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"English is our major window on modern world"

Pandit Jawaharlal Nehru

The teaching of English in India, particularly at the school level, holds a very important place in the curriculum and is associated with problematic and controversial issues like, what to teach? and how to teach?

Teaching facilitates learning. A learner is the central factor in the teaching situation. He is at the centre of the entire process of instruction and his age, previous learning experiences, aptitudes, interests, the time he devotes to the learning of a foreign language and such other aspects determine the suitability of the curriculum, syllabus, course materials and the methods of teaching. Teaching that does not take into consideration these factors, fails to achieve the desired objectives.

Learning and teaching are two inseparable aspects of the same problem because one cannot develop any teaching strategy without going into the learning difficulties of the studies. Moreover any method of teaching a language depends largely on the objectives of teaching the language. The effective use of the language helps the child to express his feelings, his emotions, his aspirations etc.
The problem of method in teaching English to Indian school pupils is beset by special difficulties and conditions, which have to be faced squarely before the question of procedure can be taken up for consideration. It is when these special circumstances do not receive the consideration they deserve, that methods of teaching English prove ineffective.

Like other districts Aurangabad district also has two types of High Schools.

Some High Schools are under the control of Education Department of Zilla Parishad and others are under the control of the Private Management concerned. In all the Zilla Parishad High Schools of Aurangabad District many problems come in the way of learning and teaching English at the secondary school certificate level.

**English as a “Third Language in India”**

English in India is a modern foreign language differing more from any vernacular familiar to the pupil than English differs from French or German. It furnishes the chief reason for a special method appropriate to the teaching of English in India, and it is repeatedly overlooked in the standard expected of the pupil, in the distribution of emphasis upon the different attainments that are
associated with language study, in the selection of books for study, and in the method adopted for teaching.

English has to be taught in India with an aim rather different from that with which a modern foreign language like, say French is taught in secondary schools in England. It is necessary that the Indian pupil should not only understand English when it is spoken or written, but also that he should himself be able to speak and write it.

English as a ‘foreign’ language refers to the situation where it is taught for certain specific purposes viz, reading scientific words, Trans - communication of certain levels and for certain purposes only. English as a ‘second’ or ‘third’ language refers to a situation where English is used widely for purposes of administration, education and as a common link language.

Regarding learning English Mr. R.S. Saraf says:

"The Indian pupil has to learn English not for reading nor understanding but also for speaking and writing. The main aim of instruction in English at school stage is to acquire a practical command of the language implies the abilities to use English in spoken and written forms in the variety of situations".

The teaching of English in India was direct result of the coming of the British, but they did not concentrate their attention on the teaching of English from the very beginning. They had come as traders and hence their first
attention was focused on trade. English was taught as one of the subjects.

Howell says:-

"Education in India under the British government was first ignored then violently and successfully opposed then conducted on a system now universally admitted to be erroneous and finally placed on its present footing"²

The justification for describing English as L3 in the present context in India is that it is no longer used as a language of instruction in majority of schools in the country. Most colleges and even a few universities teaching Arts and Commerce subjects in non-metropolitan areas have changed over the regional media. It is now playing a comparatively smaller part than what it did in the past in different walks of life. It is now felt that regional languages can cope up with all aspects of education except technical and scientific subjects at the university level. Consequently, there is a study reduction in the use of English as a medium. Chib S.N. while discussing the role of and pleading for the cause of Hindi as a link language quotes the Ministry of education as follows -

"According to the Education Ministry Universities are using one or more regional language as the medium of instruction"³.
English is no longer used as a medium of instruction in majority of schools in India. Most colleges and more than 50 percent of the university teaching Arts and Commerce subjects in non-metropolitan areas have changed over to the regional languages. However, English continues to be the language of instruction in the field of law, medicine, engineering, technology and agriculture etc.

A few industries have introduced regional languages in certain areas of their routine correspondence. According to one of the major national undertakings, the Indian Railways have been increasingly using Hindi in place of English. At public meetings and National level conferences regional languages or Hindi is being used on a large scale. Interstate communication is done in Hindi and Hindi is being used on a significantly large scale in trade and industry. In several states the policy with regard to English has been too frequently changing. This led the study group on teaching of English (1971) to express its concern. The study group observed:

"During the last five years the situation has changed at much greater speed than ever before. In several states, specially in the north, the most conspicuous features of the changing policies in regard to English to their speed. We have examples of more than one states where only a few years ago, English was taught as a compulsory language and
however, low the competence attained, pass marks has to be secured in English papers in order to get through the high school examination. Today largely because of mounting concerns caused by an alarming high percentage of failure in the subjects at different end-of-the-year and school leaving examination. The govt. has decided that success in English should no longer be considered essential for admission to the undergraduate courses at university. In a few states English has been made an optional subject and in some it is an optional paper and the marks secured in it do not in any way affect the examination result. In at least one state, if a student chooses to take this paper, the fact is merely recorded on his result sheet."

The use of English is gradually losing its second language status. At the same time it must be noted that it has not acquired the position of a foreign language like French or Russian.

According to Wilkins D.A.

"The target language is not the mother tongue of any group within the country where it is being learned and has no internal communication function either."

English for a majority of students is a compulsory third language (L3). English as a third language is a stage between the library and 'second' language stages. The
difficulty in the use of the term third language as Yardi V.V. says.

"Conventionally we speak of ‘second’ language learning. In English the term bilingualism is generally used even when the subject discussed happens to be multilingualism."\(^6\)

When a third or a further language is added, it does not seem to be pedagogically very helpful. Learning \(L_2\) in a bilingual situation can not be equated with learning \(L_3\) in a multilingual situation. A learner learning \(L_2\) faces interference stemming from one language i.e. \(L_1\) which can easily be contained but when in learning \(L_3\) he has to struggle against double interference since the learner has already acquired two languages. And the interference could be of a different nature as Yardi V.V. puts it.

"It is unpredictably mixed and may show itself in unexpected context. There is no easy way to measure this interference, assuming of course that all potential forms of interference do materialize which actually may not be the case."\(^7\)

The Education Commission (1964-66) reports the following paragraph -

"It is true that English will be the most important library language to be studied at this stage (VIII to X). We however, think that it is also necessary to encourage the study of other important library
languages like Russian, German, French, Spanish or Japanese. Facilities for their study should be provided in few selected schools in each state and it should be open to the students to study them, either in addition to or in lieu of English or Hindi.\textsuperscript{8}

The study group (1971) observed:

“A number of committees and study groups have in recent times given anxious thought to the place of English in our system of education. The teaching of this language at various stages; its role in school and at the university, its share in time tables, and its contribution to the teaching of other subjects from parts of problem which has become increasingly important as well as controversial with the passage of time.”\textsuperscript{9}

Any approach to the teaching of a language whether second or third must take into account the needs of the learner and the atmosphere in which the language is taught. The needs differ from each and every place-to-place as well as time-to-time. In India education is a state subject so the objectives of teaching must show the change in it.

