CHAPTER - II

THE COMPLEXITY OF PROBLEMS OF TEACHING ENGLISH IN INDIA AND THEIR PROBABLE SOLUTIONS
English occupied a significant place in social life of the nation before attainment of independence. People endeavoured to learn English as competently as they could. It was impossible to attend to any work without sufficient knowledge of this language. Since the surrounding influence was totally different (India, being a subject of the British empire), English held an important place in the functions of the Government. But after independence the situation has entirely changed and English has been degraded to a secondary place. Now, it is not thought inevitable to teach English to the pupils. Now most of the subjects are taught through the medium of Hindi or some other vernaculars.

Now English is an alien language in India. We, Indians, are not native speakers of English; to us English is a second language. As such, various problems
and difficulties are faced by the teachers in teaching it and by the pupils in learning it. The native speaker of English has assimilated the language with his mother's milk; he has become intimate with the components of English in the natural process of growing up. This cannot be so with us. For us learning English is certainly a deliberate attempt at developing a command and control of the different components of the language; its phonology, its morphology and its syntax. But the hard question is: how can we Indians, master these components of English when we learn it as a second language?

Teaching of English in India is a many-sided problem. The teacher of English who has to face these problems should be familiar with the character and extent of these problems and should know how best to organise his teaching at different levels, in order to reduce their opposing effects to the smallest amount. Some of the problems have become particularly challenging in the context of an intricate Indian condition in which the child studies his native language, and learns English as well. Though the English Language Teaching Institutes at Hyderabad and Allahabad have done a lot to improve the English teaching in India by producing new text-books; audio-video cassettes; flash-cards; pictures; training teachers; popularising communicative
approach to teaching English, yet in spite of researches and investigations done in India and in other countries to find out better techniques of teaching English, there is nothing to show in the results acquired, that language teaching lends itself to any easy, simple remedies and it remains a long, difficult road for the average Indian pupil to travel.

Students usually begin to learn English from the age of ten or eleven years. They study it in the High or Higher Secondary schools. After studying it for five or six years, they are expected to speak and write correct English. They are also expected to read newspapers, magazines and other books. But actually it is not so. For this state of affairs not only the pupils, but the teachers also are to be blamed, though they have their own problems as well. The manner in which English is taught in our country is most unsatisfactory. We are discussing below the main problems that create unhealthy conditions for teaching of English in this country and their possible solutions:

Lack of Proper Aim:

This aspect has been discussed in the previous chapter. The first and foremost problem is regarding the aims in teaching English. For all practical objects
of teaching it is of vital importance to perceive clearly
the goals of teaching a subject. Without a knowledge
of these goals, a teacher cannot expect to get anything.
His teaching, without pre-understood objectives will
be like the journey of a passenger who does not know
where he wants to go. Therefore, he is first required
to settle his 'destination'—'the end' in the beginning,
before he actually begins his journey. Not only this,
he should be able to reach his goal. Wilkins rightly
observes, "It should be unrealistic to expect a teacher
to set objectives which he himself is not capable of
reaching. A teacher who himself has difficulty in
speaking the language he teaches is not going to succeed
in giving his pupils a command of spoken language."  

Teaching can reliably be connected to an architectural
idea of work where an artist foresees the end in the
beginning and never loses sight of it. It is a creative
art. He commences his work only when he has drawn a
complete and clear picture of his constitutional work.
His first effort and then all the successive ones vindicate
the 'end' and the 'end' vindicates the beginning and
all his efforts. It is so because he has remained mentally
aware of his 'end'. He never lost sight of it while
taking each step. Hence, an objective should usually

1. D.A. Wilkins, Second Language Learning and
   Teaching (London: Edward Arnold, 1974), P. 54.
be settled upon in the beginning to prepare a lesson, so that it may assist in the planning and execution of the plan.

It is self-evident that English as the medium of higher education in different types of colleges and universities will soon vanish. There was a time when highly skilled proficiency in English was thought the be-all and end-all of education in India. In those days only understanding of the language was not sufficient. But now, English is not to be studied as an end in itself but as a means to an end. Now the only usefulness of English for Indians is to use it as a means to make available the progressive knowledge of the West in science and technology. Now English does not overspread the whole field of education, but it is a mere significant window that opens on the West. We have to keep this window wide open enough to yield us a bright vision of the Western scene. If our students can comprehend perfectly the meaning conveyed through standard English, the purpose of teaching is achieved. Thus, understanding should be the chief aim of teaching English. But understanding is never developed in isolation. Expression in writing, speaking and comprehension go along with it.
But the teachers do not accurately know the main objective of teaching English. They separate their work into reading, writing, grammar, translation, dictation and composition. They feel fully content if the pupils are kept busy during the entire period of teaching. They deal with these connected aspects of English as separate subjects. They fail to feel that all these are different means to an end. They never co-ordinate these different aspects.

The teaching of English in India is not in accordance with the aims of teaching English. Often, neither the teacher nor the pupil is familiar with the aims of learning English. The teacher merely wishes that his pupils should pass the examination. The main objectives, in this way, get disregarded. We need knowledge of English for different aims; the contents and nature of that language as well as the mode of imparting it, have to undergo a change.

The aims mentioned above cover a highly ambitious scheme of teaching. It is actually very hard to achieve many of these aims in present-day school conditions in India. These aims are nothing more than a meaningless dream for many teachers. A large number of schools
and colleges are hot-beds of politics, full of financial and administrative problems of high magnitude. Under these circumstances it is very hard to realise many of the aims of teaching English and other subjects as well. Moreover, we do not have good teachers in our schools and colleges — teachers who are good at English and who have the essential aptitude for teaching. We all know that like the student the teacher himself is a variable factor in the plan of teaching a second language; his knowledge of the language and expertise in methods and techniques of language teaching should be of a reasonably high standard. As Lado says, "The language teacher must be educated, at least to the levels of his peers. He must have the general preparation of a teacher ... He must know the target language well enough to be imitated by his students." 2 But unfortunately, the common picture with regard to the ability of English teachers in India is not very agreeable.

Today the class-rooms are more crowded than ever before. The stuff present in the class-rooms covers a wider extent with regard to intelligence, tendency for study, cultural background, socio-economic rank

and linguistic traditions. Though language learning is a simple affair as compared to other studies (as it is just a question of formation of language habits which do not need a high degree of intelligence), there is something like linguistic aptitude, and the students who do not have this aptitude, writhe in vain to acquire a high degree of proficiency in English.

Numerous teachers and principals believe that too much of attention to the teaching of English might lead to insufficient attention to Hindi and other school subjects. Many teachers who teach English to High School and Intermediate classes are also loaded with the burden of teaching one more school subject. Their concentration and liability are divided. These teachers are also expected to do a lot of clerical work with the consequence that they cannot plan and co-ordinate their work competently. In place of planning for effective teaching, the teachers plan for the success of their candidates at the examination, and the real aims and objectives are thrown into the background.

