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LINGUISTICS AND ENGLISH LANGUAGE TEACHING

Proceedings of a Seminar

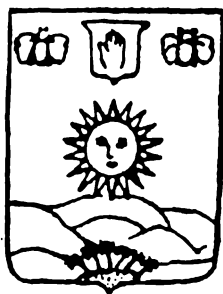
held at

THE CENTRE OF ADVANCED STUDY IN LINGUISTICS

DECCAN COLLEGE, POONA

Edited by

P. B. PANDIT



DECCAN COLLEGE

POSTGRADUATE AND RESEARCH INSTITUTE

POONA

1965

FOR FAVOUR OF EXCHANGE.

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LANGUAGE TEACHING

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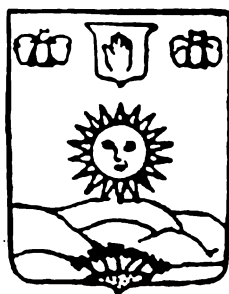
LINGUISTICS AND ENGLISH LANGUAGE TEACHING

Proceedings of a Seminar held at the Centre of Advanced
Study in Linguistics at Deccan College, Poona

Edited by

PRABODH BECHARDAS PANDIT, M.A., PH.D. (London)

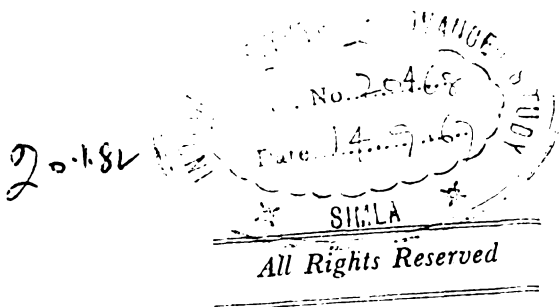
*Professor of Applied Linguistics, Centre of Advanced
Study in Linguistics, Deccan College Postgraduate
and Research Institute, Poona*



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FOREWORD

On the 15th of October 1964 the Deccan College celebrates the centenary of its main Building, and curiously enough this period coincides with the Silver Jubilee of the Postgraduate and Research Institute which, as successor to the Deccan College, started functioning from 17th August 1939 when members of the teaching faculty reported on duty. When I suggested to members of our faculty the novel idea that the centenary should be celebrated by the publication of a hundred monographs representing the research carried on under the auspices of the Deccan College in its several departments, they readily accepted the suggestion. These contributions are from present and past faculty members and research scholars of the Deccan College, giving a cross-section of the manifold research that it has sponsored during the past twenty-five years. From small beginnings in 1939 the Deccan College has now grown into a well developed and developing Research Institute and become a national centre in so far as Linguistics, Archæology and Ancient Indian History, and Anthropology and Sociology are concerned. Its international status is attested by the location of the Indian Institute of German Studies (jointly sponsored by Deccan College and the Goethe Institute of Munich), the American Institute of Indian Studies and a branch of the Ecole Française d'Extreme-Orient in the campus of the Deccan College. The century of monographs not only symbolises the centenary of the original building and the silver jubilee of the Research Institute, but also the new spirit of critical enquiry and the promise of more to come.

7th March 1964

S. M. KATRE.

The Seminar of the Teachers of English and Linguists was organised by the Centre of Advanced Study in Linguistics at the Deccan College on 16th and 17th October 1964. The proceedings were recorded; they are presented here with some abridgment and editing. The sections are divided under "Presentation" and "Discussion". The papers and notes which form the bases of discussions are abridged under "Presentation"; I have tried to retain the conversational and argumentative tone of the "Discussion" which follows each presentation. Polemics for a growing discipline is valuable, it is all the more valuable where it can be practised across disciplines; we hope that the participants found it worthwhile to come together.

The passage from the tape-recorded data to the press copy was made possible by the assistance of my colleagues, Sri S. N. Salgarkar, Reader in Electronics and Experimental Phonetics and Dr. M. V. Sreedhar, Senior Research Fellow in the Centre of Advanced Study in Linguistics. I am grateful to them for their generous help.

P. B. PANDIT.

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PARTICIPANTS IN THE SEMINAR

Abhyankar Sri K.D.	New English School, Poona-2.
Agashe Sri B.D.	New English School, Poona-2.
Apte Dr. M.L.	Deccan College, Poona-6.
Atre Sri Y.K.	Regimental Children's Higher Secondary Schol, B.E.G., Poona-3.
Bhagwat Sri V.S.	New English School, Poona-2.
Bhat Dr. D.N.S.	Deccan College, Poona-6.
Biligiri Dr. H.S.	Deccan College, Poona-6.
Boocha Miss M.	National Model School, Agakhan Palace, Poona-6.
Byrne Mr. Donn	The British Council, Bombay-1.
Chakre Mrs. S.K.	B. D. High School, Poona.
Chandra Mrs. S.R.	Air Force School, Poona-6.
Chitnis Dr. (Miss) V.S.	Deccan College, Poona-6.
Continho Miss M.	St. Vincent's High School, Poona-1.
Dani Sri A.P.	Fergusson College, Poona-4.
Datar Smt. M.M.	M.E.S. Girls High School, Poona-2.
Desai Miss Indumati D.	P. E. S. Girls High School, Poona-5.
Desai Sri Mutalik A.A.	S. P. College, Poona-2.
Devdhar Sri S.C.	New English School, Poona-2.
Dharle Dr. V.N.	Fergusson College, Poona-4.
Dixit Sri M.V.	New English School, Poona-2.
Gadgil Sri A.V.	K. B. P. Vidyalaya, Poona.
Gadre Mrs. G.L.	Tilak College of Education, Poona-9.
Gawade Sri P.L.	M. E. S. High School. Poona-4.
Ghaskadbi Sri M.V.	Ahmednagar College, Ahmednagar.
Ghatage Dr. A.M.	Deccan College, Poona-6.
Ghatpande Sri S.K.	Modern High School, Poona-5.
Gokhale Sri V.S.	Modern High School, Poona-5.
Gore Sri B.M.	B. M. College of Commerce, Poona-4
Gupte Sri S.M.	Fergusson College, Poona-4.

Horsburgh Mr. David

Institute of English, 6A Cunningham
Road, Bangalore.

Jagdish Lal Sri

Regimental Children's Higher Secondary
School, B.E.G., Poona-3.

Joshi Sri H.G.

M. G. Vidyalyaya, Uruli-Kanchan.

Kalelkar Dr. N.G.

Deccan College, Poona-6.

Katre Dr. S.M.

Director, Deccan College, Poona-6.

Kelkar Dr. A.R.

Deccan College, Poona-6.

Kench Sri R.B.

New English School, Poona-2.

Khan Miss N.K.

The National Model School,
Aga Khan Palace, Poona-6.

Khandekar Mrs. Vijaya

M.E.S. Girls High School, Poona-2.

Khubchandani Dr. L.M.

Deccan College, Poona-6.

Kolatkari Sri B.R.

M. G. Vidyalyaya, Uruli-Kanchan.

Kulkarni Sri R.M.

B. E. School, Poona-5.

Laddu Sri S.D.

Deccan College, Poona-6.

Lanke Sri S.S.

N. M. V. High School, Poona-2

Laxmi Bai Miss B.

Deccan College, Poona-6.

Limaye Sri M.R.

S. N. D. T. College for Women,
Poona-4.

Lobo Miss P.

St. Vincent's High School, Poona-1.

Lott Prof. B.M.

Central Institute of English,
Hyderabad-7.

Mahadevan Dr. R.

Deccan College. Poona-6.

Malkani Sri K.N.

St. Mira's High School, Poona 1.

Marathe Sri R.M.

1806 Sadashiv Peth, Poona-2.

Meenakshi Dr. (Miss) K.

Deccan College, Poona-6.

Menon, Shri K.M.N.

Deccan College, Poona-6.

Moorjani Miss

St. Mira's High School, Poona-1.

Murdeswar Sri S.S.

B. M. College of Commerce, Poona-4.

Nagarkar Sri D.J.

Corporation High School, Poona-6.

Natekar Miss Sudha

Pemraj Sarda College, Ahmednagar.

Nilgaonkar Sri S.D.

Camp Education Society's High School,
Poona-1.