Wilga M. Rivers Says:

With the passing of time, new situations arise for a nation and its people and these establish priorities of objectives for the foreign language teacher, who must
be continually aware of such changes if his teaching is to be appropriate to the generation of students before him." \(^{10}\)

In some of the Hindi – speaking states for instance the learner competence is poorer than that of his counterpart in non-Hindi speaking states. The other two languages in most of the states are mother tongue (L\(_1\)) Hindi (L\(_2\)) and where Hindi is not the mother tongue, urdu the new scheme of education, English has acquired the status of a third language. In Andhra, Jammu and Kashmir, Maharashtra, Punjab, Kerala, Gujrat, Rajasthan where Hindi or regional language is L\(_2\) this sequence of three languages seems to work well. Where Hindi language is L\(_1\) there English language is L\(_2\). In this type of states, which serve that the English language, is the second language is not really a second language in its sense as it is in the other countries like Kenya or Philippines. The sequence L\(_1\), L\(_2\), L\(_3\) indicates that both dominance of language in speech community and the chronology of learning it.

Motivations which are to be created needs to be related to our immediate needs. Defined objectives of learning language are also necessary for pedagogical purposes. Till the objectives are defined clearly the learning and teaching process cannot become effective and meaningful. Without objective the methods and approach cannot be adopted. Testing and evaluation are
also meaningless without objectives of learning any language. We cannot think about the inter-dependent processes like Objectives, Methods, Material, Evaluation etc. Teaching of English has failed because we have failed to define our proper objective of teaching and learning this language. This case can also be considered not only at the school level but also at the college and the postgraduate levels. But while comparing the school level and the college level the objectives are usually stated in terms of linguistic structures and vocabulary items though this seems to be rather ambitious in the present context. At the college and postgraduate level it is difficult to discover what the objectives of teaching are. The syllabus at the S.S.C level is rather ambitions when judged in the context of the pupil’s achievement. The average SSC student hardly can make use of 100 structures and 1000 vocabulary items effectively.

J.G. Bruton experienced and gives the conclusion:-

"But the real problem and difficulty lie in the fact that from syllabuses and examination it is usually impossible to discover what the objectives of teaching are. Here again there is a marked difference to be found between school and university practice and belief. Most school syllabuses contain some sort of statement of what the objectives are supposed to be,
but at the later stage, no such statement is usual although it would be possible to deduce from examination that objective is to teach the subject matter of a certain text and a few irrelevant tricks with the language.”

Lukmani M. Yasmeen says:-

The individuals rating of the reasons for learning English indicated the following order of priorities:-

i) Getting a good job.

ii) Coping with university classes.

iii) Traveling aboard.

iv) Acquiring new ideas and broadening one's outlook

v) Becoming more modern.

vi) Reading advanced technical literature

vii) Getting Access to international books, journals etc.

viii) Acquaintance with people to be in touch with the latest trends in thought and behaviour in the West.

ix) Becoming friendly with English speaking Indians.

x) Thinking and behaving like English speaking Indians

The studies should be kept in mind while formulating the objectives of English as a third language in India. As
foreign language learners are instrumentally motivated and therefore their needs are not literature oriented but of practical and functional nature. But a heavily literature oriented syllabus cannot serve this purpose. Those who are ‘propelled by integrative motives’ can do so but a large majority of learners would prefer to learn foreign language for functional and practical purposes. And it would be unfair to impose a heavily literature oriented syllabus on such students. Until recently English in India was taught for undefined cultural ends. Such an approach may be appropriate in L₁ situation but not in the case of L₂ and L₃. Yet this was what was done and still continues to be done in the name of teaching English. The result is a steady detoriation in standard of teaching and learning English.

Prof. V.K. Gokhale suggested the reasons for the study of English in India:-

1) As a “language of all important trade and industry”, as a “language of administration at higher level”, as “the language of competitive examination”.

2) For getting access to modern scientific and technological knowledge.

3) “So long as creative thought in every department of knowledge is not as active in this country as in the West, it would be rash to cut ourselves off from a language which keeps us in continuous
contact with the latest thought in Europe in every field of life and culture”.

4) For “discussing English at a later stage”.

5) “To interpret India’s thought and culture abroad”.

The study of motivation of students studying foreign languages was conducted by Y.C. Bhatnagar and arrived to the conclusion that:-

“... It is in the provincial or regional universities that the students are guided mainly by instrumental motivations since they would like to break away from their rural associations and to have a better social mobility.”

Joshua Fishman while discussing the implication of bilingualism for language teaching and language learning puts forth a similar point of view, he opines that pupils learn language other than the mother tongue for utilitarian, integrative purpose etc.

He said:-

Those students propelled by integrative motives will be most successful in learning by the Direct Method. They will learn a great deal from out of school experience. Those whose motivation is instrumental will tend to profit more from classroom instruction. They will do particularly well in connection with formal
conjugation, translation and other materials emphasized by the older instructional methods”.¹⁵

Need and Importance of English as 3rd language since the British Period.

The East India Company, in the beginning of the 19th century, attempted to modernize India and sparked off bitter and prolonged controversy regarding the medium of instruction and the content of education as till then there was no well-defined policy of education in India. When the East India Company was established in India there was a lot of discontentment in the country on account of many causes —

The masses suffered from economic troubles, the middle class suffered due to unemployment. All the rational Indians felt that the economic exploitation of their country by British power is responsible for the suffering of the people. The British officials working in India were a very heavy burden on the Indian resources. The economic system of India was adjusted to the needs of the people of England. The interests of the Indians were completely ignored.

The Indian resented the attitude of the English men towards them. The Europeans in India were arrogant. They had a very low opinion about the Indian character.
The free trade policy of the government of India stood in the way of the development of the country. The free trade policy affected Indian Economy.

As it was not possible for the Indians to have an armed rebellion against the British power and for that Raja Ram Mohan Roy (who was known as Herald of a new age, father of Indian Renaissance, father of Indian Nationalism) started educating the people and worked hard for political consciousness among the country men. Raja was convinced that India would progress only through liberal education covering all the branches of western learning. He gave all his support to those who stood for the introduction of English language and western subjects. In other words Raja Supported that more schools should be started and English and Western subjects should be taught to Indians. Because of his efforts Hindu College was started and later on this college was the best modern institute.

The English language played a very important part in the growth of nationalism in the country. Without the common medium of the English language it would have been out of the question for the Madrasis, Bengalees and the Punjabi’s to sit at one table and discuss the common problem facing the country. And that was the reason for which India felt the need of learning the English language.
With establishment of British supremacy in India brought the Indians into intimate contact with the European countries. 19th Century in Europe was the century of Nationalism and Liberalism and the Indians learned their lessons from the Europeans in both these points. If Germany and Italy could become Independent, a natural question that arose in the minds of Indians was as to why their own country could not be independent. When the Indians came into contact with the west they were immensely influenced by the philosophy of liberalism. This was possible only because the Indians started learning English language. This was the time when they came to the importance of the English language.

Raja Ram Mohan Roy attributed one of the Directors of the East India Company in the 1790’s the opinion that “We had just lost America from our folly in having allowed the establishment of schools and colleges and that it would not do for us to repeat the same act of folly in regard to India.

The Indians’ want to learn English was further motivated by the job opportunities. The government too wanted to have for its needs, to have at its clerks, disposal translators and other functionaries. But some Indians continued to resist the English learning and its cause it was strengthened by the prevailing progressive social efforts and zeal of missionaries. Raja Ram Mohan Roy
contributed a lot and K.K. Chatterjee discusses Raja’s role and observes:-

“Ram Mohan believed that the citadel of conservatism entrenched in the age of old modes of Sanskrit education must be destroyed and the light of Western Science and philosophy must prevail in India so as to deliver his country men from obscurantism and barbarous superstitions”\(^{16}\)

He further observed and said:-

“- - - - But he realized that England was the leading country in the progress of modern civilization and that western education would be liberating force”\(^{17}\)

Naik and Noorullah also express similar views about Raja Ram Mohan Roy. They state;

“He proved that syntheses of Eastern and Western cultures are possible and although his method of synthesis was not acceptable to many, he could convince his co-religionists that Western education was not always culturally dangerous as it was supposed to be. He thus acted as one of the earliest Indian interpreters of the west of India”\(^{18}\)

The charter Act of 1833 allowed the missionaries from other countries to carry on their work in India.