A Possible Solution:

While fixing the objectives of the teaching of English in India, it has to be remembered that we are teaching an alien language. Aims of the teaching of an alien language and a mother-tongue cannot be
identical. It is much simpler to learn the mother-tongue or the first language but it is not easy to learn an alien language. The aims of the two have also to be different. Teacher of English should, therefore, be more clear in his aims of teaching English.

English has to be treated, hereafter, mainly as a 'language of understanding' rather than as a literary language so as to develop in the pupil learning it, a power for comprehending writings in the English language, particularly those relating to the subject matter of his specialised field of studies. Undoubtedly, to the limited extent, an ability of expression would also develop and may serviceably be improved along with the power of understanding. However, the change in the nature and the knowledge of English contrary to the needs hereafter, as distinguished from the past, is lustrous enough. The need of knowledge for comprehending English is principally a matter of understanding the basic pattern and grammar of the language and thereafter mainly, a question of widening the vocabulary in the desired direction. A prescription of the literary beauties of Shelley's lyrics and of Shakespeare's tragedies is not accurately related to the needs of the case.
In almost every branch of modern knowledge, proficiency is relied upon continuing unions with sources, that are simply accessible to Indians through English. This aim should be given the highest priority in higher education. Its successful accomplishment will need comprehensive co-operation between teachers of English and those of the other subjects. It will also claim a complete reorientation of courses in English so that the students may be capable of reading texts in English in the special subject of study with proper assimilation of the matter.

The skill of selecting a very limited aim for each lesson is the most valuable assistance to better teaching. It imparts focus, and therefore concentration; it produces clarity and therefore better comprehension; it gives accuracy and therefore more solidly fixed development. The cautious thinking out of detailed and well-defined aims for lessons will do more than nearly anything else to improve a teacher's work to make it more fruitful.

The aims which have been mentioned above can ensure a high standard of English. As such, all attempts should be made to realise these aims by means of cautious planning, decent grading of the subject-matter, and a wise application of different techniques, contrivances,
devices and methods of teaching English. The entire programme should be wisely planned and scientifically executed by able and ambitious teachers.

The Problem of Method of Teaching:

The problem of methods of teaching a subject is of recent origin because what was taught in the time of our ancestors, was not much related to 'method' in particular. It should, however, not direct us to consider even for a while that the teachers of our ancestors employed or followed no method. They definitely did. It is our fancy that we like those methods or dismiss them in toto. With the progress of scientific thinking in every walk of life, more emphasis has begun to be laid upon 'method' to be embraced in order to achieve an aim in a methodical way. Only accomplishment is not enough in our time. We should understand how accomplishment is possible. Therefore, in order to understand how to acquire, logically speaking, we should know first what to acquire. The questions what should be taught and how should it be taught are intimately related, for if better methods of teaching are devised, it is possible to learn more. If we wish to get better results of our teaching, we must devise and embrace better methods.
In India, over the years there have been different methods applied for the teaching of English as a second language. Here we will discuss them and related problems briefly because they are being treated in detail in the following chapter. The earliest method is the one usually called the translation-cum-grammar method. This is, in fact, the same as the method employed for teaching classical languages like Latin and Greek and is, therefore, also called the classical method. The method insisted on the cramming of grammatical rules and translation of related texts, and laid little emphasis on speaking and reading as skills to be developed. The method preassumes that the process of translation will empower the pupil to acquire the complete knowledge of the syntax, idioms, phraseology etc. of the second language. This method is full of drawbacks. It fails to create direct contact between thought and expression. This method is psychologically wrong. It does not pay attention to the fact that in learning a language it should be spoken first and practised through oral speech. It adversely affects the process of language acquisition by going against the normal process of language learning.

As a reaction against the translation-cum-grammar method, there came into practice the natural method.
This was based on the creed that the best one could do to teach an alien language was 'to pursue nature'. That is to say, the maximum exposure of the child to the target language without the least interference of the mother-tongue would empower the child to learn the language.

The natural method in course of time was amended, and this gave rise to what is generally known as the direct method. The direct method is a logical extension of the natural method; it is also a branch of the Behaviourist School of Psychology. It urges that the key to all language learning abides in association. It lays emphasis on the need for direct association between experience and expression in the alien language. The objective is to enable the pupil to think in the target language and to develop an unerring language sense. The method identifies that language sense has its origin in the spoken language and lays emphasis on the oral approach. The direct method has certain limitations. For one thing the method is not all that direct; for only a limited number of words can be directly associated with their meanings or the objects they represent. Besides, its chief claim that it teaches a foreign language directly, and not through the mother-tongue is only partly honest. The mother-tongue equivalents
of words may not be used by the teacher but may be in the pupil's mind, and he cannot debar them from his own mind. Another weakness of this method results from its inattention to the language skills like reading and writing because of over-emphasis on oral work. It practically rejects the study of grammar; this is not agreeable, for a cognition of grammar is beneficial to the pupils to learn the language properly and competently. This method is not useful for Indian schools because for giving practice in oral work it is indispensable that classes should not only be small but of homogeneous type. Only then oral lessons can be directed in a successful manner. The overcrowding in Indian schools makes this impracticable.

A recent method that has captured the attention of scholars, teachers and pupils is the bilingual method. It is based on the similarity and differences between the student's mother-tongue and the target language. The most momentous thing about this method is that it has the positive aspects of both the direct method and the translation method. It makes use of the mother-tongue in a confined way. The teacher alone uses the mother-tongue to clear the meaning etc. and not the student. It also imparts to the student greater practice in speaking English. In my view it is best suited for Indian conditions.
Another new method, which has become popular is what may be called the structural method. The method has stemmed from the structural approach (which will be discussed in a later chapter). Palmer has the credit of having developed the structural approach. The approach stresses the fact that obtaining a command of the basic patterns of a language rather than learning word in it, is the most significant thing in learning the language. The importance of vocabulary is limited without a knowledge of basic patterns. The structural method, which is also known as the oral method, insists that to guarantee a practical command of English we should understand well how the word order, the structural words and the word forms are used to make sentences or meaningful patterns of expression. It also insists on graded structures. That is to say, the simple structure must precede the complex or difficult one. The two most important features of the structural method are cautious ordering of structures and vocabulary control. The method has become popular in India in recent years, and has been found fruitful at lower levels. But it is also noteworthy that the structural method is inadequate and defective at the higher level. The selection and grading of patterns do not find answer to the problem of teaching English. It only assists the teacher to know what he has taught and what he should teach next. This method
does not consider that the student is a learner. At the same
time it expects a lot from the teacher. Insufficient
teacher-training has been another reason of the setback this
method has received in India.