Palsule. Mrs. S.	New English School, Poona-2.
Pandit Dr. P.B.	Deccan College, Poona-6.
Panse Dr. M.G.	Deccan College, Poona-6.
Paranjpe Smt. S.S.	R. P. E. S. High School, Poona 11.
Parchure Sri N.R.	M. E. S. Boys' High School, Poona-2.
Pardesi Sri S.	R. P. E. S. High School, Poona-2.
Patankar Sri R.V.	New English School, Poona-2.
Pataskar Sri K.G.	M. E. S. High School, Poona-4.
Pattanayak Dr. D.P.	American Institute of Indian Studies, Deccan College, Poona-6.
Patwardhan Sri P.Y.	M. E. S. High School, Poona-4.
Patwardhan Sri R.S.	New English School, Poona-2.
Petkar Mrs. K.	New English School, Poona-2.
Phadke Sri Y.G.	New English School, Poona-2.
Pillai Sri A.A.K.	Deccan College, Poona-6.
Pradhan Sri G.P.	Fergusson College, Poona-4.
Ramasubramaniam Sri K.S.	Deccan College, Poona-6.
Rao Sri B.G.R.	Fergusson College, Poona-4.
Salgarkar Sri S.N.	Deccan College, Poona-6.
Sankalia Dr. H.D.	Joint Director, Deccan College, Poona-6.
Sankaran Prof. C.R.	Deccan College, Poona-6.
Sawarkar Miss S.	Ahilyadevi High School, Poona-2.
Sen Dr. N.M.	Deccan College, Poona-6.
Shaikh Sri M. Sayeed	Ahmednagar College, Ahmednagar.
Sharma Sri V.P.	N. H. High School, Poona-2.
Sheth Miss Kausalya	Faculty of Education & Psychology, M. S. University. Baroda.
Shukla Sri D.H.	N. M. V. High School, Poona-2
Sinha Sri A.C.	Deccan College, Poona-6.
Sinha Sri P.	Deccan College, Poona-6.
Sreedhar Dr. M.V.	Deccan College, Poona-6.
Subramaniam Sri V.	National Defence Academy, Kharakvasla, Poona.
Sundaram Sri R.M.	Deccan College, Poona-6.
Urdhwareshe Sri P.W.	P. N. College, Pusad (Yeotmal).
Vaidya Sri T.K.	N. M. V. High School, Poona-2
Vale Dr. R.N.	Deccan College, Poona-6.

S. M. KATRE

Friends:

I am glad to welcome you all here on the occasion of the seminar of *Teachers of English and Linguistics*. It might interest you to know that the building which is opposite and which houses the Deccan College completed a hundred years yesterday. On the 15th October, 1864 when the foundation stone of the Deccan College was laid, one of the principal donors (JAMSHETJEE JEEJEEBHOY), made it possible for the Government to acquire the site and put up this structure which you see across the road. One of the objects of the Deccan College was to bring together academicians from all parts of the world. The faculty of the Deccan College in those days consisted of representatives from Great Britain, Germany and India. The main objective was to bring to it the fruits of the newer knowledge and particularly give the advantage of the kind of education which characterized the residential schools and colleges of Great Britain. And one of the objectives was also the acquisition of the instrument of modern learning which was and still continues to be English. Over a hundred years, a great deal of change has taken place in all parts of the world, not the least in the academic world. For a number of years after the University of Bombay came into existence in 1857, English was the medium of instruction in schools and in colleges. A situation has arisen where, by reason of natural growth, English is being replaced continuously by the different regional languages of this country; and we are in a situation

where the schools have, in a majority of cases, gone over to the regional medium whereas the medium of instruction in the universities still continues to be English and during the last ten to fifteen years, the problem of English as a means of communication at the higher levels of education is particularly drawing the attention of the Universities. Then comes the newer generation of scholars entering the universities requiring a special facility for acquiring greater control of English both as a means of expression and as a means of acquiring competence in the subject. It might interest you, to know that four years ago, the University Grants Commission set up a Committee on the subject of English teaching at the universities, and the unanimous decision of the Committee, accepted by the U.G.C. was that not merely English teaching but teaching any language as a second language should be done by teachers who are not only competent in that language but have also acquired some rudiments of the modern approach to linguistic studies. The Commission is thinking of ways and means of how this objective can be realised particularly when would-be teachers are undergoing their course of studies in the universities. So in a sense, there is an urgency of bringing in the fruits of modern linguistics to the teachers of English. In this situation, it has been the proud privilege of the University of Poona to have set up very recently a Centre of Advanced Study in Linguistics as part and parcel of the Department of Linguistics, which is located in the Deccan College. The Centre of Advanced Study sanctioned in August last, has been in operation for the last four or five months, and I am very happy that it has been possible within this short time to get together representatives of the teachers of English and teachers of Linguistics together in a Seminar of this type where we would be able to exchange information. These are new techniques and new methods of

approach which have not become popular as yet. Linguistics in this sense has been looked askance by teachers of language. It is quite true that professional linguists are very much interested in the descriptive and historic studies of language rather than in the problems of teaching that language. But the last great war brought to the notice of some of the Western countries like Great Britain and the United States the need for evolving methods by means of which language could be acquired as a means of communication within the shortest possible time and different methodologies and different techniques had to be evolved. We would, in this Centre of Advanced Study, like to apply some of these methods and find out their effectiveness. Academically, there is nothing more unsound than criticism prior to investigation. We cannot take these things on trust. A great deal of experiment has been done in the United States and Great Britain and other parts of the world in the teaching of foreign languages and second languages by means of techniques developed by modern descriptive or structural linguistics. Whether this is going to succeed in this country can only be decided after we really get together the actual teachers of languages and others who practice the structural approach to the descriptive analysis of spoken languages. In this sense, the Centre of Advanced Study in Linguistics would like to co-operate with teachers of languages. We have two problems before us which are of national importance; one is the teaching of English; and the other the teaching of our official language to non-speakers of that language. We would like to investigate the possibilities of Applied Linguistics, how linguistic techniques should be modified or adopted for purposes of teaching languages. In this field it is obviously essential that both the actual teachers of the languages and the professional linguists should come together to have an idea of the problems which

each of them may have to pass across to the other and establish a meeting ground where new techniques might be considered in relation to the older techniques which have been practised and in this manner, we might be able to evolve altogether a more practical, a more significant and a more potent manner of acquiring control of languages both for comprehension and for expression. On this occasion which marks, as I said, the centenary of laying down the foundation stone of the old Deccan College and the beginning of a new structure which is an extension of the main building to house this new centre in the University, viz. Centre of Advanced Study in Linguistics, it is my great pleasure to welcome you here, to invite you to participate in this Seminar and to make significant contributions to the field which is not only of interest to us in Maharashtra but to the whole of our country.

P. B. PANDIT

Dr. Katre, Dr. Sankalia, Ladies and Gentlemen:

I am before you to give you a background of the holding of this conference and the goals we have in mind in organizing this conference. Many scientists and many workers in various fields of humanities and science are interested in the findings of linguistics; among them the teachers of languages naturally form the most important group. Linguists and language teachers have been walking along side by side on the same side of the street for sometime; now it is time that they talk to each other too. So, with that end in view, we thought of a preliminary meeting of teachers of linguistics and languages. There are many problems of language teaching which are connected with foreign language teaching in our country; there are also more important problems like the size of the class room, language policies, salaries of teachers, hours allotted to teaching languages, our

examination system, our educational system, motivation of students and motivation of teachers and so on. These problems are apparently not those in which a linguist could fruitfully participate. So, during our discussions here, we shall better try to eschew discussion on these problems. Though they are very important they are not primarily connected with the techniques and problems of language teaching as such. So we will have to determine and discriminate between the relevant and irrelevant as far as our present discussions are concerned. We had some preliminary discussions with teachers and professors of English drawn from schools and colleges in and around Poona before we organized this Seminar. We met them in smaller groups and discussed topics of interest before we drew up a draft scheme of this conference and the topics which we could discuss. About 60 teachers and professors of English representing various colleges in Poona and a few colleges from outside of Poona are attending this conference. Most of the teachers come from Marathi medium schools and some from Tamil medium schools, Hindi medium schools and Gujarati medium schools. Teachers from English medium schools are not participating in this conference, primarily because the problems of teaching English in English medium schools are of a different order and for the moment, we are focussing our attention on the wider problem of teaching English in non-English medium schools. The development of linguistics in this country also requires, to a certain degree, that linguists should be able to communicate and pass on their findings to others who are not quite at home with linguistics as such. So, whenever we have a topic under discussion, as you see in this programme, you will find some linguists participating side by side with the teachers. This is, so far as I know, the first encounter or, to use the cricket terminology, the maiden

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encounter, between the professional linguists and the teachers of languages. The barrenness of theoretical research in linguistics in our country is partially due to the linguists' reluctance to observe our own situation and formulate problems arising from our own situation; language teaching is one of the situations which, I think, the linguists cannot ignore. And we hope that the habit of observation and looking around our own problems will be useful not only for the language teachers, but also for the linguists.

PRESENTATION

H. G. JOSHI: Structural approach does well in standards V and VI, and it should be continued to standard VII until pupils attain a mastery of the structures done in the class.

Direct method does very well in standards VII-VIII-IX. It is the experience that this method if followed rightly gives lot of practice to pupils in questioning and answering with understanding. This helps self-expression. In the above mentioned standards, this method can well be used with advantage.