It also announced that ....
"- - - - no native of the said territories nor any natural born subjects of His Majesty’s resident therein, shall by reason only of his religion, place of birth, decent, colour, or any of them, be disabled from holding any place, office or employment under the said company.\textsuperscript{19}

English had a very prominent and privileged position in Indian education and life during this period. It was not only a compulsory subject at school and college, but it was also the medium of instruction. It was the official language of courts and a link language for the different states of India. Its study played tremendous role in arousing our national consciousness and in broadening our mental horizon by bringing us into contact with the master-minds of the world so that we can communicate with them understand their philosophy and try to take the best from their views to inculcate all the good things in our country and in our people to make the things more prosperous.

K.K. Chaterjee remarks.

"- - - - The orientalists were thus defeated overnight and the vexing question as to the medium of instruction seemed to be answered once and for all".\textsuperscript{20}

The minute gave a definite swing to English K.K. Chaterjee prefers to call 1835, the year in which Macaulry wrote his minute as
"The year of inauguration of the era of English Education." 21

When the British started ruling India. They searched for Indian mediators who could help them to administer India. The British turned to high Caste Indians to work for them. Many high caste Indians, specially the Brahmans worked for them. The British policy was to create an Indian class who should think like the British, or as it was said then in Britain “Indians in blood and color but English in taste, in opinions and morals and intellect”. The British also established in India universities based on British universities. The English Christian missionaries came to India from 1813 and they also built school at primary level for Indians in which the language of instruction was local language. Later on the missionaries built high school with English as the language of instruction, which obliged the Indians who wanted to study to have a good knowledge of English. The British rulers began building their universities in India from 1857. English become the first language in Indian education. The ‘modern’ leaders of that era in India also supported English language and claimed it to be the main key towards success. Indians who knew good English were seen as the new elite of India. Many new schools were established in which the language of instruction was English. According to the British laws the language of instruction at university level was English and
therefore schools that emphasized English were preferred by ambitious Indians. Even after India's independence, English remained the main language of India.\textsuperscript{22}

The minute had far-reaching effect on the educational policy in India. While emphasizing the importance of Macaulay's Minute, F.E. Keay observes:

"The result of this action was that in future the teaching in the schools and colleges would be in English and this momentous decision has had its effect on educational policy in Indian right down to the present time. Today opinions still differ as they did then as to whether this was a step in right direction. In any case it's consequences have been far reaching so far as the educated classes were concerned. It gave them a language which people from all over India could converse with each other and in this way helped towards the unification of India. It would have been difficult at that time, as it is not easy today to find another language which could be used throughout the country. The rulers of those days foresaw that the introduction of Western education would bring India into clear contact with Western ideas of government, and democracy and lead to Indian nationalism and the demand for self-government. But Macaulay himself said that if that day should come he would regard it as the proudest day of English History.\textsuperscript{23}
Swami Dayanand was the founder of the Arya Samaj. In 1875 he founded the Arya Samaj which ultimately became a great religious, social and educational movement. Later on a large no of schools and colleges were set up all over the country. It goes without saying that Arya Samaj has played an important role in the educational field. It is Arya Samaj which is responsible for moulding the lives of crores of young men and women of this country. The Theosophical society was founded by Madam Blavatsky and Col. Olcott in 1875 in America. In 1879 both of them came to India and established the headquarters of the society at Adyar war Madras. The Theosophical became prominent in the time of Mrs. Anie Bessant. She joined the society in 1889 and came into India in 1893. She dedicated her whole life to the cause of the society. She explained her mission in these words:

"The Indian work is first of all, the revival, strengthening and uplifting of ancient religion – Hinduism". This means a new self – respect, a pride in the past of belief in the future, the beginning of the rebuilding of a nation. She was responsible for founding of the Central Hindu School at Banaras which later on glue into the Banaras Hindu University”.

Wood’s Dispatch (1854) had expressed the view that English should be taught to the students in secondary stage so for the dissemination of European knowledge. But
as this happened English dominated the entire curriculum the progress of education in India (1901 – 1902) an official publication summed up the situation as follows:

"The English secondary course aims at giving school education. The teaching of English is the prime object throughout the course and in the higher classes instruction in all the subjects is given through the medium of English."^24

The Ram Krishna mission was started in 1896 by Swami Vivekanand in the memory of Ram Krishna Paramahansa. The mission has branches all over India and has done a lot of work in the country.

In 1849 in Maharashtra Dr. Atmaram Pandurang started Parthana Samaj with an object of rational worship and social reform by education. This society conducted night schools for working people and associations of women for education of girls in English. Sir R.G. Bhandarkar and Justice Ranade were two great members of this samaj. Ranade was responsible for the Deccan Education Society. He did a lot for English as well as other education of the people.

Naik and Noorullah write:-

" - - - - Here the most uncompromising opposition to English came from Mahatma Gandhi even at this early period he puts forward the view that Hindustani should be the national language of India
and that English should not be a medium of instruction at any stage of education”

Jain quotes the following

“Our boys think that without English they cannot get government service. Girls are taught English as passport for marriage. The canker has so eaten into the society that in many cases the only meaning of education is the knowledge of English. All these are for me signs of slavery and degradation”

English was continued to be the language of instruction, it was because English was the sole medium of instruction at the university level and the secondary stage was the appendage for the university stage. English was the only medium used in the government service competitive examinations.

“Even today schools in India that emphasize English are considered better schools and the same is the case at university levels even though there is a trend towards Indianization. In the 1970s and 1980s about one third of the Indian schools had English as their first language. For most of these students, English is their first language and it is easier for them to communicate, read and write in English than in Indian languages, including their mother tongues. Just like the Americans, Australians or even the British who have their unique English words and phrases, the
Indians also have their own unique English. Indians and the Indian English language press use many words derived from Indian languages, especially from Hindi. Other than that the Indian accent is sometimes difficult for non Indians to understand. There are some Indian pronunciations that don’t exist in non Indian languages. The British also had problems with that and they caused some changes in Indian words so that they could pronounce them. Even the Indians started using these changed words and made them part of their English. Two examples of such changed words are currey and sari.

The University Education Commission realizing the complexity of the language problems sounded a note of warning when they said:

“No other problem has caused greater controversy among educationists and evoked more contradictory views from our witnesses. Besides the question is so wrapped up in sentiment that it is difficult to consider it in a clam and detached manner.”

The commission, however, felt that, “English language has been one of the potent factor in the development of unity in the country, and that English has supplied with the key to the fundamental ideas of modern civilization, to modern science and philosophy
and what is even more important for all practical purposes English will continue to be our principal means of maintaining contact with the outside world.”

The commission recommended:

“English however must continue to be studied. It is a language, which is rich in literature humanistic, scientific and technical. If under sentimental urges we should give up English we would cut ourselves off from the living stream of ever growing knowledge unable to have access to this knowledge, our standard of scholarship would fast deteriorate and our participation in the world movement of thought would become negligible.”