Dr. M.P. West has also suggested a new method. He
published a number of text-books and supplementary readers
based on carefully selected vocabulary. His purpose was to
popularize his prospect that learning to read an alien
language would be easier than learning to speak it. West's
method did not find the support of scholars because of the
exclusive emphasis on reading which made classroom work
blunt. He overstressed the worth of passive work. Much
reading may be useful in learning a language but reading
alone cannot be relied on as a definite method of learning
words and patterns. Dr. West's conception of developing
reading power before the development of speech is also
erroneous. Actually speech always comes first. However, his
concept established a corrective influence on those who
recommended and advocated the direct method and disregarded
the passive skills in language acquisition.

Another less important method that has been tried in
India is the substitution method. H.E. Palmer is credited
with bringing the substitution table idea to the attention
of language teachers. Substitution is a process by which any
model sentence may be multiplied indefinitely substituting for any of its words or word-groups and other words of the same grammatical race. It is a useful method for teaching new words. As they are learnt in sentences and not in isolation, they are best absorbed. In spite of this the substitution method has not been found to be really fruitful, because of certain weaknesses from which it suffers. We can not explain grammatical rules while teaching through this method which is essential. This method pays less attention to writing work. In the absence of sequence students only learn isolated sentences.

A Possible Solution:

It is a serious problem in the teaching of English that the teachers do not embrace a proper method. This does not imply that they should embrace a rigid method. In fact, the methods of teaching should be different for different classes, different schools and colleges, and pupils of different age-groups. Teachers must adopt their own method. Because, after all, a teacher is the principal method. Much depends on his personality, expression, initiatives, etc.

In Indian schools and colleges, generally teachers are still employing the wornout and imperfect translation method of teaching. The recent approaches are not popular
with our teachers. As a result, our pupils facing all the limitations of translation-cum-grammar method are devoid of benefits of recent effective methods and approaches. A transfer of emphasis is required from the erroneous methods towards the new bilingual method which is very effective in Indian conditions.

Fruitful teaching depends on the teacher and his eclectic ability to select and modify methods and approaches to accommodate his classroom atmosphere. He should be ready to incorporate into his teaching techniques and valuable concepts from different methods and approaches. The more knowledge he can have from his study of various approaches, the better he will be capable of combining this knowledge with practical experience to produce a perfect teaching methodology for his own objectives. Because "a good teacher is someone who continually examines what he does, continually strives to arrive at new understandings of his discipline, and continually tries to steer a course between doubt and dogma. Good teaching practice is based on good theoretical understanding. There is indeed nothing so practical as a good theory. Teachers should focus from time to time not on techniques, not on methods, but on approach, that is on theory, and should try in those moments to capture some of the
excitement of the many challenges that confront us in teaching English to speakers of other languages."

Besides, the professional English teacher should not only have the required personal qualities but also training in the disciplines and spheres of study suitable to the language teaching process.

Another aspect to be regarded sincerely is that where there is special acquisition of English, it is primarily due to the selection of students who learn English as a special subject of their liking. In India too, foreign language should not be taught to all secondary school students. In the near future, merely the chosen students the top stream will be needed to learn English. It is only wishful thinking to imagining that there are methods and techniques somewhere in custom which could yield far better consequences in less time. The teacher or any method can never become a magician. He can only make his teaching more effective and interesting by employing good methods. Language acquisition is a subject of internal progress and the teacher can never increase the rate of internal progress and development, he can only create conditions for fuller and richer progress.

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However, the teacher should follow Nature. The mother-tongue is always learnt without annoyance as there is a natural atmosphere for learning it. Therefore, the work of the English teacher is to make English a natural language to the child. He must pursue the method of listening, understanding and repeating: the method of thinking in English: the method of ear, eye and tongue. This is contrary to the unnatural method of pen and paper and the method that is no method at all for learning to speak a foreign tongue, and to handle a living language skilfully.

**The Problem of Reading Material:**

In our schools, students get knowledge and experience in three ways:

(i) Directly, by means of perception of things, people and activities, making use of their sense organs, that is through objective study.

(ii) Obliquely, through experiences of other people (through works of scholars) which have been amassed in books.

(iii) By oral presentation by the teacher with proper actions or dramatization. It contains all kinds of oral illustrations, questions, descriptions and narrations. It has been most popular with
our teachers since generations. Text-books have been used to give home assignment and to raise lessons already taught in the classroom. As such, we have loaded the students with books. This book-burden has continued in schools to keep safe the culture it embodies.

Book is the most ancient visual aid. It is a method also. Even in the earliest times when the press had not been invented, manuscripts were in fashion. Even these handwritten books were entirely illustrative. Sketches, drawing and pictures were drawn to bring home the point of these writers. The invention of press has led to the multiplication of books and has diminished the dearth of books. Now the press too is extremely advanced. The books are now furnished with suitable sketches, drawing and pictures. In the text-books of small children even shining coloures are used. Since the introduction of curriculum in the sphere of education a minutely related syllabus is given that explains the teacher's work-load to be covered in a given term. On the basis of it the teacher determines his terminal, monthly and weekly work-load and advances on how to put plans into practice.

Today we can not reject the value of text-books. The whole course in English can not be completed in the
classroom. So some part of the course can be finished by the students at home as instructed by the teacher. The text-books assist pupils in self-study in accordance with individual differences. In English, text-books are extremely significant in precis writing, grammar work and question-answer work at home. A proper text-book in English brings the students in close union with distinguished literary minds of the English language. It also assists in revision of the lessons at home. Revisions make the learning intense. The questions provided at the end of every lesson are very important for the students to do home exercises. A good text-book also presents guidelines to the teachers. It helps the teacher to plan and to execute his lessons in an impressive manner. The text-book is always available to the student to do his own studies. It provides well-ordered material to the reader of English.

But, unfortunately, in India this field of education is also full of problems. The text-books of English are required to be of reasonably high standard. But here, the books are prescribed which have no pertinence to the requirements of students at that stage. Text-books in English commonly introduce a concise pattern of course, without any permanent concern and pleasures of life.
Often text-books are prepared by half-educated persons with little or no knowledge of psychological sources. Such text-books do more damage than good. They embody the personal whims of the writers who select the material of the text-books according to their own preference and disregard the concern of those for whom they are written. Moreover, the writers have to keep in mind the publishers whose main purpose is the adoration of the Mammon. Even the text-book committees and curriculum-making bodies are not exempted from their firm hold. The consequence is that the students' concern is neglected; no attention is paid to their psychological interests.

The subject-matter is often not precise and practical. This implies that it is not connected with the practical experiences of the pupils. This results in disappointment and ruins the aim of a text-book viz., mental growth and practical utility. The matter of the text-book is not properly graded. Complex and perplexing topics are given in the beginning and easier ones in the end.

Text-book method promotes verbalism. It lays emphasis on rote-cramming and pupils normally cram the important parts of the text-book to answer questions in the examination. The reading material is not chosen
according to the aims of teaching English. Exercises at the end of chapter are not given and if given, they are not adequate.