Translation and Grammar : To fix up different tenses, translation method would do well. This method helps pupils in standards X-XI, where they come across with long sentences and where a short translation rendering in mother tongue, would help in understanding the sentence. The teacher is expected to do all the teaching in English, because listening to a continuous stream of utterances, repeated quite often helps in learning a foreign language.

Grammar: In place of teaching isolated grammar from a book, functional grammar arising out of the text, if nicely dealt with, would serve the purpose of a book. Illustrations and examples for practice ought to be given from the text book.

N. R. PARCHURE: The structural approach is based on the belief that in learning a foreign language, mastery of structure is more important than the acquisition of vocabulary and that the limitation inherent in the study of a language can be overcome by an intensive drilling in structure patterns.

Some principles of the structural approach:

1. The approach should be primarily oral.
2. Active methods of teaching should be used as far as possible.
3. The greatest possible use of the foreign tongues should be made in the classroom.
4. The difficulties of the foreign tongue in the matter of pronunciation, vocabulary, and grammar should be carefully graded for presentation.
5. The teaching of a language should be considered more as the imparting of a skill, than as the provision of information about the forms of a language.

In view of the new role assigned to English in free India, our aim should be to teach Essential English at the secondary school stage. After careful study and experimental investigations, research workers have realized that there are about 275 language patterns which constitutes the core of this Essential English. Those basic language patterns are called structures. Every structure embodies an important grammatical point. Structures are so graded that each structure follows naturally from the one immediately preceding or can be built upon structures already learnt.

Difference between the direct method and the structural approach: The structural approach has many features in common with the direct method and the new method (by Dr. Michael West). In its emphasis on the oral work and the use of English in the classroom, it compares favourably with the direct method. In its emphasis on drill in a vocabulary of words most common in actual speech and the production of systematic and graded books, it has a common ground with Dr. West's new method. The structural approach is a great improvement over the older methods and has a number of advantages over them. It has

made the teaching of English definite. It has fully integrated the teaching of grammar and composition with the reading material. The vocabulary for each standard has been fixed. The old readers used the past perfect tense and the passive voice construction even in the first book. The new reader is so graded that we start with the present continuous tense and introduce past, future, and simple present tenses gradually so as to avoid the confusion resulting from the introduction of all tenses at the same time.

The fact remains that a method, however good it may be, cannot bring about the desired results if the teachers using it, are not adequately trained. It is expected that when the structural approach is introduced for teaching English in a particular region, the teachers of English, though they may be trained, should be retrained in the principles and techniques of the new approach through refresher courses at different centres.

P. B. PANDIT: Before the papers are open for discussion, I would like to supplement these by a few points viewed from the linguistic point of view.

First about the structure. Looking at the structural description for the secondary school teaching, one feels that the notion of *structure* should be well defined. I personally am not very much familiar with the history of the structural method, with whom it did start and how did it develop. Structures seem to be very familiar to us. Bloomfieldian notion of construction seems to be closest to the notion of structure. Many more ideas in this structural approach, especially the administering of structural approach, in other words, the drill, the pattern, the practices, are based on some linguistic notions. It seems they are not explicitly presented to the teacher and talking with the teachers I find that though they are dealing with themes which are based on present day linguistics, these notions are not made explicit

to them. For example, behind the structure we have actually the notion of construction. The notion of drill, such as the expansion drill, *this is a pencil, this is a red pencil* and so on; all of us know as students of Linguistics, that this is based on the notion of immediate constituents. Take the *convert to negative* or *question* type drill. We have the ideas of transformation behind these drills; or take the substitution drill *she walks here, she plays here* and so on. The notions of tagmemics are attached to this sort of drill. Now when the approach is presented, I wonder if it would be more fruitful if we try to make explicit, the implicit linguistic notion in this approach. This task would probably bring the linguists and the language teacher much closer than it has been done hitherto, if the terms and notions are made more explicit in the language teaching side. Take the whole idea of pattern practice. It is the foundation of administering structurally oriented courses.

Now the idea of the pattern is based largely on our understanding of analogy. The notion of pattern draws much on the notion of analogy where we build something on patterns already learnt; but the concept of analogy is not explicitly presented when we talk about language teaching. I would like to present for discussion the task of making explicit certain notions which are implicit in the present language teaching methods.

Another point which was raised here already is the carry over of the habit of mother tongue to the language to be taught - the target language. We either very explicitly or indirectly always agree that many of the errors of the school boys or the college students are due to the structure of the native language. In other words, we generally agree that in language teaching, in learning, there is a great deal of carry over in the earlier stages, at least, of the habit formed in the mother tongue. If it is so, it should influence our language teaching considerably, which I am afraid,

has not been done hitherto. There is a large scale carry-over from the mother tongue to the foreign language, but when the structures are introduced, we have the syllabus of English giving the list of structures and roughly the order in which they should be introduced. They are very well worked out, I should say. When the ordering of the structure comes in, to start with, the first structure is *This is and That is, this is a book, This is a pen, This is an umbrella*, the second is, parts of body, *mine or yours*. The third, *He, She: He is a boy, She is a girl*. Is it necessary to start with these in all languages or in Indian languages? We could consider other types like *The lesson is interesting*. I think the first structure in the Michigan material is *the lesson is interesting or the lesson is important* or something like that. Of course, there are various questions of class room situations, what could be administered in class, what could be shown in class etc. If we agree to the interference and carry-over of native habit to the foreign language, we should think of recording the structures with a view to appreciating the native interference. Probably this consideration should be given some thought. One of the points which was raised here and I think it is of some significance, is considering the teaching of language as a continuum in our present curriculum. In other words, the teaching of languages does not end at the SSC. It should be continued with the Predegree classes in colleges. The way we planned our groups at this conference suggests this idea, 'the first five years English' and the 'next four years'. In the present state of affairs, we should be realistic and consider the teaching of English as a continued process, beginning with the first standard in the school and ending with the degree at the college. I would request the distinguished visitors and participants to express their ideas on the papers presented.

MR. X: What is meant by immediate constituents?

PANDIT: Well, when I say, for example, *this is a pencil* and *this is a red pencil*, the point is the relation between the items *red* and *pencil*. These are the types of construction of attributes and objects or the qualified and qualifier. The underlying idea in explaining these construction is that, in any utterance which may consist of a string of words, the relationships are hierarchical and not linear. All the words are related but some are more closely related. There is a density of relationships, relative density of relationships. In the utterance *this is a red pencil*, all the words are related ones, but *this* and *is a red pencil* form the closest relationship. Then taking the second round *a* and *red pencil* form a closely related set. Out of these *red* and *pencil* are both closely related or *a* and *red pencil* are more closely related. In other words, in an utterance consisting of many words, there is a density of relationships and the utterance is explicated through the hierarchy of relationships. This notion is known as the notion of immediate constituents. Now my point was that many of these drills have underlying linguistic notions but many times these are not made explicit and that partly, is one of the obstacles coming in the way of communication between the linguists and the language teachers. If these things are made more explicit, the linguist and the language teacher could participate more fruitfully. The teachers do administer these drills but the underlying notions behind the drills are not made explicit to them.

LOTT: Dr. Pandit, I would like to explain you that this is a sort of analogy, perhaps relevant for the lecturer at the training college.

PANDIT: My point was that if you are concerned with a sort of operation, the person who performed these operations should know the ideas underlying these operations, as far as possible.

MR. X: Should the language teacher learn all these items?

PANDIT: Yes, that is, I think the real difficulty. This is a question of approach, not a method. It means the pattern practices, eliciting response from the students. As soon as the structures are incorporated in a text book, the teacher who has been teaching all along with the help of a text-book, tends to teach another text book, not the structure. Now the same happens to these notions of grammar. They are workable notions, provided the underlying ideas are clear; otherwise what has happened to the structural method, on a large scale here in our country, is that the teachers are teaching a new type of text book and not structures. So these underlying ideas are to be made more explicit to elicit participation on a larger scale.

LOTT: The books on pattern practices for Structural approach based on the notion of linguistics appear to be apparent because it is the other way round. These drills and their pattern practices were established by the native speakers well before the onset of linguists like Bloomfield and Sapir. In the first two decades of this century, the structural method was experimented in Japan; these practice tables which when compared, are good, if not better than anything we have now and I feel if we accept this, we could look to the principles of linguistics.