For over a century and a half Indian intellectuals have been studying English and now it has entered the fabric of India’s culture. It plays an important role in various fields.

English in India is a foreign language with some difference. It is not the same as learning French by the English student or English by the Japanese. The Indian pupil has to learn English not only for reading or understanding but also for speaking and writing. The main aim of instruction in English at the school stage is practical command of the language. The phrase ‘practical command
of language’ implies the abilities to use English in spoken and written forms in the variety of situations.

It goes back to the Dispatch of 1854, which is often described as the Magna Charta of English Education in India. Wood’s Dispatch was not for substituting English for the vernaculars. It believed in the ‘theory of filtration’ viz an English education for the upper classes. With the idea that modern knowledge from English would filter into the vernaculars. This pious hope was shared by many.

Charles grant who is regarded as the father of modern Indian education exhorted the East India Company to import knowledge of English to the natives as it would serve as a “key which will open them a world of new ideas.”

To quote Charles Grant again:

“It would be extremely easy for government to establish at moderate expense in various parts of provinces, places of gratuitous instruction in reading and writing English, multitudes especially the young would flock to them and the easy books used to teaching might at the same time convey obvious truths on different subjects .... The Hindus would in time, become teachers of English themselves and the employment of our language in public business, for which every political reason remains in full force,
would in the course of another generation, make it very general throughout the country."

Macaulay's celebrated minute on Indian education sets Indians on the course of Anglicisation. 'The hearty patronage of government tried to provide preference to those who had been educated in western science and were familiar with the English language. The policy of administrators consciously promoted the association of English with a status or privilege. Consequently knowledge of English became the mark of prestige. It gave rise to an exclusive class of what Ripon was to call "The daily growing body of Natives educated in Western learning." This was the class of elites who felt themselves to be superior, privileged people with a decent income and an important status in society. This class, created between 1860 and 1890, brought in, the forces of modernization, too, along with anglicisation.

The results were obvious. To speak English like an Englishman was the hall-mark of culture. English subject was at the top of educational hierarchy and the teaching of English came to be regarded as the prime object of the school course.

Pandit Jawahar Lal Nehru, while addressing a meeting of the state education Ministers, held at New Delhi on September 2, 1956 said that technical training should continue to be given in English in the foreseeable future.
He also said:

"It is patent to me that this man power for industrial, scientific and cultural purposes cannot be trained in any Indian language in the foreseeable future. It is absolutely clear to me and it is not arguable matter that the scientific and technological training has to be given in English."\textsuperscript{32}

The Secondary Education Commission reiterated the arguments and held the view:

"--- under present conditions and taking due note of the development of the regional languages and official language of the centre, it is necessary that a sound knowledge of English should be considered a pre-requisite to studies at the higher levels of learning whether in the university or in other institutions. For this reason it is stated that English should be a compulsory subject of study in the secondary school beginning from the middle school stage."\textsuperscript{33}

The English language-teaching situation during the pre-independence period summed up as follows:

1. English was dominating the school stage and even at the collegiate level.

2. The teaching of English was largely pedantic, dull and largely wasteful.

3. There was an emphasis on the formal grammar of written English.
4. **Pupil's needs of English were severely limited.** English was needed either for government jobs which had a premium on formal written English or for going to a university where the teaching of literature was at the top English for wider use like communication at the international level or in the fields of commerce, engineering, technical etc. was non-existent those days.

5. Consequently, the literary English was supreme in the teaching of English. The written English had more prestige than the spoken form.

6. **There was an excessive dependence on the British model. There was a slavish imitation of the methods and techniques of teaching English in British schools.**"  
Kunzru committee and U.G.C. recommended.

"- - - - for the majority, the primary aim of learning English may be ability to read and to comprehend."  
Indian independence changed the status of English, but it did not affect the place of English in Indian life or education English was no longer the language of rulers. But it continued to be the language of elite.

Gandhiji thought and thought rightly that;

"The excessive importance given to English has cast upon the educated class a burden which has
maimed them mentally for life and made them stranger in their own land."  

Despite this observation and the Angrezi Hatao Movement, English continued to retain its importance and has now become the status symbol and the gateway for entry into the urbanized group. English is the symbol of urbanization, modernization, internationalism and elitism. Officially, it is the Associate Official Language and assurances have been given that ‘it will continue to be the lingua franca as long as the non-Hindi speaking people want it’. 

Jawahar Lal Nehru Said:-

“It is possible to criticize it as it is possible to criticize any formula that you might evolve but it is a good formula keeping in view most of the aspect of this problem and helping to bring about in the political and cultural spheres that sense of unity, common knowledge and common understanding all over India which is so essential”.  

Language issues have the deepest political, cultural and personal significance. As India is a country of many languages, decisions regarding the roles of the languages in national life, cannot be taken easily. The three language formula is such a decision which has been recommended in the sixties and it has been accepted as the solution even
under the New Education Policy. The formula was approved at the Chief Minister's conference in the past.

As per New Education Policy (NEP), *"The three-language formula should be effectively implemented. The first language should be the mother tongue / regional language. The second may be Hindi or English in the case of non-Hindi speaking states. In the Hindi-speaking status, the second language may be one of the modern Indian language or English. The third language in the non-Hindi speaking states should be English or Hindi which has not been studied as a second language. Similarly, in the Hindi speaking states, the third language should be English. The study of second and third languages should be introduced at the upper primary stage."*.  

The main objective of teaching English is to enable the children to obtain, at a later stage, knowledge not available in mother tongue / regional language or Hindi. Accordingly, the Education Commission (1964-66) recommended that:

*"English be taught primarily as a library language. The emphasis in the teaching of English should therefore, be on developing the reading skills."*

English was the native language of England only. From there it spread to other parts of Great Britain and to
North America and Australia and New Zealand where the British people settled. It still is the vernacular of those countries. But it is no longer only the native language of those particular countries and peoples. By accidents of history and by the rapid spread of industrial development, science and technology, international trade and by something like an explosion in the speed and ease of travel and by all the factors which have broken down frontiers and forced nations into closer interdependence English has become a world language. It is the means of international communication, there is no other language which serves as a means of international communication.

F.G. French says:

"Every advance in science in engineering, in trade in politics, in every branch of human thought is discussed, printed, disseminated and made available in English. A traveler who can speak English will find somebody who can understand him wherever he may go, anyone who can read English can keep in touch with the whole world without leaving his own home. Without a knowledge of English a young man or woman starting a career is gravely handicapped, whatever the career may be with a knowledge of English, he (or she) holds a key which will open many doors ...."
O. Jesperson

“Language is a set of human habits, the purpose of which is to give expression to thoughts and feelings.”

Bloch and Trager.

“A language is a system of arbitrary vocal symbols by means of which a social group operates.”

Advances in science, technology, research philosophy, art, culture, the literary heritage of other countries are made available .... Through English, international conferences are conducted in English. Countries have better co-operation through better understanding with one another, a contribution enhanced by a common language. The shrinking world, a result of advances in transportation and communication undreamed of some years ago, has made possible visits from tourists, educators, and people in various professions from all parts of the world to our shores. Our contact with them is in English. In short, English is our linguistic bridge to the outside world .... Today over 200 million people use English as their first language, millions more read and understand it as their second language.