Text-books are not attractive. Neither their printed matter nor illustration attract the attention of the children and therefore, fail to produce interest in reading them. Still more hurtful is the appearance of spelling mistakes, either due to the heedlessness of the writers or due to the heedlessness of the compositors and publishers. Besides, the binding of the text-book is very loose and temporary and their paper and get-up is very cheap. The cost of the text-books is an excessive load on the pockets of the guardians. Actually most publishers hire writers on cheap rates and their first interest is focussed on getting a lion's share out of the receipts of text-books.

A Possible Solution:

The first point is that it is a want of sense to feel that text-books can become substitutes for the teacher. Only a good teacher can make an effective use of a text-book. In addition to this a good teacher never relies entirely on the text-book.
The subject-matter of the text-book must be in harmony with the mental age of the pupils. It, therefore, should have material relating to the students' environment. While selecting his material, the writer of the text-book must consider the requirements and interests of students. The three connected aspects of requirement, interest and intimacy should guide the writer. For younger children home, games, family, toys, birds, animals, stories etc. have really great charm. So the first two text-books must comprise such subject-matters. In middle and higher classes, students have a great attraction of stories of heroism and action, different aspects of nature, sports, dramaturgy and novels. Therefore, it is requisite that the subject-matter relating to these aspects must obtain a proper place in the text-books. The subject-matter of each text-book must be rich in diversity from the topics' point of view. Hence, description, narration, short story, play, poetry, biography, travel, sports etc. all must have an appropriate place in the text-book. The themes it contains must be communicative and of practical value to the students. The subject-matter of text-books must be concerned with Indian culture and civilization. In view of this, text-books written by alien writers who deal only with the English aspects of life should be avoided. At the same time, we must understand what Indian culture means. It does not mean the mere
opposition of English and modernity of thoughts. In relating to Indian culture we must not commit ourselves to cheap conventional morality and prudery. We must focus on the enlightening aspects of this culture. The teacher should ensure that the subject-matter of the text-books is immediately related to the lives and concerns of their students.

The subject-matter should be well-graded and the motive 'simple to complex' should be maintained. Grading is an instrument of simplifying the subject. It also results in sharp gathering of skills, amounting to easy and quick development of the learner. The significant points to be kept in mind by the teacher while selecting and ordering the material are: (i) The material should comply with the aims and objectives of teaching English in India, (ii) It should comply with the desires and prospects of children and their guardians. (iii) It should respect the learner's concern in learning English. (iv) The matter selected must frame a psychological unit that can be given in a logical series. The subject-matter should be presented in good sequence and symmetry. No chapter should be so long as to create dullness and boredom. In case, a story is long, it should be divided into commodious parts as the requirement may be. Topics of similar
type should not be in continuation but strewn in every part of the book.

The vocabulary of a text-book should be well-selected and confined because only then children will be able to read and understand it easily and quickly. The most valuable point is 'child's concern'. Teachers should bear in mind the age of the pupils and standard of the class and select books written by distinguished writers. The number of new words introduced should be from 175 to 450 per book. This number should increase with the age of the pupils. The style of every text-book must progressively grow from simple to complex. The essential faculties of good style in an English text-book are these: short sentences, logical sequence, clear expression, cheerfulness and appeal to the senses.

Every text-book should contain sufficient exercises for class and individual work. After each chapter there should be related exercises in word-study, grammar and composition. They must be different in form and should include the entire scope of language skills. At the end of every chapter there should be a glossary of difficult words.

The printing of the books should be charming. The bulk of the topic should be varied for the students
of respective classes. The paper used should be thick, glossy and white. The cover of the book should be strong and durable. The binding of the book should be permanent and allow the book to open smoothly. For the lower classes the dimension of the book should be quarto; for higher classes crown size is quite proper.

Actually, the standard of text-books can be improved if they are surveyed by teachers, teaching English in schools and colleges. Who else can make a better critical survey other than a teacher? The teacher has to make a critical survey of the present text-books, discover their pitfalls and if possible, approach the authorities concerned to strike off such books which do not fulfil aims and objectives. With the aims and objectives in view, with the practical considerations and weaknesses of his students and with a knowledge of their needs and requirements, he may concentrate on material suited to his methods and in this way come forward with his own text-books and supplementary readers. Unfortunately, this work is performed by those who have a lesser knowledge of students' position and not by the teacher who truly knows their needs. Let us expect this will be improved and good books will be in the hand of our students.
Inability to understand the true function of grammar:

Every language has its grammar. Whether it is one's own mother-tongue or a second language that one is learning, the grammar of the language is significant. Grammar is the science of a language. It is the practical analysis of a language. It deals with the function of words in a sentence. It describes the rules of syntax or sentence building. The term 'grammar' implies numerous things at different times and often numerous things at the same time.

Grammar explains the pattern or general structure of expression. Dr. West points out, "Grammar is not a code of rules; it is, like etiquette and table manners, a statement of convention; it summarizes what is done by cultured people; and like etiquette, it is in a state of constant change." 4

This is because acceptability and intelligibility, both in speech and in writing within as well as outside one's own group, rely upon the presently followed basic conceptions and patterns of grammaticality. A knowledge of grammar is probably more valuable to a second language learner than to a native speaker. This is because in the process of language acquisition the native speaker

4. Dr. Michael West, English Language Teaching, 1967, P.27.
has internalised the grammar of the language in an intuitive manner. But on the contrary the second language learner has to endeavour consciously to master those aspects of the language which reckon grammaticality. But in India, where English is taught as a second language, teaching of grammar has been a disputed matter with the educationists in this field.

In the long practised system of teaching English in India, grammar held a very significant place in the curriculum. It was supposed that strength to speak and write English was impossible without a previous mastery of grammatical rules. That is to say, it was believed that the only way to acquire a full mastery of English was to learn the rules of its grammar. Naturally grammar began to be presumed as an end in itself. As a result, grammar was given an excessive and undue importance in the curriculum in the past. But times changed. With the introduction of the direct method, grammar started to be deprived of its place of importance in the curriculum. The view became prevalent that grammatical knowledge could not yield the power to speak or write English. Supporters of the direct method proclaimed that a living language like English could be learnt only by the practice of speaking not by knowing the rules of grammar. Consequently, it was inevitable that grammar began to be
considered, not an end in itself, but a means to an end. Grammar, thus, lost its significance. However, the controversy regarding its place continued and it still continues.