PANDIT: The historical argument is perfectly valid. The linguists have learned from the language teachers. After all, many of these notions in linguistics may have found their sources in the successful practices of language teachers and we hope

that this situation should continue, so that the two approaches could constantly grow in a give and take fashion. But I do hope that some linguists will rush to my help now. Is it not even advisable to bring out the notions of language structures in teacher training course? That is, do we want those who teach language to remain completely aloof from the notions of structure of language? Technical terminology apart, understanding of a system, does help in administering or imparting the system to other persons. It makes learning more fruitful and you might have seen in the hand-outs given to you on the structural approach they constantly complain that the teaching of structure is dry and monotonous. This is a repeated complaint that this teaching of structures is very dry and monotonous. Of course, they say, the students are not interested, they are bored. My feeling is that if the teacher himself is not interested, boring could be very easily imparted to the whole class. And from that I started thinking why it is so dry and monotonous. The linguists do not find, I hope, their work monotonous and dry.

KELKAR: There is I think, a third group of people that is the teachers' teachers, that is, better method masters at the various training colleges. I think if there is any need to introduce linguistic sophistication, that is the proper point. Teachers' teachers should have full background of linguistics. Only then they can bring out the proper way of bringing out significant teaching points and how to avoid technical terminology etc. We can leave it to them. I think they should be made familiar with these terms.

JOSHI: Now there is some difficulty here. Just now Dr. Pandit said that there is a general complaint that the teaching of structures is dry and monotonous. It is not the defect of the structural approach. But it is the defect of the text book. When the topic on the text book will be discussed, I am going

to talk on that matter. The text books are written in such a way that there are long lessons having no interest in them. They are not topics liked by the pupils. They are not interesting at all. That is why the teaching of structure is dry and monotonous. In other words I want to say it very clearly that it is not the structural approach, but the bad texts that make teaching dry and monotonous.

HORSBURGH: There seems to be a confusion between the structural method and the direct method and the translation method. I think the structural approach has nothing whatever to do with the direct method. I am not quite sure what the previous speakers meant when they said we try direct method and then try structural approach and we try grammar translation method, and on the one hand you have the translation method where the actual time you give in getting all the English lessons translated and they therefore do not view the English in a natural way. On the other hand we have a different method which is called the direct method. By a different method we mean the way it is used in the language. The structural approach has nothing whatsoever to do with the methods.

BYRNE: I have the impression from the discussions here that some of us are saying that we have three different methods and if one method does not succeed, we should adopt second method and if that does not fit very much, we should go to the third method and we also seem to feel where one method has failed, the other method should produce magical result. I think this is not the proper way of thinking and secondly no matter what method we follow as far as our students are concerned, there will always be some students who would not be able to learn anything by any method and so all these will have to be taken into consideration and then we should try one of these methods in the class room, after taking into consideration the

size of the class and the calibre of the students. But if we make a statement that the structural approach is the best approach and it will bring magical results where other methods have failed, I think we should try to modify our view.

PRESENTATION

D. BYRNE: At the outset I may say that my name is pronounced as *Beern* and not *byrne*. I have decided to concentrate on two aspects (1) the standard that can be reasonably laid down for the teachers and (2) what can be done in the class room. I think these two problems would be of some interest to you. I feel that you all agree that the non-native users of the language should not aim at the *English pronunciation*. We accept that the pronunciation is recognizably Indian whether you are aware of it or not. Nevertheless it should be intelligible to one another and to one part of the country to any other part of the country and should it require, it should be used in foreign countries with whom one comes in contact. Any other goal certainly is unrealistic within the teachers' training scheme. There are certain provisions that require higher standards and the teachers too require higher standards and unless you are going to be a broadcaster or something like that, it is not necessary to pronounce like an English-man and I am not even sure whether it is required for the broadcaster or a diplomat. What do we want to lay down as the standard for the teacher? All this will have to be done at the teachers training level either at the training college or at the Institutes or at the short term courses, provided they are entirely devoted to pronunciation.

The first essential is that the teacher must recognize and realize all vowels and consonants (a) that do not occur in the

mother tongue and (b) which are significantly different and (c) similar to the mother tongue. Otherwise it might be suspected that similar sounds that are not acceptable would be substituted. For example, the sound /ɔ:/ that occurs in *horse* does not occur in Indian languages and certainly not in Marathi. This has to be learned as a new sound. The teacher must be able to distinguish the sounds that occur in *get* and *gate* because there is a sound in Indian languages which might be substituted for both. I do not think it is really accepted for either although it might be used for the second one. On the other hand when a sound in the mother tongue is very close to English, for example, the sound that you get in *cart* which is very close to the Indian sound, you need not bother to learn this new sound. This is the first consideration. This can be achieved only through the training and I do not think a lot can be achieved by oneself unless you got access to recorded material designed for training in this particular field. The teacher, I think, should know the connection of these sounds. He needs to know where to put the tongue in order to produce those sounds and how to shape the lips but he has no need to know a lot of phonetic theory. I am willing to allow the linguists to do a lot on this if they so wish but I do not think every teacher needs to know a lot about phonetic theory. On the other hand the teacher trainer in the training college should know a certain amount. It gives him an insight into it, similarly on phonetic level but not to all teachers.

Now secondly it is very important that he must know where these sounds are used. It is no good knowing how to use a sound if you don't know where to use it. You may learn how to produce a sound but if you don't use it when you talk about this object, it is of no use to you. So knowing where the sounds are used is of very importance. Again of course the training is required and I think the teachers can do themselves a lot here, if once they learn how to make the sounds and how to use and

read phonetic transcription. Thirdly the teacher needs to be trained in stressing of words in sequences and of course in stressing of words having more than one syllable. For example the teachers when they are reading aloud or doing their work must say that *'This is the 'house that 'Jack 'built* and not each word stressed equally. He should know these differences.

Next important is polysyllabic words. You make sure that you get the stress at the particular place for example *psychology* and not *psycholo'gy*. This is very important because these polysyllabic words are very rare at the school level. They are more important perhaps at the college level. And commenting on this I want to say that if the teachers had themselves been well taught at the school level they would not need much training at the teacher training level, in this particular aspect of the subject; it should not be necessary. The teacher should be trained in the basic intonation pattern i.e., when to use a falling tone and when to use a raising tone. I want to stress that. Because my own view is that if the stressing of the sentences is good, the intonation comes up fairly all right. Secondly intonation is rather a difficult subject to listen to learn.

What about the learner of the English? What can you do for him? What have you been doing for him? Well, for myself I feel that a lot of pronunciation can be picked up at the class room provided the teachers own pronunciation is reasonably good. This is my own experience in teaching standard V. This cannot be done unless the teacher is doing a lot of oral work. If he spends all his time in drilling text, glossing the text, the pupils are not likely to pick up pronunciation. He must spend a lot of time in practising sentence patterns in the class room. If a fair portion of the lesson is devoted for oral lessons, and to oral work and if the teachers own standard of pronunciation is reasonably good, then many

a difficulty can be avoided but not all. It will, however, be necessary like something that I do i.e., practise regularly not more than for four or five minutes in any one lesson; drilling contrastive sounds like *form* and *farm* is not necessary. At an appropriate stage in our syllabus when we have a reasonably large number of vocabulary to use, we may have drilling practices but not in the first six weeks. Certainly in the first term of the six weeks we can do some sort of this work, not too often and not too long otherwise it simply gets boring. I would like to introduce 'stress-drills' even later. Perhaps we do not do it at all. This must be rare in the syllabus. This is something I have not done at the school level. I do not know whether it is entirely appropriate. I would not practise at all intonation until very late in the school syllabus.

Lastly I may issue one warning i.e., don't try to teach pronunciation through reading aloud of the text. What you are thereby doing is very special indeed. You are transforming written words into sounds and it is something that can be done very specially and if you are under the impression that by doing a lot of reading and by asking your pupils to do a lot of reading, you are teaching pronunciation, then you are quite wrong. Incidentally it might give a little help in pronunciation but not as much as they do through oral work and my own feeling is that reading aloud is relatively very unimportant. It is not worth wasting the time for.

M. V. SREEDHAR: All language learning involves pronunciation. Pronunciation is the use of a sound system in speaking and listening. The skill in pronunciation consists of a sort of automatic habits involving the hearing organs and the speech organs, plus the ability not only to recognize significant sounds in a stream of speech, but also to react to them in an acceptable

manner. Under a conscious effort it is fairly easy to articulate any sound but to articulate the same sound in all its occurrences in a stream of speech is another thing. In other words, we must make the pronunciation of the sound system a habit. While the sound system of the native language takes care of itself, the sound system of a second language is what we make. Although the sound systems of two languages are never the same, the pronunciation problem can be predicted at least in part by comparing the sound system of the native language with that of the target language. This, however, is not very easy, because of the primary difference between learning a native language and a second language. One who learns a second language begins with a highly articulate verbal repertory. This verbal repertory is usually seen as expediting the second language learning process but in many cases it actually conflicts, since the force of habit influences the learner's hearing as well as speaking. The learner does not hear through the system of the target language but filters what reaches his ear through his own sound system. For example, a stop in Hindi has four features, viz. voice, unvoice, aspiration, unaspiration and all these are significant; while English has three features viz. voice, unvoice and aspiration, but the latter is non-significant occurring only with the initial unvoiced stops. The puff of air that follows an unvoiced aspirated stop in Hindi is much stronger than the one that follows the initial unvoiced stop. A Hindi speaker, therefore, associates the initial aspirated stop in English with his unaspirated series. So when a Hindi speaker says, *I have a curl* a native speaker of English may hear as *I have a girl*; because it is difficult for an Englishman to differentiate an initial voiced stop from an initial unaspirated unvoiced stop. Instance of this nature is one of the major problems in learning a second language. In other words, a prerequisite in developing the ability

to produce a sound system is the development of the ability to recognize the sound system of the target language. The tendency to filter the sound system of the target language through the sound system of the native language, therefore, must altogether be got rid off right from the beginning itself.