M.A. Dawson, M. Zellinger A Elwell said:

“Schools in Europe and South America commonly require English as a foreign language,
students in Russia, Turkey and Japan are among those who study it. It has been asserted that over half of the world's newspapers are printed in English. English is the language of over three-fifths of the world's radio station".43

F.G. French observes:

"--- That it is only through this language that we have distilled essence of modern knowledge in all fields of human activity. Anyone who can read English can keep in touch with the whole world without leaving his own house"44

Radha Krishan University Education Commission observed:- "It is a language which is rich in literature – humanistic, scientific, and technical. If under sentimental urges we should give up English, we would cut ourselves off from the living stream of ever growing knowledge."45

Apart from its international status and the language of science and technology. English has still some functions traditionally handed over, in India. They are:

i) English as the associate official language – used in most spheres of administration, both at the centre and in the state.

ii) The language used in courts

iii) The language in which most public examinations are held.
iv) The medium of instruction for some of the highest centres of learning.

v) The language used for most commercial and industrial transactions, etc.

This changed status of English in education needs new approaches to the teaching of English.

English therefore, continues to occupy an important place in the scheme of language teaching in Indian schools.

As Dr. Pattanayak has observed, "India fought British imperialism, but it has retained English as a window to wider knowledge, a tool of international understanding and as the language of intellectual status. Commerce and diplomacy. It is a catalytic agent, the vehicle of modernization in the country." 46

"Curriculum should be conceived as an epitome of the rounded whole of the knowledge and experience of the human race." 47

Froebel

We must retain English to have a world perspective of the problems of humanity and their possible solution. We can stop the study of English only at the risk of our isolation. English is the most widely spoken language and is rapidly becoming a world language. There is no part in the world where it is not understood. Mario Pei of Columbia
University has given the following figures of people who speak different languages.

<table>
<thead>
<tr>
<th></th>
<th>Language</th>
<th>Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Chinese</td>
<td>500 millions</td>
</tr>
<tr>
<td>2.</td>
<td>English</td>
<td>250 millions</td>
</tr>
<tr>
<td>3.</td>
<td>Hindustani</td>
<td>160 millions</td>
</tr>
<tr>
<td>4.</td>
<td>Russian</td>
<td>120 millions</td>
</tr>
<tr>
<td>5.</td>
<td>Spanish</td>
<td>120 millions</td>
</tr>
<tr>
<td>6.</td>
<td>German</td>
<td>100 millions</td>
</tr>
<tr>
<td>7.</td>
<td>Japanese</td>
<td>100 millions</td>
</tr>
<tr>
<td>8.</td>
<td>French</td>
<td>80 millions</td>
</tr>
<tr>
<td>9.</td>
<td>Indonesian</td>
<td>50 millions</td>
</tr>
<tr>
<td>10.</td>
<td>Portuguese</td>
<td>60 millions</td>
</tr>
<tr>
<td>11.</td>
<td>Bengali</td>
<td>60 millions</td>
</tr>
<tr>
<td>12.</td>
<td>Arabic</td>
<td>50 millions</td>
</tr>
</tbody>
</table>
Value of English as a Foreign Language

English came to India with the English men, there is no reason why we should give it up now when the English men have left this country for good. It is not the legacy of foreign rule in India. On the other hand, it is the best gift that our English friends could give us. It must be retained as a very important foreign language in our schools and colleges because of its following values:-

1) Educational Value:- English is a very rich language. A vast literature covering practically all humanities, sciences, arts and philosophies, is available in this language. It, therefore, enriches human experience through the reading of its vast literature. It is indispensable for scientists, engineers, business men and research scholars because almost all the technical terms pertaining to their respective fields and the entire treasure of reference material are available in English. Moreover, this is the only language of the world which is understood and used in speech and writing in all the countries, at one stage or the other. It will, therefore, be most unfortunate for us if we lose our hold over such a foreign language.

2) Cultural Value:- English language introduces us to the civilization and cultures of other foreign countries, particularly the western culture. It is through this
language that we can understand and appreciate the
culture of western countries. If the most important
purpose of teaching and learning a language is to
enable an individual to communicate with others with
ease and facility, English language is the vehicle on
which we can ride through our social intercourse with
peoples of the world. During the last two hundred
years our association with English and with English
institutions has been a great privilege to us. It is not
easy to throw away that privilege at this juncture.
Giving no place to it in the school curriculum will
mean undoing the work of two centuries. It is through
this language that we have shared the wisdom of the
west and that west has shared with us our intellectual
and spiritual heritage.

3) International Value:- English is essential for inter-
state and international communication. It is the
language of international politics, trade, industry and
commerce. Travelers and tourists to foreign lands
can express themselves only through this language.
It is the official language of the United Nations
Organization and all of its organs and agencies. The
shrinking of the world into one unit brought about by
advances in the fields of science and technology –
has given an increased importance to English as an
international language. In fact, our access to present-
day world is only through English language. It is the symbol of our contact with outside world.

4) Vocational Value:- As a modern foreign language, English affords opportunities for a number of professions and vocations, viz. business, commerce, diplomatic service, industry, journalism, scientific research, translation, teaching, law, medicine, engineering and technology etc. Our administration and office work at higher levels are still carried on in English. Speaking at the State Education Ministers Conference, held in Delhi in 1956, Pandit Jawaharlal Nehru emphasized the vocational value of English language in these words:

"It is patent to see that our manpower for industrial, scientific and agricultural purposes cannot be trained in any Indian language in the foreseeable future. It is absolutely clear to me that it is not an arguable matter that the scientific and technological training has to be given in English." 48

5) Aesthetic Value:- As we have already noted, English is a rich foreign language. It is, therefore, a very nice source of enjoyment during leisure. The rich and fascinating expression found in English poetry, fiction, drama and literature etc, enriches our own knowledge. It also provides us with a joy and
pleasure which cannot be described in words. With the development of our vocabulary in English, we begin to appreciate the beauty of it rhyme, rhythm, thought, emotions, imagination and style. We get pleasure in reciting beautiful stanzas from English poetry and feel the emotions depicted therein. Moreover, a comparative study of English, along with Indian languages, will also prove to be an effective means of enriching and developing our own languages, and raising the standard of creative expression in them.

6) **Functional Value:** In the world of today people are not easily convinced of the values of a particular language, if they are not sure of quick and useful results. A fair knowledge of English language is very useful in life situations. It not only makes a person a citizen of the world but also holds out bright prospects in life for him. Moreover, in this atomic and sputnik age, if we want to keep abreast of the world in science and technology and also to make our own contribution to the world’s progress, the study of English is indispensable for us.
Present Policy:

A conference of **Professors of English of Indian Universities**, held in New Delhi 1953, made the following recommendations:

i) English should continue to occupy an important place in the school curriculum.

ii) The aim should be a good working knowledge of English at the end of secondary stage.

iii) A detailed study of textbooks within 2500 essential words be made plus supplementary reading.

The **Secondary Education Commission** which submitted its report in 1953, recommended that:

i) Mother tongue should be the medium of instruction throughout the secondary stage.

ii) During the middle stage every child should be taught at least two languages. English and Hindi should be introduced at the end of Junior Basic Stage, subject to the principle that no two languages should be introduced in the same year.

iii) At the high and Higher Secondary Stage, at least two languages should be studied, one of which being the mother tongue or the regional language.