The advocates of grammar believe that so far as accurate expression is concerned, grammar is not only important but indispensable. It is a systematized knowledge of a language. The principal argument in support of teaching grammar is that it is a good discipline and that it has intellectual appeal, apart from practical advantages. The critics of grammar, on the other hand, are very incredulous about the usefulness of grammar. They have indicated several problems with grammar teaching. These arguments can be gathered up thus: (i) Simply learning rules are not sufficient for language learning; language learning totally depends upon practice and habit formation; (ii) what is studied in a grammar class is not employed with enough point and frequency; rules of grammar may be completely learnt by a pupil and yet not employed in practice; (iii) it deals with only a part of language, for it does not deal with fluency, articulation, idioms, phrases, vocabulary, proverbs, colloquial expression and skill of speaking; (iv) the mistakes in a language are not connected with the knowledge of grammar, the conception that the grammatical errors made by the learner are due to the lack of grammatical
knowledge is entirely wrong; (v) it does not give ideas, and language without ideas is lifeless; (vi) most of the definitions of grammatical forms and functions are not adequate; (vii) it virtually retards the instinctive acquisition of a foreign language.

Another problem that has caused a lot of difficulty in India, as far as the teaching of grammar is concerned, is the use of the traditional method. Under this method, grammar is taught with the support of a grammar book. It embodies definitions, rules, examples and exercises. The teacher's job is to explain the definitions and rules to pupils with the help of examples. The chief process in this method is 'from rule to example'. Its main objective is the cramming of rules and definitions. Both these aspects rise against the teaching axioms - advance from known to unknown, simple to complex, particular to general and example to rule. It stresses the rote learning. Besides, cramming of rules and definitions is drowsy work. Pupils do not find any charm in it. That is why even after cramming rules and definitions, they forget them. In this method a great deal of time is wasted in the application of complete analysis and parsing. As Dr. Gurrey remarks, "In secondary schools, the use of parsing and full analysis is a waste of time compared to the effectiveness of many
other exercises." 5 Much of English grammar taught within the traditional method is "pedantic, or archaic, or even erroneous." 6

A Possible Solution:

Despite the problems with the teaching of grammar, we cannot deny its importance. It is a corrective and preventive medicine, rectifying those points which are particularly responsible for error. Once it is accepted that teaching grammar is essential the question arises: how is it to be taught? The teaching of grammar should be introduced in the first year of the English course as soon as students get some measure of command over the language. But the grammar taught to them should, in no case, be formal grammar as it lays stress on form rather than function, on definitions rather than their applications. It is studied theoretically. In this way, grammar is taught for the sake of grammar. The wornout, unreasonable custom of nomenclature knowledge and the idle march of the parsing class are of no practical use. What is more significant for learning a language is

5. Dr. P. Gurrey, The Teaching of Modern Languages (UNESCO), P.75.
sentence pattern. The goal of teaching English throughout the first two years is to give the students a mastery over the basic structures of the language. Therefore, in the first year the grammar they are taught should be in the manner of function of the words and in the manner they are used. Functional grammar is more useful for them because it does not place rules to be strictly followed in the use of a language. It does not lay emphasis on the form but the function of the words in a particular context. Thus, grammar is not taught for the sake of grammar. Functional grammar is useful for young students. As the students proceed in studies, particularly when they start to write. English sentences without the support of the teacher or the text, necessity of a formal study of grammar becomes palpable.

For Indian students the inductive-deductive method of teaching grammar may be the best one because it follows some educational axioms. In reality this method is employed to teach science. Since grammar is also a science of language, it can be effectively employed for teaching grammar. Inductive means to advance from observations to law and deductive means to advance from law to observations. The teacher should use the combination of inductive and deductive methods. First of all, he should present the examples before the pupils. Then he should clear
the meaning of those examples. When the pupils have completely comprehended the examples, then hypothesis should be formulated. Then the theory or rules should be laid down. When the rules have been found out, the versification of rules shall become essential. It will be essential to arrive at assured conclusions. At last, the teacher, with the support of the pupils, should attempt to discover those examples, through which it may be possible to support and verify those rules. The teacher should try to teach grammar by this method. This kind of teaching is scientific, sincere, practical and effective.

However, a good teacher must be eclectic in his mental attitude; he need not accept one approach in toto; he should choose what is best adapted to his goal in classroom. The method of teaching grammar should be selected keeping in view the age and common standard of pupils. Adequate material aids should be applied for an effective teaching of grammar. Enough written and spoken work is also necessary. The teacher need not have a hearty and sincere pledging to conventional grammar; nor should he put aside insights of modern linguistics. The teaching of grammar should advance conjointly with the linguistic and psychological growth of the child.
Undoubtedly, the teaching of grammar holds a very significant place in the teaching of English particularly while teaching it as a second or foreign language, but the teaching of grammar should never excessively depend on theories and definitions. Every spoken language goes on changing and developing. Therefore, the teaching of grammar should be in accordance with the changes and developments that take place in a language. The teaching must not be extremely theoretical. It should also have definite practical elements in it.

Inability to understand the true function of translation:

Translation as a method of teaching is criticized, but as an exercise it holds an exalted position in the school. As a skill, it has its own value. In fact, translation is a skill which includes a high standard of understanding of one language and reasonable command of the other. It asks for a hold of the meaning and mood of an English passage and the proper phraseology to communicate the identical in the mother-tongue.

The significance of translation rests on its aims or functions in the school. It is useful in teaching word-order, idioms and grammatical structures. It can be employed to examine the understanding of the students or to examine their vocabulary. It assists in learning
various modern English usages. It indicates differences of syntax of English and the pupil's mother-tongue. It furnishes a protection against the harms of free composition. As a matter of fact, translation is an art. Something of a great importance will have been missed if the students are not trained in the different arts of rendering one language into another.

However, the teaching of translation is not unimpeached by problems. Other elements of English teaching, like reading, speaking and listening are neglected under this teaching. Some English tenses cannot be translated into the general tenses of the Indian languages. Prepositions produce a wealth of phrases for which equivalents cannot be discovered in any Indian language. Students exhibit the ill habit of translation in thinking. First they think in their native language and then they translate the ideas into English. In fact, translation is not a device for teaching or learning any language. It is a skill of the mind to be developed by different types of writing exercises. The material for translation is not selected and ordered in a proper manner in India. Much attention is paid to literal translation. Translation of ideas is not emphasized. Teachers instruct the pupils to cram long lists of English words and their native
equivalents. They fail to understand that such learning has little use. They also fail to understand that words have no particular meanings. Their meanings alter in relation to the words that precede and follow them.

A Possible Solution:

The teachers should not start translation as soon as they begin to teach English. They should begin it when the pupils are in possession of a solid working knowledge of their mother-tongue as well as of English. At the starting stage, oral translation should be emphasized. At the middle and high school stages pupil's translation should be compared with the original pieces. The passages given for translation should be according to the students' vocabulary and their knowledge of grammar. At the time of oral translation, the teacher should explain the structures of sentences and their grammatical patterns. At the middle and high school stages, oral translation should always come before written translation. A few sentences of the kind to be rendered into English should first be orally translated by the students. At these stages, different types of sentences, involving the use of different pronouns and tenses, should be provided for translation into English. Simple tales and frequent passages too should be provided for translation.
Translation should be idiomatic and not literal. The aim of translation is to render the sense of the language into another. So emphasis should be laid only on the translation of ideas. For instance, articles and prepositions can not be translated literally on all occasions. The material for translation should be properly selected and graded. Contrast and comparison in the structure of two languages should be given prominence. When new words are introduced, they should be assisted with a glossary.