This also disproves the general presumption that similarities between the native language and the target language will facilitate the learning while the obvious differences will be a problem simply because they are different. The position is that the partial similarities create greater problems than totally different situations. It is because, while certain habits of pronunciation of the learner can be transferred to the sound system of the target language without producing any conflict, other habits when transferred will produce a conflict. This process of transferring to a target language, the habits acquired through similarity with the native language may be called interference. Such interferences can facilitate learning a second language when the particular elements do not structure differently than the corresponding elements in the second language. We may call this a positive interference. But when the elements do not structure the same as the corresponding elements in the second language, or when they produce a perceptual problem in learning, the transference is an hinderence, which we may call a negative interference. This negative interference is a key to all problems in pronunciation, or for that matter any sub-system of a language, in learning a second language.

When a foreign sound occurs in a position or positions in which phonetically most closely associated native phoneme does not occur, the learner will transfer the native phoneme occurring in that position which has the next degree of closeness or similarity. Thus, the more closely associated a foreign sound is with the learner's native language, the harder it will be for the

learner not to substitute the native phoneme for that sound. Hindi, for example has no slit fricatives while English has two series. These slit fricatives, viz. /*th*, *dh*/ and /*f*, *v*/ in English form a class of phonemes in opposition to the stop series of /*p*, *b*/ and /*t*, *d*/. To an average Hindi speaker the former series belongs to three different classes. He would equate /*th*/ and /*f*/ with his aspirated series i.e., /*th*/ and /*ph*/, /*dh*/ with his voiced unaspirated dental stop i.e., /*d*/ and /*v*/ with his bilabial frictionless continuant, while English has a minimal opposition between a /*v*/ and a /*w*/. In a situation of this nature there is a possibility of a total breaking down of communication since to a native speaker of English a Hindi speakers [thin] *thin* would be heard as *tin* and [tin] *tin* as *din*, [phul] *full* as *pull* and [pull] *pull* as *bull*; in case of /*v*/, to a Hindi speaker the minimal pairs like *vest*, *west* and *veil*, *weil* would be the same utterances.

In conclusion we may state that the new pronunciation habit must be learnt to a high degree of automaticity with attention to an utterance as a whole and not to the sounds themselves. Even though the sub-phonemic variations do not normally change a word, a comparison of the allophones of the native language with those of the target language is necessary when (i) the allophones of the target language may occur as separate phonemes in the native language as in the case of unvoiced stops of Hindi and English or vice versa and (ii) the allophones in the target language do not occur in the native language; it must be learnt as a new type of behaviour. A contrastive study of the sound systems of the two languages, therefore, will help in predicting the difficulties of a learner. Such a comparison is essential because it locates the areas of difficulty for the learner and because it makes possible a proper grading.

D. N. SANKAR BHAT: The points so far raised were of teaching the correct pronunciation i. e., the pronunciation of English as spoken by an Englishman. But we have to think one point, that is, whether we are to teach the Indian English or the English English? That is whether we need to teach everything of the British English pronunciation or take only those minimum points that are required for the purpose of communication. For example the alveolar *t*; instead of *talk* we say *Talk* and so many other changes.

Are we to teach the whole thing or only the contrastive features? The Central Institute of English is teaching the British pronunciation of English. My question is, is it necessary?

DISCUSSION:

HORSBURGH: I don't think, it is necessary.

BYRNE: We can have an Indian pronunciation of English. For example the difference in the stress in the word *import* when used as verb and noun need not be learnt by an Indian student because the context would give it.

SREEDHAR: I think there is something known as Indian English coming up. It has already been recognized, and as far as learning of English by an Indian is concerned, we need not worry much about the correct pronunciation of English. My paper is about some problems in general and if I had given examples from Hindi and English, it was only because they were readily available. So in my opinion we can conveniently forget many aspects of English pronunciation and take to a norm of it; because our primary purpose in learning English is to communicate with our co-Indians and not with Englishmen. When we learn German, French, etc. or even when an Englishman learns French or German, the purpose is to communicate with

the native speakers of the other language and not with one's own countrymen and there we cannot ignore any aspect in the pronunciation of the target language. There may be some occasions where communication may break down by not knowing a contrast found in the target language. For example, there is a well-known case of a Bengali professor at the Banaras Hindu University. When some students went to greet him on Diwali Festival, he replied: "Shame to you !". The students repeated and wished him "Happy New Year to you, Sir!" He again said: "Shame to you !!" The students were surprised and could not understand why the Professor behaved like that. Later, it was found that he meant "Same to you" but was heard as "Shame to you" because Bengali does not make a distinction between 's' and 'sh'.

Such instances of breaking down of communication are extremely rare amongst the Indian speakers of English.

HORSBURGH: I think as far as learning pronunciation by the children is concerned, they do not have any difficulty in learning the pronunciation provided they hear it correctly from the teacher; for example the *f* in English is very difficult for an adult Tamil speaker to pick up but the children pick it up very soon, provided they hear it properly. When the student listens to it correctly he does not have any difficulty. We have in our training school students for a 5 months' course. They are pretty good and we give them remedial work for 5 months and from my own tape-recorded material I find that they do not make much difference in the pronunciation they make at the time of their arrival and when they leave the course. At the moment I feel that we do not have an answer for changing the adult pronunciation because when a teacher comes to our school, he sometimes puts in up as much as 15 to 20 years of teaching experience and there is not much that we can change in his pronunciation of

English during the 5 months' he stays with us. What we can do is to give him the ability to speak correctly and slowly in the classroom. We can say that if the teacher is weak, the students would be pretty hopeless. Well this has got to be remedied. We cannot make a person a good teacher. We can only give him the ability to speak correctly and slowly in the class. Of course when he goes to the staff room, he will say, *Give me a cha:k please, man.* For 20 years he has been using the pronunciation of *cha:k* but in the class when he is thinking about it, he would correctly pronounce it and so I think if we could give the teacher the ability to pronounce a word correctly, this is enough for this generation. We cannot change materially, I think, the pronunciation of English of teachers who have been teaching English for a long time. I do not know whether in 2, 3 years in a laboratory we can do something about it. This is enough for class room.

PRESENTATION

A. R. KELKAR: Before we go to the reading of first paper namely Dr. Vale's paper, on teaching of verb auxiliaries, I would like to say a few words about grammar in general and about the role of linguistics in relation to language teaching. I think it will be a good idea if I try to tell you first what linguists cannot do. So far as the actual class room teaching is concerned, you are much more qualified to evolve a better and more solutions for this problem with the help of the situations in the college and with the people who are interested in teaching methods. The primary contribution which linguists can make is at the early stage, i.e., when the posters are being planned, when the books are written and so forth. In general we can say that we are concerned with what goes on in the kitchen rather than with what is being served on the table.

R. N. VALE: The learner of a foreign language commits unconsciously a number of errors in consequence of his previously learned language habits. He can quickly master the similar elements between the two. But he cannot digest the differences so easily. He requires for this patient drilling, lest there should be any interference of his first speech in the acquisition of the new one. The object of this paper is to study the areas of interference of Marathi in teaching English Verb Auxiliaries.

I *Material*

English construction

he eats bread
 he is eating bread
 he has eaten bread
 he has been eating bread
 he ate bread
 he was eating bread
 he had eaten bread
 he had been eating bread
 he will eat bread
 he would eat bread
 he will be eating bread
 he would be eating bread
 he will have eaten bread
 he would have eaten bread
 he will have been eating bread
 he would have been eating bread

Marathi Construction

to bhakar khato
 to bhakar khat ahe
 tyane bhakar khalli ahe
 to bhakar khatala ahe
 tyane bhakar khalli
 to bhakar khat hota
 tyane bhakar khalli hoti
 to bhakar khat ala hota
 } to bhakar khail
 } to bhakar khat asel
 } tyane bhakar khalli asel
 } to bhakar khat ala asel

II *Instructions*

Distinguish the forms of simple future in Marathi and English.