It is believed that every child should be taught three languages viz. mother tongue or the regional language, the
formula was approved by the Chief Ministers' Conference held in New Delhi in 1956. A child must learn:-

i) Regional language or mother tongue.

ii) National language or any other Indian language in the case of those whose mother tongue is Hindi.

iii) English or any other Modern European Language.
# English as second and third language among the speakers of scheduled languages – 1991

<table>
<thead>
<tr>
<th>Scheduled Languages</th>
<th>Number of persons who know English as the second language</th>
<th>Percentage of Col. 3 to total speakers of the language</th>
<th>Number of persons know English as the third language</th>
<th>Percentage of Col.5 to total speakers of the language</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assamese</td>
<td>1,322,488</td>
<td>10.11</td>
<td>538,088</td>
<td>4.11</td>
</tr>
<tr>
<td>2. Bengali</td>
<td>5,052,456</td>
<td>7.16</td>
<td>1,236,168</td>
<td>1.78</td>
</tr>
<tr>
<td>3. Gujarati</td>
<td>620,265</td>
<td>1.52</td>
<td>3,691,582</td>
<td>9.08</td>
</tr>
<tr>
<td>4. Hindi</td>
<td>27,569,676</td>
<td>8.17</td>
<td>2,288,498</td>
<td>0.68</td>
</tr>
<tr>
<td>5. Kannada</td>
<td>3,091,484</td>
<td>9.44</td>
<td>832,763</td>
<td>2.54</td>
</tr>
<tr>
<td>7. Konkani</td>
<td>381,500</td>
<td>21.67</td>
<td>232,106</td>
<td>13.18</td>
</tr>
<tr>
<td>8. Malayalam</td>
<td>6,692,407</td>
<td>22.03</td>
<td>704,134</td>
<td>2.32</td>
</tr>
<tr>
<td>10. Marathi</td>
<td>1,082,168</td>
<td>1.73</td>
<td>6,479,857</td>
<td>10.37</td>
</tr>
<tr>
<td>11. Nepgali</td>
<td>84,187</td>
<td>4.05</td>
<td>86,136</td>
<td>4.15</td>
</tr>
<tr>
<td>12. Oriya</td>
<td>2,933,330</td>
<td>10.45</td>
<td>619,819</td>
<td>2.21</td>
</tr>
<tr>
<td>13. Punjabi</td>
<td>1,467,992</td>
<td>6.28</td>
<td>4,076,792</td>
<td>17.44</td>
</tr>
<tr>
<td>14. Sanskrit</td>
<td>2,651</td>
<td>5.33</td>
<td>4,714</td>
<td>9.48</td>
</tr>
<tr>
<td>15. Sindhi</td>
<td>1,25,725</td>
<td>5.92</td>
<td>287,160</td>
<td>13.53</td>
</tr>
<tr>
<td>16. Tamil</td>
<td>7,092,118</td>
<td>13.38</td>
<td>355,490</td>
<td>0.67</td>
</tr>
<tr>
<td>17. Telugu</td>
<td>5,460,642</td>
<td>8.27</td>
<td>1,867,606</td>
<td>2.83</td>
</tr>
<tr>
<td>18. Urdu</td>
<td>1,370,343</td>
<td>3.16</td>
<td>2,039,927</td>
<td>4.70</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>807,441,612</strong></td>
<td><strong>64,602,299</strong></td>
<td><strong>25,440,188</strong></td>
<td><strong>3.15</strong></td>
</tr>
</tbody>
</table>
One out of 10 persons in the world knows English; 75% of the world’s mail, 50% of the world’s newspapers, over 60% of the world’s radio stations and more than 50% of the world’s scientific and technical periodicals use English as medium of expression.

Official language commission has observed:

“We are quite clear that even when English ceases to be a medium of instruction in our universities, it would be necessary for us for a long time to come to provide the graduates emerging from our universities, specially in the scientific subjects are equipped with a sufficient command of English or other suitable advanced foreign languages to serve as a ‘key’ to the storehouse of knowledge not yet available in the Indian languages and as a window to the rapid progress to technology and scientific knowledge that is constantly taking place in the world.... We need high standards of knowledge and skills, more than ever, for the prosecution of technological advance in our country and for its economic development, for which immense opportunities have opened out before us since the attainment of independence. By reason of its own merit, as probably the foremost language of the world today, by reason of the treasures of scientific
knowledge in every field that exist therein and the further fact that for a long time to come we would not be in a position to establish for ourselves and alternative ‘pipeline’, for the stream of knowledge and scientific progress in the world, the English language must necessarily form a component of the equipment of an Indian graduate, especially in the scientific subjects or technologies …"  

English though has a special place, for us English is not a foreign language, it is a second language. Albert H. Marckwardt has made a distinction between ‘English as a foreign language’ and ‘English as a second language’. According to him, when English “taught as a school subject or on an adult level solely for the purpose of giving the student a foreign language competence which he may use in one of several ways” then it is taught as a foreign language. But English becomes a second language when it is a language of instructions in schools and colleges and is used as “a lingua franca between speakers of widely diverse languages, as in India”.

Pre-independence English enjoyed a very prominent position in Indian education and life. After independence there was rethinking to replace English. For a time it seemed to be on its last legs. This decreasing role of English make a shift of emphasis from a second language
situation to some thing nearer to foreign language situation. But the increasing awareness of importance of English in the world should compel us to learn it for special or specific purposes and for widening our intellectual horizon.

The study conducted in 1964 J.R. Firth observes,

"In the spoken medium Indian English has by now established itself into an Indian variety of English Indian English has ramifications in Indian culture and is used in India towards maintaining appropriate Indian patterns of life, culture, and education. This in short we may call the Indianess of Indian English, in the same way as we speak of Englishness of British English." 50

D.A. Wilkins says:-

"It is common to use foreign language to refer to the status of language which is not used for any normal day-to-day social interaction in the country where it is being learnt, and by contrast to use the second language where, without being the native language of any social group in the country, it is none-the-less used for such purposes as the conduct of commerce, industry, law, administration, politics and education." 51
What made the researcher to select the Problem?

Importance of English:-

English is one of the major languages of the world. The UNO has given English the status of being an official language. These days every country needs other countrie's help in political, social, economical and cultural matters. There comes English as a rescue. English is being learned and used all over the world not out of any imposition but through the realization that it as certain inherent advantages. Today the compulsions of learning English are no longer merely political but scientific and technological. And no longer is English the language of Great Britain only, it is the language required by the world of greater understanding.

Pandit Jawahar Lal Nehru says:-

"English is our major window on modern world."^52

For maintaining the standard of education and getting higher knowledge, the graduate students and scholars need to consult libraries good reference books are found in English especially in science subjects. English is the key to the storehouse of knowledge. In fact English as an important library language plays a vital role in higher education. Thus we find that English as library language is very important. Language is a means of communicating
thoughts and feelings. We can also communicate through cries, signs, gestures etc but these modes of communication are totally different from human language. The human language is signaling system, which uses vocal sounds. It is based on man’s ability to speak. The written language is derivative and secondary, it is derived from the spoken language. The basis of language is speech, which in turn means the production of meaningful sounds according to a system. Language has always had a place in human affairs. One of the most great achievements of the man is his ability to use language. Language in fact is a great tool, which has made human civilization possible. Language is also the most important tool for thinking.

Dwight Bolinger says:

"Language is species specific. It is uniquely human trait, shared by the cultures so diverse and by individuals physically and mentally so unlike one another ....."53

English has become the language of many Indians due to its very long association with Indian life. English provides us opportunities for the study of English literature which is so vast and so rich. It has helped to develop and refine many an Indian languages. It serves as a language of trade and industry in India.
Pandit Jawahar Lal Nehru says:

“If you push out English, does Hindi fully take its place? I hope it will I am sure it will. But I wish to avoid the danger of one unifying factor being pushed out without an other unifying factor fully faking its place. In that event there will be a gap, a hiatus. The creation of any such hiatus or gap must be avoided at all costs. It is very vital to do so in the interest of the unity of the country. It is this that leads me to the conclusion that English is likely to have an important place in the foreseeable future”.