The best method is generally one that gives the best results. If translation can be useful to achieve the desired purpose, we should employ it, if not, we should evade it. Since it is very likely and it is possible also, that the students will make faults as they are not perfect masters of English, a feeling of despair, frustration, and defeat may discourage them. It is our job to protect them from such conditions and oversee that when they effectually start to speak, read or write they do it properly and commandingly.

**Defective System of Examination and Testing:**

Examining and testing the learning of students are necessary in a teaching-learning process. The
measurement of pupil's attainment in the sphere of education is generally done through tests and examinations. The word 'examination' has origin in the Latin word 'examen' that means the tongue or pointer of a balance. The tongue in a balance indicates by its movement and presents a comparison of the weights in the two pans of a balance. Examinations are to realise if the pupil has achieved a definite standard of education. The word 'test' is traced from the Latin word 'testum' that means a clayey vessel used for testing gold. Tests are to know whether the pupils have learnt what they have been taught. Tests are given monthly, fortnightly or weekly, whereas examinations are conducted at the conclusion of a term or session. A test confirms a student's development during a definite period of time. An examination, in addition to this, is a formal evaluation of the student's knowledge. Its objective is to investigate if he has arrived at the needed standard of achievement or not.

Examination is the principal device by which we can discover if a pupil is making any advance or not. Examinations are often described as a necessary evil by most of the educationists of English. But we can not do without examinations. Some type of valuation of the students, of the teaching and of the entire development
made by the students is essential since "there are many users and uses of second-language tests. Admission officers at universities, for example, rely on scores obtained from tests of English as a second language to help evaluate the qualifications of applicants. Directors of programs which teach English as a second language employ tests to help place students in classes, at an appropriate level of instruction. Teachers of these classes use tests to help them to determine whether or not students have mastered a given unit of instruction or to identify students' strengths and weaknesses or to rank students for assigning grades. Teacher trainers use tests to help evaluate the effectiveness of alternative methods of instruction. Language tests, in short, are used at all stages of second-language instruction: for the admission and placement of students, for the evaluation of the success with which instructional objectives are met, and for the prediction of the success with which language learners can use the second language inside and outside the classroom." 7 So for teachers, testing is not only significant but it is also an indispensable portion of the teaching process. It enables them to estimate efficacy of their 'matter and manner'. Examinations and tests

acquaint pupils with their state of learning. Truly they are a medium of motivation. The result of such tests and examinations furnish a pointer to the attainment of each student and the measures of effectiveness of the instructions given. Teachers can get rid of individual problems by perceiving them through testing and examining. In teaching they have to unite the innovative knowledge with already gained knowledge of students. For this, they must know their state of knowledge which they can know through tests and examinations. They also act as an incentive for the pupil and the teacher. They are also essential in curriculum construction, for only by knowing the results, the standard of a particular class can be settled.

But one thing must be very clear that if we can not do without examinations, we can not do with them as they are. Examinations are an indispensable part of teaching, but the examination system as prevalent in our educational set-up is a curse. The problem of examinations has always been a disputed one. The old essay type of examination has been seen to be virtually unsatisfactory, and its shortcomings are well known. In the essay type tests, essay type questions are given in different papers and students are instructed to write their answers in the
pattern of essays. The examiner estimates the pupil's ability by the subject matter, way of expression and manner of writing. Researches have pointed out inapplicability of such kind of examinations. The identical answer when marked by different examiners produces different marks. Even the identical answer, when marked by the same examiner at different times and different dispositions of mind yields different results. This evidently implies that the subjectivity of the examiner is entangled in it. The essay type tests have become a point of great criticism for various other causes also. Essay type questions cannot be set from the entire course. They stress more on lengthy answers than on right answers. An examiner feels it an exhausting and tedious task to examine the lengthy answers. A pupil dooms them, for they mean luck or pluck for him. The guardians blame them, for they do not evaluate all the four definite language skills. Besides, they promote cramming and cheating in the examination.

In these examinations very little attempt is spent in the framing of questions. It is frequently a hit and miss matter, of which the sampling and learning acts are relatively insufficient. Its marking is extremely subjective and affected highly by the skill of handwriting,
the presence of phrases and references the examiner identifies as known. The scoring procedure in respective schools and colleges is not comparable. There is no powerful affinity between instruction and examination. Examination cannot influence instruction. Therefore, the suitability of instruction cannot be examined.

In India, classroom tests are not continuously and properly held. No genuine endeavour is made to evaluate the pupil's attainment from time to time. This negligence has led to improper significance being awarded to examinations held by the Boards and Universities. These examinations define only the achievement of pupils for purpose of rating them on the common ground of their marks.

In most of the examinations in India question papers are set to touch detailed information about the language rather than assessing pupil's mastery in skills and habits. Our tests and examinations are not linguistically stout. They adversely affect the students' method of study. They judge the writing ability primarily, and the reading ability secondarily. Listening comprehension and speaking as skills are not paid any attention to. They over-stress the information portion of the language. They also stimulate half learning of a wide range of materials at the cost of accurate knowledge.
and complete a smaller bulk of material. Learning of a second language that stops short of genuine command of basic knowledge, skills and habits, is not more than a waste of energy and time. Our stress in tests is on knowledge of vocabulary, idiomatic phrases and structures. Our achievement tests are, thus, insufficient and defective.

A Possible Solution:

In learning English, we have seen that the objective is the obtaining of four definite language skills — the skill of understanding English when spoken: the skill of speaking English: the skill of reading English and the skill of writing English. Robert L. Cooper remarks, "In principle, a speaker-hearer's knowledge of his language is the same for encoding as for decoding sentences. That is, the grammars which are written to account for his ability to produce sentences of his language are also considered to account for his ability to understand the sentences of his language. However, his knowledge is realized through the application of different skills: speaking, listening, reading and writing. People who speak the same first language differ with respect to their abilities as speakers, or as listeners, or as readers, or as writers of that language even if they can all be presumed
to have the same underlying linguistic competence. Just as there are interpersonal differences, there are intrapersonal differences. One person may be better at reading, for example than at writing. Similarly second-language learners may exhibit interpersonal as well as intrapersonal differences in the skills through which their knowledge of the second language is manifested. Therefore, an examination in English should aim at evaluating these fundamental skills. One most important fact that our existing examination system overlooks is that there is no provision to examine pronunciation or reading or conversation in English. This results in the negligence of developing these skills among our pupils. Our objective should be that our students achieve a satisfactory and firm mastery of 'essentials of English'. Hence, it will be essential to determine some exercises on such speech training and pronunciation while taking any examination. Stress should be laid on 'near' pronunciation and correct expression. Some marks may be assigned to oral expression in English. A graded plan may be pursued in the monthly periodical and yearly examinations.