Note the function of an auxiliary.

Identify all the auxiliaries and state their basic forms.

Mark the word order in both languages and show the exact place of an auxiliary.

Describe the arrangements in which they occur.

Describe the main patterns of modifications.

State the frequency and the grouping.

Confine your observations to the data given here.

Reference: Teaching English Verb Auxiliaries—Richard S. Pittman Language Learning Vol. XI-13-15.

INDUMATI DESAI: We must try to go in the natural order in which a young child learns to use his mother-tongue. Accepting this as our guiding principle, we find that our children must first learn to speak. They must form habits of correct usage of words, phrases and construction. Grammar, therefore, during the first year of teaching a new language, must be the teacher's guide and not the children's work. So the material throughout the course should be methodically planned and along with it, the elements of grammar in the first language lessons must be well taught. If this is done, the later work of formal grammar will consist of learning and applying the accepted terminology with which to describe the habits of correct usage that have been formed.

And as their experience in using the language increases it will be easy to establish the foundations by making some systematic record of their knowledge up to the present time. Now we shall forecast their attention on the correct forms and functions of the words they have learnt to use. This work would be done during the first three years of a school.

It should be specifically stressed that the verb has to agree with the number and person of the subject. In addition they must be told clearly that English does not have honorific plural.

L. M. KHUBCHANDANI: I would like to make a few comments on the phenomena of interference from the mother tongue in learning a foreign language.

1. Language is not merely a set of fixed rules, but it is a set of habits of individuals in a particular society who are in contact with more than one language or dialect. "Contact breeds imitation and imitation breeds Linguistic Convergence."—A. MARTINET.

2. The learning of a foreign language is precisely the learning of linguistic behaviour (which is a kind of social behaviour) from another culture than one's own. Contact and convergence between two different languages results in a sociological situation wherein the same individual learns elements from a linguistic system other than his native system.
3. Language learning is a *process* and not an isolated event. In learning a foreign language, there is an adaptation on the part of the bilingual person from one language to another in which diffusion of some phenomena of the native language is but natural.

For the teachers of language, the problem of major interest is the interplay of structural and nonstructural factors that promote or impede such interference and the remedies for removing such interference to the maximum possible extent.

WEINRICH in his book 'Languages in Contact' (1953) has mentioned two phases of interference: one in individual speech i.e., *parole*, another in standard language i.e., *langue*. In *speech*, interference is like sand carried by a stream, in *language* it is the sedimented sand deposited on the bottom of a lake. In *speech* it occurs anew in the utterances of the bilingual speaker as a result of his personal knowledge of the mother or other tongue. In *language* we find interference phenomena which, having frequently occurred in the speech of bilinguals, have become habitualised and established.

One of the major tasks of the foreign language teacher is to see that various characteristics of the mother tongue which often occur in the learner's foreign speech, are removed from his other tongue habits before they get sedimented in his faculty of the foreign language.

The contrastive studies of the phonological and grammatical characteristics of the learner's native language and the foreign language will be of great help to the teacher in designing lessons and preparing remedial drills so as to focus the attention of learners on blind alleys. But it is very essential that these studies should strictly be used in the kitchen and should not be spread on the learner's table. The teaching of the other tongue must be kept apart from the background of the learners mother tongue so that the learner should acquire an independent set of habits in the foreign language without switching back to his mother tongue.

MRS. G. L. GADRE: It will be quite interesting to study in how many diverse ways the mother tongue influences the learning of a new language like English. After all, language learning is nothing but a process of habit formation. We are to learn new habits, practise them and make them our own. We want to make them automatic habits. But the habits of the mother tongue are so well formed that they become obstacles in the path of the new language.

Let us examine some specific areas in which mistakes are caused due to the influence of the other tongue. The first is *the use of articles*. There being no articles in the mother tongue (Marathi, Gujarati, Hindi, Bengali etc.) our pupils find it very difficult to use the articles *a*, *an* and *the* correctly.

- (a) In English, definite or indefinite articles precede countable nouns e.g.

I want a pencil.

That is the teacher.

But we find these sentences spoken or written as—

I want pencil.

That is teacher.

(b) In the same way, there is a great confusion in the use of the indefinite and definite articles e.g.

A boy whom I saw yesterday is very clever, instead of

'The boy whom I saw . . . '

A river Ganges, instead of

'The river Ganges'.

(c) Using articles when they are not wanted. e.g.,

The education is a science.

The culture and *the* progress go hand in hand.

(d) Using the definite article *the* before plurals, perhaps they have a wrong notion that *a* in singular is to be turned into *the* in the plural e.g.

Singular—"A horse is an animal".

Plural —"*The* horses are *the* animals" instead of
"Horses are animals".

(e) Using the indefinite articles *a* and *an* through out, in narratives, even when the same things are referred to again. e.g. 'There was a king. Once he saw a guard standing in the middle of a grass plot.' And then they would say—*A* king asked *a* guard why he was standing, instead of 'the king asked the guard . . . '.

The second specific area where mistakes are very common is the formation of questions. We know that in most of the Indian languages the word order of an interrogative sentence is the same as that in the statement. At the most we add some particles like *na*, *ka* or tag questions like *ho:y na*, *na:hi ka* etc. But the sense of a question is conveyed mainly because of the change in the intonation.

But this is not so simple in English. In English the interrogative sentence has a different word order from that of a

statement. The usual order—subject verb (Object) etc. is reversed. Again, the inversion is simple in the case of *to be*, *to have* and the remaining anomalous finites, whereas, it is with the help of the helping verb *do* in the case of other verbs. This offers a great difficulty to our students. The usual tendency is to use a statement with a change of intonation as in the mother tongue. So we get questions like—

He went there?

What kind of man he was?

And usually, there are less mistakes when there is simple inversion i.e.,

I can do it.

Can I do it?

These questions are many a time correctly framed. But others like

Did he go there?

What difference do you notice here?
are usually framed wrongly.

The third area is the direct and indirect forms of narration. The same reason applies here. In the mother tongue, there is no change of tense or personal pronouns while turning direct into indirect. The only thing that is to be done is the addition of the connective. Naturally this habit is reflected while turning direct speech into indirect one. And we find the use of *that* before direct speech e.g.

Marathi—*to mhana:la: ki mi udya yei:n.*

English—He said that I'll come tomorrow.

Here, if we constantly advise our pupils not to make use of *that* every thing will be all right.

(4) Tenses—The complex English tenses offer a similar difficulty to our pupils. I will refer to only two or three of these—

(1) Marathi—*geli pa:nc varshe mi inglish shikla a:he.*
English—‘I am teaching English for the last five years’.

Similarly—‘We are living in Poona for the last . . .’, instead of
“have been teaching, “have been living” etc.

(2) Using the present perfect tense in place of the simple past e.g.

Marathi—*a:j saka:li mi tya:la patra lihile a:he.*

English—*I have written him a letter this morning*, instead of
I wrote him a letter this morning.

Imperative sentences: *You sit here*, instead of ‘Sit here’.

Use of Wrong prepositions—as in the case of ‘to marry’ ‘to be angry’. Because of the influence of the mother tongue, we find 90% of our pupils saying:

‘The prince married *with* Cinderella’.

‘The teacher was angry *on* him’ etc.

The influence of the idiom of the mother tongue ‘*mana:nt va:ca*’.

read in your minds instead of ‘read silently’.

to take bath instead of ‘to have bath’.

to take breakfast instead of ‘to have breakfast’.

The use of the “there pattern . . .”.

Again, this pattern is not there in the mother tongue and so we get the expression like *fifty boys are in my class*—in place of ‘there are fifty . . . etc.’

The tendency of using *then* after when or if, though English does not have such a usage.

The most wonderful thing here is that most of these errors have been picked up from the writing of pupil-teachers who wish to be teachers of English.

1. Oral work in the lower classes—Pupils should get ample opportunities of listening to correct English being spoken by the teacher and then there should be thorough drilling and fixing of the correct pattern in English.
2. Teaching should be followed by a number of exercises based on the new teaching items like articles, tenses etc.
3. While teaching English it should be borne in mind that the word order is very important.
4. Translation should not be used for fixing the structure, because translation reminds one of the habits of the mother tongue.

M. R. LIMAYE: There seems to be a general feeling that the passive sentence is just an alternative turn of expression for the active voice and that the passive is used for a change. Sometimes, students are given passive sentences for conversion into the active; and the change makes them stylistically grotesque.

By way of illustrations, here are a few sentences that were given for conversion at various tests and examinations. These sentences as they stand are all right.

Change the voice:

1. Who was driving that motor-cycle last night?
2. Is he writing a letter?
3. Remember his often repeated message.
4. The prizes will be declared soon .
5. The telegraph wires have been cut.