Aims and Objectives of Teaching English

In India English now exists as a second language and it should be taught as a language and not as a literature. The aim of teaching English in India is to help students to acquire practical command of English i.e. students should be able to understand spoken English, speak English, read English and write English. thus these are the four basic aims of teaching English.

Teaching of any subject becomes much effective and more systematic only when the teacher is fully aware of the aims and values of the teaching of that subject. Because the basic principle of teaching is “know that you do and
only do what you know”. Hence we have to understand the aim and values of teaching of English.

**Aims of Teaching English at Junior Level**

*(Class VI to VIII)*

i) To understand spoken English.

ii) To acquire ability to read the material in English.

iii) To acquire a vocabulary sufficient to help the student in use of English.

iv) To be able to make simple statements through English.

v) To respond to short conversational questions.

vi) Write English legibly and coherently.

**Aims of Teaching English at Senior Level**

*(Class IX to XII)*

i) To be able to speak English fluently and accurately.

ii) To think in English and then speak.

iii) To be able to talk in English.

iv) To be able to compose freely and independently in speech and writing.

v) To be able to read books with understanding.

vi) To acquire a vocabulary of 2500 words.
vii) Ability to use reference material such as encyclopedia, dictionary etc.

According to the dictionary of education of objective is “the end towards which a school sponsored activity is directed”. Effecting tangible changes in pupils’ behaviour at the end of schooling is known as objective.

Dr. B.S. Bloom has defined educational objectives as, “the desired goal or outcome at which instruction is aimed”.

Objectives of teaching English.

i) Language development.

ii) Literary development.

L.A.C. strong proclaimed.

“For us who speak English, English is everything … English is not a subject, English is our life …”

Objectives at Junior level:

At this level the main aim is language development and so at this stage English should be taught as a language and not as a literature. At this stage of education, language development is not the chief objective rather it is the only objective.

Four fold objectives of language teaching:
These four fold objectives of language teaching can be drawn from four aspects of language. The four aspects of language are:-

i) **Semantic:** related to understanding,

ii) **Phonetic:** deals with sound, spelling, pronunciation,

iii) **Graphic:** related to writing and

iv) **Phonetic-cum-graphic:** dealing with reading.

Thus we find the four objectives of teaching English are:

**To teach pupil:**

i) To hear and understand spoken English.

ii) To understand what they read in English.

iii) To speak in English.

iv) To write in English.

Of these the i and ii objectives are to have passive command over the language and the objectives iii and iv have active command over the language. Following diagram can be used for this.
**Command over language**

![Diagram]

These four-fold objectives of teaching language have been recommended by various scholars, e.g.

A.V.P. Elliot has suggested:-

"The ability to speak and write English and the ability to read English should be regarded as of equal importance".\(^{57}\)

**The Methods of teaching English are such as:-**

**Grammar – Translation method:-**

This method stresses the teaching of formal grammar along with translation. In this method rules of grammar are learned along with the groups of words. The words are then put together according to the rule. Thereby giving practice in the application of rules. The linguistic material is selected and graded on a grammatical plan.
Faucett says:-

"With a key to the translation exercise in his desk, he (the teacher) has possession of a document which makes it possible for him to show the student just what error he made in a given piece of work. He knows that by this method he is capable year after year of making corrections that he would be utterly incapable of making it left to his own resources."\(^58\)

Chapion writes:-

"Under the translation method, the meaning of English words, phrases and sentences is taught by means of words-for-words translation into the mother-tongue".\(^59\)

Palmer Suggests:-

"When the foreign word to be demonstrated is known to be for all practical purposes the equivalent of a native word, translation is a better mode than definition".\(^60\)

Direct Method is another method.

The direct method aims at teaching English directly. It seeks to establish a direct or immediate association between experience and expression, the English word,
phrase or idioms and its meanings. By not using the mother tongue it seeks to stem what is called ‘inter-lingual interference’. It uses the situational approach to achieve this linkage. The teacher holds the books and says. “This is a book”. He does not translate the word or the sentence. The Direct Method is the most widely known method in the field of second language teaching.

Dr. West Argues.

“The advantage of commencing the study of a foreign language from the passive aspect of reading is that the child forms in his mind an idea of the structure and a ‘feeling’ of the language before ever he is permitted to indulge in free composition, so that by the time he is permitted free self-expression in the language he has been inoculated against the error”. 61

It has been in use for a number of years and had also the patronage of educationists and educational administrators in the past. Its characteristics are;

1) It tries to teach second language naturally i.e. in the manner in which the mother tongue is acquired.

2) It concerns itself mainly with speech. It believes that the aural – oral appeal is stronger than visual infixing second language phraseology.
3) It aids written work as fluency of speech leads to ease in writing. Generally, those who can speak fluently can also write with ease.

4) It improves pronunciation.

5) There are some authors who believe that the Direct Method makes the study of English literature easy and pleasant and also assists its critical study. Wren has pointed out three stages in the teaching of English through the Direct Method.

In the first stage for a year or two the chief aim of the teacher should be to educate the ears and vocal organs of the pupil and to accustom him to speak English.

In the second stage the aim should be, while continuing to exercise and develop the faculty and habit of conversing in English, to enable the pupil to understand English books and to express his thoughts in English writing.

In the third stage, a sufficient knowledge of English language having been attained, the pupil should be acquainted with life and literature of English people.62

Direct Method is grammatical in plan in the sense that the linguistic material presented to the pupil for mastery is graded grammatically. As such the teacher must know grammar thoroughly.
Thomson and Wyatt say:

"It (Grammar) is his path-finder, his compass, and without a good practical knowledge of grammar he could not draw up a successful lesson". 63

Substitution Method:-

The substitution method was devised to supplement the Direct Method. It is an incomplete method because it lays stress on oral work, ignores the use of mother-tongue and follows the defects by supplementing the Direct Method.

Palmer says:-

"A process by which any model sentences may be multiplied in-definitively by substituting for any of its word-or-words graphs others of the same grammatical family and within certain semantic limits". 64

Types of Substitution:

1. Simple substitution.
2. Compound substitution.
3. Grammatical substitution.

It improves the thinking power of the students and helps in acquiring command over phrases and idioms. It is also a natural way of learning a language. This method ensures correct.

a) Pronunciation
b) Articulation

c) Intonation

d) Fluency by oral drill.

**Bilingual Method**

The mother-tongue is learnt by the child in real situation he connects the meaning of words with his own experiences and so he grasps the situation and forms a concept in mind. The child has in this way various concepts in his mind because the child has experience various situations. Such situations might have been created while teaching mother-tongue, while teaching English we have only to provide the child with mother-tongue equivalent without duplicating the situation.

In this method students are given a lot of practice in the drill of sentence pattern, such pattern is not provided in the translation method. In bilingual method teacher only uses the mother-tongue for explaining the meanings to difficult words and the students make use of it.

**The Eclectic Method**

This method is not one homogeneous method since it combines in itself all that is good in other methods. Thus it makes use of the learner’s mother tongue when necessary, accommodates teaching of formal grammar, makes use of situations for presenting teaching materials and freely uses
audio-visual aids. In France it is known as the method active and in England as the Compromise Method.