The examination or test should procure a satisfactory sample of the students' achievements, covering a broad range of material taught in the class. This sample should be honestly representative of the areas

8. ibid., P.336.
covered and skills involved. Some questions demanding long answers can not present a fair sample. The best mode is to set a large number of short questions, preferably objective based. These questions should be put in an order from easy to difficult, so that even the weaker students may be capable of doing something with them.

A prudent union of objective type questions with questions calling for short answers and essay type questions is required to evaluate all the essentials of English. For "an Examination at the secondary school level should aim at a fair and consistent estimate of the pupils' command of the essentials of the language; so there should be a judicious combination of (a) Objective Type Questions, (b) Questions requiring short answer and (c) Essay Type Questions." 9

If we continue to dwell upon essay type tests, we will have to make them more reliable. To diminish fickleness and inconsistency in scoring all the candidates should be given only one subject. A combination scale should be employed, a scale identically graduated from good to bad. Another way is to have the students expand

an outline given by the teacher on the black-board or
they should be asked to rewrite a story told by the teacher
in the class. It will reduce the elements of information
and inventive ideas. This method will emphasize primarily
on the efficiency of expression in English.

In the classroom the teacher should manage achieve-
ment rather than proficiency tests as "proficiency" in
a language is much more difficult to define and obviously,
much more difficult to measure in a testing situation." 10
Achievement tests are intended to measure success in
a particular sequence of learning. Proficiency tests
are those that evaluate the pupils' skill or standard
irrespective of training. Prognostic tests that are inten-
ded to predict how successful the pupil is likely to
be should also be avoided in the classroom. However,
these tests - prognostic and proficiency - are valuable
as entrance tests to examine the entry conduct of pupils
at the beginning of a course.

Class tests and terminal examinations furnish
a good chance for making cautious analysis of the mistakes

10. Allen & Campbell (Eds.), Teaching English as a
Second Language in India, 2nd ed. (Bombay: McGraw
Hill Publishing Co. Ltd., 1973), P.332. The quotation
is from "Are We Really Measuring Proficiency With
Our Foreign Language Tests?" by Eugene J. Briere.
common to the class. The students are more interested in their scores but the teacher should be more interested in the testimony. The test decides the success or failure of his teaching. The best set rules of successful teaching is - teach, test, then reteach and retest. After finding out the mistakes the teacher can reteach those aspects enabling full command over them. In testing the form of questions should be such that the post examination task of analysing the mistakes becomes an easy and simple affair for the teacher.

The form of examination should be such as to make the results as objective and consistent as possible. Process of evaluation that yields entirely different results when employed by different persons is intolerable. Research studies exhibit that numerous generally applied types of examinations are not trustworthy from this point of view. So it is essential that teachers in India should welcome those forms of examinations that are more objective in form and easier to mark. They are commonly known as New Type Tests.

We ought to change our view-point and go on making researches to discover ways and means by which exactness in tests and evaluation may be acquired without the least tension and disadvantage to the examines. As John B.
Carroll observes, "... there is a further step that should be taken. The mere announcement of desired standards could all too easily be done without adequate forethought and without taking stock of the actual experiences of foreign students. There is need for surveys of the kinds of linguistic situations faced by these students and success or failure of students at various levels of English proficiency in meeting these situation." 11

Examination should form a whole part of the educational process. Instruction and examination should be essentially united. Examination must consider the syllabus. It must test the effectiveness and suitability of the syllabus. So a better method, a more workable, trustworthy and sound scheme to evaluate the students is needed for which our teachers teaching in schools and colleges are the best persons to evolve; because it is their personal requirement and they can be the best judges to take up either of these schemes. It need hardly be emphasized that teaching and testing are essentially related and the day it is made realistic, all possible drawbacks from which our examination system suffers will disappear as mist and sunshine will enlighten the teaching learning process conducted by the teacher.

11. ibid. P.315. The quotation is from "Fundamental Considerations in Testing for English Language Proficiency of Foreign Students."
Interference of Mother-Tongue:

All languages, whether a second language, an alien language or mother-tongue, have the identical goal. They are used for communication, for expressing our emotions and wishes, for registering information, for thinking and for having what we desire.

Views about the use of the mother-tongue in the teaching of English as a second language are at variance. The advocates of the direct method prohibit the use of the mother tongue in the teaching of English. On the contrary a group of scholars proposes permanent use of mother-tongue. They believe that the mother-tongue is as necessary for the growth of one's mind as mother's milk is for the growth of the child's body. The question of the position of mother-tongue in the teaching of English is not of subordination, but that of co-operation or co-ordination. The co-operation of the mother-tongue is desirable in the teaching of English. Investigations and experiments have reflected that strength in the mother-tongue will mean strength in English. Advancement in the standard of work in mother-tongue has shown corresponding advancement in that of English. It is through the ability acquired in mother-tongue that the child expresses all his feelings and desires and apprehends
the feelings and desires of others. It assists in all types of thinking. Mother-tongue is the foundation of all work. The child starts to become aware of new words, their application in the suitable context and in this way gains a skill of expression with ease, clarity and correctness.

But we can not deny the fact that more often than not the interference of the mother-tongue has adversely affected spontaneous learning of English. Hence, the other group of educationists is very sceptical about the utility of mother-tongue while teaching English as a second language in India. They firmly believe that the teaching of English must be through English. They argue that if a particular foreign language is taught through that very language, it is possible for pupils to get a precise idea and recognition of the language that they are learning. Use of a foreign language makes a conducive environment for the use of that particular language. By listening to English continuously pupils' ears get accustomed to the use of that language. On the contrary, if it is taught through the mother-tongue, a confusing environment is created and the attention is distracted and divided. In the survey conducted*,

* A survey was made of a cross section of teachers from Degree Colleges, Inter Colleges, Junior High Schools and Primary Schools situated both in urban and rural areas. 425 teachers responded to the questionnaire. For chief findings along with questionnaire see appendices.
it is observed that over half of the respondents believe that interference of mother-tongue is the most dominant problem in teaching and learning process of English (Table 10-Appendix II).

The interference of the phonological system of student's mother-tongue in his accent, intonation and pronunciation is also a big problem. For example, in RP (Received Pronunciation) there are 20 distinct vowel sounds. Of these 12 are pure **vowels** or monophthongs. The eight remaining vowels are **vowel-glides** or dipthongs. On the other hand, Indians, due to the interference of their mother-tongue, generally use 11 pure vowels and 6 dipthongs. And they are quite different from those of RP. Most of the Indians use the pure vowel /e:/ as in *gate* /ge:t/ in place of the dipthong /ei/ as in /geit/ which is used in RP. RP /ɔ:/ is a back vowel (according to the tongue-position during the articulation). Most Indians use it as a fronter vowel which can be symbolized as /ə:/ . Most people in India pronounce /ɜ/ sound in words like *cart*. While *cart* is pronounced /kɔ:t/ in RP (i.e. with a back vowel and without /ɜ/ sound). Most Indians use pure vowel /ɔ:/ as in *boat* instead of the dipthong /ɔ:ʊ/ as in /bɔ:t/ that occurs in RP. General Indian English (GIE) does not distinguish between the words *cot* /kɔt/ and *caught* /kɔ:t/. Both the words
are pronounced alike. In the same way, generally Indians make several errors in pronouncing consonants and also in stressing words.