In the circumstances, it has to be emphasized that the passive and the active voices in English have separate functions

to perform and that one cannot be substituted for the other without serious damage to the meaning of the sentences or a shift of emphasis.

Since the passive involves a point of stylistic nicety, its knowledge on the recognition level is enough for the early stage of English. Its active knowledge should only be expected in the higher forms of the secondary school or preferably of college students. Advanced students of English are more likely to appreciate and absorb the spirit of the passive voice.

A preparatory step towards teaching the passive is to introduce students to its form: The passive is formed with the anomalous finite *be* (also, very often, with the verb *get* and *become*) and the past participle of the main verb. When the form is first introduced, no comments should be made on the material presented to the class.

Here are a few examples:

1. The door is shut.
2. You are wanted outside.
3. He was robbed of all his money.
4. His fingers got squeezed in the door.
5. I have never been taken to an English play.
6. The matter will be discussed tomorrow.

For a few days, students should hear and read out such examples and thus, become thoroughly acquainted with the passive form. This should continue until identifying passive structures comes to them easily.

In the passive as taught today in many schools and colleges, the words *by* + agent are insisted upon, contrary to what is found in the language itself. JESPERSEN says, "70 per cent of

passive sentences found in English literature contain no mention of the active subject''. Yet, one often hears a sentence like 'A mango is eaten *by Rama*'. Once the students are able to recognize the passive form, they should be told to collect the passive voice structures, found in the lessons from their texts. This will give them the valuable experience of seeing a lot of passive sentences. The lessons to be chosen for the purpose should be by native writers of English. I have tried this 'recognition' exercise of picking out the passive sentences with my students. I find that it brings about in them to a large extent the frame of mind to be set right.

Students should not be given rules about the use of the passive voice. The cleverer among them can deduce a few general statements regarding the situations in which mention of the active voice subjects is stylistically awkward and hence recourse to the passive turn of sentence is made. Lots of examples should be presented to students to illustrate each category. However, I just give a few here.

- (A) 1. The Chinese are hated all over the world **these** days.
2. Her father was killed in the first world war.

Here "the active subject is unknown or cannot be stated" precisely.

- (B) 1. He was elected Mayor of Poona.
2. Extra trains will be run on Sundays.

The active subject is easily deducible from the context.

- (C) 1. My watch was stolen yesterday.
2. He has been asked to resign.

It is through tact that the agent is not mentioned in the above examples.

- (D) 1. This novel was written by Dickens.
2. He was run over by a motor car.

Even when the agent is mentioned as in the above sentences, the emphasis is on the passive subject.

(E) 1. An invitation was sent to Gandhi and was immediately accepted.

2. He came on time, was received with respect and gave away the prizes.

3. Pineapples are cheap and can be had in plenty in this part of the country.

Here, the passive works as "a device to save changing the subject"—ALLEN.

"The subject of a passive sentence may correspond to the indirect object (the person rather than the thing) of the active sentence" ZANDVOORT.

Examples:

1. The visitors were shown the Art Gallery.

2. He has been promised promotion.

Students often leave out the prepositional or adverbial adjuncts that go along with some verbs in their passive sentences. Sound drilling in the use of this structure is necessary.

1. He was listened to with respect (Students often omit this *to* in active sentences too.)

2. What is a table made of?

I have sometimes heard teachers insisting on the passive infinitive in the following examples when colloquial usage prefers the shorter form:

There is no time to lose.

*There is no time to be lost.

It is time to close the shop.

*It is time for the shop to be closed.

You are mainly to blame (Advanced Learner's Dictionary)

*You are mainly to be blamed.

The examples marked * are obviously awkward. The fondness for the passive revealed in these sentences ought to be discouraged.

The emphasis in the exercises designed for students should mainly be on the recognition aspect of the grammar of the passive voice. When 'active' usage is to be tested only those sentences should be set which will considerably improve in style by the conversion they undergo. ALLEN has enough useful exercises in his "Living English Structure". But the best exercise of all would be to tell them to collect the passive voice occurrences in their reading and to try to account for them.

DISCUSSION:

KELKAR: The grammar is not interesting to the students at the college level. But I am sure if we point out such stylistic niceties and ask them to explore their depth from this point of view, it should not be anything less interesting than many other things they do. Since Prof. Limaye is teaching in a college I think he should add more words regarding the practical procedure that he uses in dealing with students. So I would ask Prof. Limaye to speak on the practical aspect of it.

LIMAYE: My class rooms have more than 70 students, but I have one handicap. The college is meant only for girls. So it is very difficult to tell what I do in the class. What I do in teaching passive voice is of our own that I follow. Instead of giving them the rules of grammar I give them enough material on the board and tell the students to think about it and sometimes I find one or two clever students among them come with generalization. I remember one thing when I taught the present perfect. I gave a list of sentences on the right hand side in the past tense and a list of sentences on the left hand

side with present perfect without any comments and I remember at least one student said that all the sentences on the left hand side denote the time of action and in the other list there is no word which shows the time expression. I think this gives a type of generalization and I do not think anything more can be done.

MUTALIK-DESAI: We teach the passive and active voice first to school boys and then to college students. Can we say that a mechanical skill can be passed over to the students who are still young? But they cannot be expected to understand the niceties and they may not know whether a certain sentence may be aptly put, whether in active voice or in passive voice as the case may be. So it seems that we should teach the mechanical things to them when they are young and subtilities when they are old. Otherwise in the first instance they will have wrong impression or the training will be incomplete. It might be required to correct some of the wrong things they have learnt. So this part of the grammar learning may be reserved for the post-matriculate classes.

KELKAR: I doubt whether it can be allowed because passive voice is very frequently used in English and it will be a pity for the students not going to college course and not getting acquainted with passive voice. Here I make a distinction. So far as the simple sentences are concerned, the student must know. We may spare the school children from complicated passive voice like *it is being done* or the passive voice with the perfect. But the basic factor must be inculcated at the earlier level. There are a few gramatical structures which we might entirely omit from the school curriculum such as unreal conditional form, *if this need had been* and so on. That kind of things can be spared because they are not used except in

sophisticated societies. Now I differ from Prof. Mutalik-Desai that we should omit the passive voice from the school curriculum.

LORT: For the descriptive linguistic purpose the terminology practice etc. pattern well with all reactions. Our friend here a moment ago gave the example: "He was angry". *Angry* is not passive but in pattern practices, it is connected in the same way. 'The door is shut', *shut* is not passive but it patterns the same way. Here we have the constant problem of adding difficulties rather than taking them away. The pattern practice is all right for you and for me. But we have no reason at all to present it to the children. Another point is that Dr. Kelkar said that certain structures should have no space in the syllabus of text book because they are not used in day to day life. I should add a note of warning here. The example that he gave is something like this *If you had been here earlier, you would see it. If you had been here earlier, you would have seen it.* I admit that it is a quite difficult structure. But to say that this structure is quite often used, I think the statement made by Dr. Kelkar is not in his experience as linguist because to be very frank enough there is no evidence whatsoever for it. I have a feeling that I might use this structure as a native speaker of English very frequently and the problem here is we have not done any research and we are just beginning a research and we do not know the frequency of this type of structures.

PRESENTATION

A. M. GHATAGE: Fluency in speech is obviously different from fluency in reading and writing. It implies a greater control over the language, to which is added a readiness of response and a quickness of grasp without which fluent speech is not possible. But it is not the same thing as rapid speech and the two must be sharply distinguished. The fluency to be attained in a foreign language should be of the same order as of a fluent native speaker of that language.

The question has two distinct aspects which can be called its psychological and its linguistic sides. To acquire fluency in speech we should be able to ascertain the factors which impede it and find out means to overcome them. For example to conceive the ideas in one language and then to attempt to put them into another is likely to hinder fluency, besides many other shortcomings. Lack of organisation in the thoughts to be expressed or uncertainty about the choice of expressions also will have the same effect. What is involved in this process is what psychologists call operant behaviour and the improvement in the response is to be effected by means of growing familiarity with the stimulus.

The linguistic aspect of the problem involves problems like the accuracy of the response, its quickness, and what may be called its amplitude and the means to acquire them. Over learning is one such method. We will have also to consider the stretch or unit which should be chosen for immediate reproduction. We will have to consider the mechanism of doing

this by using exercises which are properly turned, and above all we will have to clarify what exactly we mean by fluency. What type is to be developed and to what purpose. I imagine we can now take the topic for a detailed discussion.