It allows for the use of the mother tongue in explaining difficult points in grammar and recognizes the use of translation to some extent, though the latter may not apply in the case of some followers of the eclectic method as witness fries.

The Structural Approach

It is defined as an internal ordering of linguistic items.

The Structural Approach presupposes that structures, not mere words, are important in language learning. Structures may be defined as devices that we use to make signals, to convey meanings and indicate relationships. The structural approach, as its very name indicates, is an 'approach' and not a 'method'. Anthony is 'a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. Thus we speak of 'oral approach' but not 'oral method'. A method of defined by Halliday et al is 'a specific set of teaching techniques and materials, generally backed by stated principles'. A method must be in harmony with the 'approach'.

The Structural Approach lays emphasis on 'word-order' which is the most important thing in every English sentence. The word pattern, says French, "means a
model from which many things of the same kind and shape can be made, like houses which look the same, or shoes made alike, or a number of lorries all of the same size and shape, though perhaps of different colours. A sentence pattern is, therefore, a model for sentence which will be of the same shape and construction although made up of different words”.

The Structural Approach is based on the belief that in the learning of a language mastery of structures is more important than enlargement of vocabulary.

Primarily a language has two constituents;

a) Structures or arrangement of words in a certain order or ‘sentence patterns’ or ‘forms’.

b) Vocabulary.
How should be the teacher of English?

A teacher has been rightly called “the maker of man” and “the architect of nation”. It is he upon whom depends, the future of the child, the school, the city and the nation at large.

H.G. Wells has rightly remarked.

“The teacher is the real maker of history”.

The Qualifications and Qualities of the teacher of English.

It is essential that like all other good teacher the teacher of English must posses certain qualifications and qualities of head and heart, which can help him in the realization of the great aims and values of teaching his subject.

The following qualifications and qualities must be possessed by all teachers of English:-

1. **Personality:**- The most important factor in teaching is teacher’s personality. It can be divided into three groups.

   The Physical, the Mental and the Moral.

   a. **The Physical aspect:**- It includes good health, good physical appearance and a pleasant and cheerful voice.

   b. **The mental aspect of the teacher’s:**- Personality constitutes his intelligence, thirst of knowledge,
varied interest, sound mental health and enthusiasm. Intelligence makes him resourceful, quick in understanding, original in thoughts, sharp in judgement and logical in reasoning. A good teacher should always be very keen to acquire more and more knowledge, wisdom and experience.

c. The Moral aspect: The moral aspect of his personality constitutes his honesty, sympathy, friendliness, sincerity, impartiality, patience, tactfulness, self control and a good sense of humour. It is therefore, essential for a good teacher to be always fair, honest and impartial in and outside the classroom.

d. Scholarship: The teacher of English must know his subject very thoroughly. Not only that he should have satisfactory control over the structure of English language and its sound system, he should also have a good background of English literature.

e. Professional Teaching: Teaching is an art. It is therefore, that success in teaching can be achieved only through good training and good practice. The teacher must attend seminars, refresher courses, conferences and workshops on English at least once in a year to be in contact with the other experts of English. All this will lead to professional improvement.
of the teacher and thereby the standard of instruction in English.

Problems of English Teachers:-

1) Lack of linguistic Equipment:-

The teachers of English in India do not possess sufficient mastery of the English that they habitually use. They are neither native speakers of English nor know anything else beyond literary and bookish English. They take to teaching of English, not by choice but by compulsion, in most of the cases they are, therefore, neither linguistically equipped for the job nor sufficiently competent.

2) Lack of Command of Practical English.

As they seldom use common and everyday English. Their intonation is vernacularised and their pronunciation is very defective. They themselves commit a number of grammatical and spelling mistakes because of wrong habits picked up at earlier stage in their life. It is, therefore, that their command of practical and everyday English is extremely weak.

3) Lack of Proper Training:-

The teachers of English do not receive proper training in their subject, as pupil teachers in training colleges. In our country most of the teachers training colleges are ill equipped and ill staffed and then the duration of training course in those colleges in only eight or
nine months. Under the circumstances practical training in skill in teaching especially in a dynamic foreign language like English is hardly possible.

4) Lack of Material Equipment:-

In our country, another problem that most of our teachers of English, generally face, is the lack of material equipment in schools. There are neither modern language rooms available in schools nor good audio-visual aids and well equipped libraries. Along with this non-availability of adequate material, heterogeneous grouping and overcrowding in classrooms, further add to the difficulties and problems of English teachers.

5) Domination of Annual Examination:-

In our educational system, pupil's success in the annual examination is the only criterion to judge the efficiency of the teacher and the progress of the institution. It, is, therefore, that teacher have to devote their attention and energy in preparing their pupils for the annual examination. Thus there remains little scope for the teacher for originality, experimentation and research projects.

6) Rigidity of Syllabus:-

Then syllabus in all subjects for various grades and classes, is generally prepared by those who are not actually in touch with those grades and classes. The poor teachers, who are the real workers in the field, have no hand or say in syllabus or curriculum construction work.
They are simply to adhere to this set and stereotyped syllabus and prepare students accordingly for the final examination.

Some of these problems like the lack of material equipment, library resources, over crowding in class rooms and the rigidity of syllabus etc. are no doubt beyond the teacher's control. Yet an intelligent and resourceful teacher can work satisfactorily and efficiently even under poor and unsatisfactory conditions, provided he has the will to do so.

English being an international language, it has acquired the place of third language in the school curriculum. Moreover, it has become one of the compulsory language from standard V on wards.

Regarding learning English Mr. R.S. Saraf says, "The Indian pupil has to learn English not only for reading or understanding but also for speaking and writing. The main aim of instruction in English at the school stage is to acquire a practical command of the language. The phrase practical command of the language implies the abilities to use English in spoken and written forms in the variety of situations."

The study of English cannot be neglected at any cost. Mr. Menon and Patel says, "There can be no denying that English is a beautiful language. It is a flexible vehicle of thought. It's literature is wide and varied as life itself giving the student power to reason and judge with critical balance
and equity. It is the world language and is spoken in Great Britain. The U.S.A, Canada. It is understood nearly all over Europe and most other advanced countries.

**Need and significance of the problem:-**

Most of the students doing their lessons in secondary school find English subject very difficult. Similarly, the English teachers have to face several problems in the training of English.

The Secondary School Certificate Examination is really a turning point in the lives of the pupils concerned. It makes or spoils the career. Most of students appearing for the secondary school certificate examination fail because of English. it means English is a major cause of stagnation. This stagnation leads to discourage and disappointment of the young generation.

This thing is experienced every year in each district of Marathwada region.

Generally in comparison to the Private High Schools the results of the Zilla Parishad High Schools are poor with respect to English subject. Aurangabad District is also not an exception to their fact. Hence, the necessity arises of finding out the different problems of learning and teaching English in Zilla Parishad High Schools of Aurangabad District in respect of standard IX and the remedies on the same. The remedies concerned would certainly help to
improve the results of English at the secondary school certificate examinations to come.

The present researcher has worked as a secondary school teacher especially a teacher of English for over five years, similarly, the present researcher teaches English Methodology in the college of Education, Aurangabad District therefore, she decided to research on the problem mentioned as follows:-

Statement of the problem:-

“A critical study of the problems of Learning and Teaching English in Zilla Parishad High Schools of Aurangabad District with special reference to standard IX”