We tend to make use of what we know for the sake of learning what we do not know. This is the motive of transfer of learning. In the process of transfer of learning we make the use of the language system which we already know in order to know the new language. In the process there is the inter-language interference. For example, a Hindi speaking student is likely to say, "Though I gave the examination, yet I failed." on the analogy of the linguistic pattern with which he is already familiar in his mother-tongue or first language. Almost all the errors made by foreign learners are due to L1 interference.

A Possible Solution:

The difference of views about the use of the mother-tongue has not reached any positive conclusion. However, we can say that the use of the mother-tongue is justified in the teaching of English. But this does not mean that we should make an extreme use of the mother-tongue. Because human nature has a tendency of escape, once students are allowed to use it, they generally begin to use it excessively. This is very harmful. A student who is cons-
tantly contriving his thoughts in the mother-tongue and converting that expression into English can never be capable of expressing himself in English without first expressing himself in the mother-tongue. If, sometimes, the use of the mother-tongue seems to be inevitable it should be used in a restricted manner as it is used in the bilingual method.

The use of mother-tongue should only be restricted to the teacher as far as possible. Students must not be encouraged to use it, particularly in the classroom. The teacher, on the other hand, should make a very prudent use of it and only when there is a genuine necessity for it. He should apply English speech, pictures, objects and other possible resources to transmit the idea represented by the word. He should use the mother-tongue when all other devices fail. After presenting an equivalent in the mother-tongue, he should return at once to English. To evaluate students' understanding, he can sometimes ask the meaning of a word in the mother-tongue. He should, however, never do so in the case of phrases and sentences. If inevitable, he should explain the grammatical points in the mother-tongue, but he should remember to get back quickly to English.

The mother-tongue is of immense value in teaching every aspect of English. Whenever the teacher realizes
that there is the hazard of misconception or sheer wastage of time and energy, he should not waver to use mother-tongue. Nevertheless, using mother-tongue as the medium of teaching English can not, in any case, be suggested. We should always keep in mind that mother-tongue is an assistance in the teaching of English — a means and not an end.

The Problem of Declining Standards:

Before independence, English was taught as L1 in India and most of the instructions were given to the students in English. After independence, situations have altered and English has lost its place of dignity. It has come to hold a secondary place in the school-curriculum. The number of periods given per week were reduced and the number of years, allotted to it in the course of secondary education were cut down. The result was a quick deterioration in the standard of English.

The promises were that the old standards would be kept up. It was mere deception. There were abundant failures in English by itself at every public examination and because of English the percentage of successful candidates was much reduced. Some important questions have risen like how long shall we remain wedded to this language?
Is this language originating a language disorder in our nation? Can this language be a unifying language? What should be the proper position of English in our curriculum in the India of the future? Should English remain as medium of instruction in our schools, colleges and universities and also a medium of examinations, particularly the competitive ones? These are problems before us. There may be other problems as well like problems relating to pronunciation, reading and writing. In English teaching the problems of grammar, spelling, translation and compositions have also worsened the condition. But we do not get proper guidance. The government too does not co-operate by furnishing generous aids to the institutions. Our curriculum is not individualised. Our society is not free from moral perverseness, jealousy, avarice, hatred etc. The mental health of our teacher, working in our schools and colleges has declined because all his vigour is concentrated upon battling with the worsening economy and expenditure of his day to day living. He can not be totally blamed for this, because after all he has to consider his family as his primary duty. But under such circumstances the declining standard of teaching English is unavoidable.
A Possible Solution:

Teachers are supposed to be the guide, friend and philosopher of their students. We can not afford to have bad teachers. The eyes of educationists were opened when in 1978 Indurkhya studied the minimum essential language ability of secondary teachers and formed a test, the English Language Proficiency Test. This research showed that merely 6% teachers held pre-eminent ability in English language. In 1974 Dewal also conducted a research on difficulties in teaching English at Udaipur and reached the conclusion that want of ability in teachers was the principal reason hindering effective teaching and learning of English. Now, a massive responsibility lies upon the teacher's shoulders and he can not disregard it. The principals, the overseers, the management committees, all have to co-operate with the teacher and provide him with all facilities so that he can carry on his business smoothly. Simultaneously the government should be serious to begin intensive teacher training programmes at different levels. Table No. 11 (Appendix II) shows that 54.35 per cent respondents expressed that teacher training programmes should be intensified to solve the problems of teaching English as a second language in India.

Our curriculum must be decentralised. It must provide opportunities for the progress of individual
skills. The society, however rotten it may be, has to look up to the betterment of its youth and as has been mentioned, offer well-disposed environment for both the teachers and the students. Both the governments, State and Central, should help raise up the standards by appointing well-equipped teachers for language teaching on the one hand and by improving their financial condition on the other. The reading material should be rearranged and the examination system should be recast and explained with reasons. The most significant aspect regarding standards however, is that the teacher must understand what he is about and how he plans to achieve it. In this connection also much remains to be done in the teachers' training institutes, the most spiritless part of educational structure.

Research on different aspects and problems of teaching English in India should be encouraged. The data presented in Table No. 11 (Appendix II) seem to support this as 56.47 per cent respondents favoured this view. Action research also has abundant pertinence even today, because English possesses a more or less distinguished position in Indian society. Action research can be conducted if the teacher is free to fix the boundaries of his difficulties; he should be given chances to manage such research task, he should also get momentum to examine
respective consequences; he should always be prepared to act for the advancement of group work; he should attempt to collect concerned information and data and before everything else, he should have or be furnished with material needed for his research work. It will surely be a shining day in the history of national awakening when formalism in education is replaced by realism—realism directing us to acquire our desired ideals. We ought to appreciate the announcement of Central Government Policy declaring de-formalising education. Certainly it will need a good amount of means to be included in rebuilding our educational system. But it is needed at once, its delay could be a national disaster.

Teaching English as a second language in India is, in this way, beleaguered with problems such as the old fashioned type of benches and desks which hinder movement; the insufficient light; want of help of all types; inadequate provision for English in the time-table; the loud sound from neighbouring classes; interference from guardians or a preservative, dominating principal; ineptitude of teachers; bilingualism and its impressions on the students; defective methodologies and approaches to teaching English etc. However, some proper teaching
is possible if the correct affinity is maintained in the attitudes of the pupil, the teacher, the pupil's guardians, for through such an affinity, the pupil may be decently inspired.