDEPENDENCE" are:

1. to systematically trace the history of English teaching in India;

2. to analyse the various approaches and methods used to teach English;

3. to explore the rationale for the evolution of new methods;

4. to find out the focus of the shift of emphasis in ELT;
5. to evaluate the shift of emphasis in English Language Teaching in the light of the syllabus and methods of teaching;

6. to find out the effectiveness of teacher training programmes; and,

7. to find out if there is any co-ordination between the curriculum, methods of teaching and teacher training programmes.

It is hoped that when these objectives are understood there will be a possibility of linking the curriculum, methods and teacher training, because in the course of the data collection the researcher came across a number of teachers who felt that there was no co-ordination among these three aspects of F.T.T—syllabi, methods and teacher-training. When teachers realise this, the day may not be far off when teacher-educators and policy-makers realise this and effect the much-needed co-ordination among the three Ms (Men, Materials and Methods).

SOURCES:

Various books and Journals on English Language Teaching were the secondary sources of information for the researcher. A historical approach to the research was adopted because the study needed the past history
of English Language Teaching in order to get a clear perspective of its present set-up and to have a peep into its future.

Teachers actively involved in teaching at present and those who have retired were interviewed for the collection of necessary data. The researcher believed that a questionnaire would not only be time-consuming but would be too formal and feared that the information given may not be genuine or authentic. Nearly one thousand teachers teaching in high schools, primary schools, higher secondary schools and colleges and universities were interviewed informally. Their interviews were recorded and later transcribed. The questions asked during the interviews were mainly on four main aspects:

1. Has there been a shift of emphasis on ELT in India? And what is the nature of the shift?
2. How has the shift affected language teaching?
3. What is the attitude of the students to learning English?
4. What is the role of teachers in decision-making while a new syllabus is formed?

The researcher also contacted Principals and Professors of Training Colleges for their views on:

1. the shift of emphasis in ELT in India;
2o how well the student trainees are trained to equip themselves to meet the demand of the changing methods of teaching;

3' provision/absence of periodical in-service training for the teachers who train the student trainees to familiarise them with current trends; and,

4. the problems encountered by them in training the student trainees.

Analyses of these interviews are interspersed in the course of the thesis to amplify any point made by the researcher on any vital issue.

Parents were interviewed in order to find the validity of the social demand for the language.

The researcher also met some of the innovators of new projects to promote English language teaching to get first-hand information about their experiments.

This study has certain LIMITATIONS. The main focus is on syllabi and methods of teaching and there is a large scope for a study of evaluation techniques used to test language acquisition.

The researcher has not been able to get a detailed report of the projects in different parts of India, especially North India, where projects like the Bombay Project of Lukmani have been tried out. The
study has confined itself to situations mainly in Tamilnadu. A further study—of a comparative nature or a survey of ELT in different Indian States—is possible.

The bibliography appended to the thesis lists all the books and articles cited and also some which, though not cited, were consulted in the course of the investigation and were found useful.

There are six appendices as listed below:
1. Interview schedule for teachers of English in active service with results tabulated.
2. Interview schedule for teacher educators with results tabulated.
3. The under-graduate syllabus for core English of Gandhigram Rural Institute.
4. Question papers of tests conducted and marks lists.
5. Quiz conducted as a learning exercise.
6. Article by this researcher published in Dynamics of Teaching under New Education Policy.

The thesis has been written and documented according to the guidelines provided by the MLA Handbook for Writers of Research Papers, edited by Joseph Gibaldi and Walter S. Achtert, 2nd ed. (1984; New Delhi: Wiley Eastern, 1987).
NOTES

The Interview Schedules used in these interviews are given in Appendix 1 and Appendix 2 along with their findings in tabulated form.