B. G. RAMCHANDRA RAO: In the matter of developing the fluency of speech of the pupils, it may be a great advantage for the teacher to make the pupils learn groups of words rather than teaching them single, individual, separate words. The linguistic unit is not always a single word but very often a group of words. Many times these groups of words do not obey the rules of grammar, it is true, they are idiomatic. Grammar and idiom normally coincide but where they diverge, conversation prefers the idiomatic word or phrase irrespective of strict grammatical accuracy. The vast heterogeneity of English vocabulary is due to the enormous number of such indivisible groups of words. When once we realise how much the fluency of a pupil's spoken English can be stepped up by stressing the value of learning phrases or idiomatic expressions, it is fundamentally wrong to stress only the single word in English teaching. The teacher has to see that he develops in the pupils a capacity to remember new words and expressions making them understand their meanings clearly and then creating opportunities to make them use them actively in spoken and written English.

Most teachers conceive of composition as only a thing to be written and they think that it is only a matter of careful correction afterwards of the written work. This is not the case. If the teachers allow careless English in connection with oral teaching, prose, poetry or grammar, they cannot expect good careful English in written work. The remedy is as follows: The teacher should insist on correct oral-English in every English

lesson. In addition, the pupil himself should be made to think out what he has to say and then say it in careful, deliberate speech, each small word, article and preposition being distinctly pronounced. And the teacher's oral speech should likewise be correct and deliberate in all details. All kinds of compositions in the higher forms—sentence structure, paragraph construction, essay-writing, precis, expansion, and paraphrase—may be taught inductively. Specimens are exhibited on the blackboard and discussed in the class and the pupils should then practice what they have learnt. It may be mentioned that in both grammar and composition, the pupil's attention needs to be concentrated primarily on the structure of the sentence.

S. PARDESHI: What are our moderate expectations of our boys and girls who are on the verge of completion of their secondary course? May I put them down as follows:

- i) That they should be able to conduct conversation in simple English on home and social situations of everyday occurrence.
- ii) That they should be able to narrate or describe an incident in simple English within the limited vocabulary they have mastered.
- iii) That they should be able to retell some short stories they have come across in the texts during the school course.
- iv) That they should be able to use freely and appropriately some of the customary and conventional expressions such as—'Thanks so much', 'So kind of you', 'am so sorry', 'won't you mind having a cup of tea?' and many others. And finally
- v) That they should be able to sketch a word picture, in a simple form, of their parents, relations, friends, servants or some of their pets.

Our expectations can be fulfilled as per experts' opinion, if we help our pupils master 275 structures and about 2000 content-words.

Now coming to the expectations of attainments in speech by our pupils studying for the second and third year degree course, I would lay them down as follows:

i) That they are able to fulfil all expectations in this respect as I have just now mentioned in the case of pupils of the secondary level.

ii) In addition to this, they should have now picked up in their speech, certain subtleties of English colloquialism.

iii) They should be able to speak with reasonable fluency and accuracy on more important subjects of academic and practical interest.

iv) They should be able to converse at length switching over from one subject to another as the situation may demand.

v) And finally they should be able to use English idioms.

Now, with these expectations in view if we try to glance at the picture as it stands at present, none of us, I am sure, will have the least satisfaction. That the standard is going down is a general cry; but it should not be a cry in wilderness. And if constructive discussion on this subject would enlighten us on our difficulties and on their possible remedies, I think, it is worth taxing our time.

* * *

Fluency of speech: requisites:

Fluency of speech demands prompt reception and ready recall; and this requires considerable attainments in phonetics, intonation and speech rhythm. No one should or does expect our pupils to speak English as the natives do.

We cannot be fastidious about English pronunciation. However, it is fairly reasonable to expect intelligible and acceptable pronunciation of English words.

Although it is neither possible nor necessary to give a thorough grounding in phonetics for our pupils, it is certainly advisable and advantageous if the special features of English sounds and pronunciation are brought home to them. This demands that the teachers entrusted with the job are well-equipped with the required knowledge of these aspects of speech. It is not enough to have a solitary master of the craft. All teachers entrusted with the teaching of English should be accomplished with this knowledge. But even mere knowledge is not enough. Constant opportunities and continuous practice to speak English alone can give teachers reasonable command over speech.

Teachers can develop their mastery over and skill in speech by listening to radio-broadcasts, lingua-phone records and to the dialogues in English films. Occasional opportunities to listen to the native speakers or to converse with some of them should be eagerly—nay, greedily availed of.

Speech: Fluency:

The main attribute of fluency is speed. Speed in speech and speed in reading have to be insisted on, in our schools. Language does demand speed when it is spoken. Unfortunately many of our teachers themselves have developed the habit of speaking rather slowly while asking questions or narrating something in the class. Most of them feel it necessary in order to enable their pupils to grasp properly. Naturally pupils also speak too slowly and more cautiously. This has to be discarded. Teachers should insist on their pupils speaking briskly and reading speedily.

Our pupils have also to be encouraged to make continuous speech, keeping proper logical sequence when they tell a story, or narrate an incident or describe a picture. The ability to make continuous speech and confidence thereof will help in bringing fluency in speech. The ability to speak and read rapidly and with logical continuity has to be developed gradually. If a proper balance in teaching is observed, setting aside some time every day for speech, speed and continuity will develop.

* * *

It is admitted that spoken language differs in its pattern from the written one. It is a language with loose grammar and abundant in short colloquial expressions. It is this language we use—or rather we have to use—in conversation. The tendency to use the written language in our discourse makes our conversation often bookish, and although our speech is grammatically correct, it is not speech in the truest sense of the term. Moreover, being bookish, it is full of long and lengthy sentences which affect fluency.

Our teachers and pupils in colleges can tide over this difficulty and can acquaint themselves with colloquial English if they labour to read English novels and short stories which provide rich records of colloquial and conversational English.

V. S. GOKHALE: Securing good marks in comprehension at the SSC examination does not indicate the student's ability in comprehending. I make my point clear by means of a few examples from the papers set at the SSC examination.

"My mother had prejudices against large schools for girls and was dead against boarding schools, so my education was incomplete." The question for this was: "Why was the writer's education incomplete?" Many a candidate writes the above

mentioned sentence without even understanding the meaning of the word prejudices.

(2) 'It is a crime against humanity. A man has been struck down in the pride of youth and achievement, a man of ideals, vision and courage who sought to serve his own people as well as the larger causes of the world'.

The question is: "What crime is committed against humanity?" The usual answer is nothing but a mere reproduction of the sentence which I had read out just now. If questions are set in this way, it would be a faulty testing in comprehension.

A good deal of improvement in our questioning would help us in achieving better results. Students should no doubt understand each question and be able to locate its answer in the passage. Most of the answers at the early stage should be short—in one word, or in a few words, or in one sentence. Students should be trained to answer questions in their own words. These answers will test their understanding of the passage.

The following may be some of the types of questions:

(i) Some words are given in brackets. Underline the word which is most suitable:

Meena saw a dog lying in the street with a wounded leg. She took it home and gave it some food and water. This shows that Meena was (honest, clever, kind, lucky).

ii) Read the following passage and underline the correct answers from among the different possible answers given below:

Yesterday we went on a picnic to the seaside. We passed through delightful scenery. After the recent monsoon rains, the trees were in full bloom. The freshness in the air made us feel unusually happy and we could not help bursting into song.

- a. The journey:
 - i. is one that we hope to take some day.
 - ii. is one that we took the day before.
 - iii. is one that made us joyful.
 - iv. is one that made us unhappy.

- b. The scenery was:
 - i. of an unusual nature.
 - ii. delightful.
 - iii. such as made us miserable.
 - iv. one not worth mentioning.

- c. The purpose of the journey was:
 - i. educational.
 - ii. to sing songs.
 - iii. to see delightful scenery.
 - iv. is one that made us unhappy.

SHAIKH, M.S.: When the students join the Pre-degree classes, it is taken for granted that they know about 2500 words and about 250 structures. But when we test them we observe that they know hardly about 1000 words and 150 structures. Either they seem to forget whatever they have learnt at the schools or they do not seem to have studied the requisite quota of vocabulary and structures within the period of their high school education.

It has been observed that the students commit mistakes in spelling of common words.

In the same way the students forget even the basic rules of grammar pertaining to the agreement of the verb with the subject, sequence of tense, articles etc., as given in Appendix A.

With a limited vocabulary and scanty knowledge of grammar the students are not able to comprehend a given passage or if

they are able to comprehend it, they do not have the necessary power of expression. Specimen answers are given in Appendix B.

It also results in poor translation as the students are not able to give an English rendering of a passage given in Marathi. As a proof I am giving specimen translations of two sentences, in Appendix C.

V. SUBRAMANIAM: It is a cherished superstition among the English that the prepositions must, in spite of the incurable English instinct for putting them late, be kept true to their name and placed before the word they govern. The flexibility of saying 'people worth talking to' instead of 'people with whom it is worth while to talk' is not to be underestimated. That is the way of ERIC PARTRIDGE. But most of the young men of today who take to slang like duck to water do not hesitate to place the preposition in all kinds of post-positions.

The use of peculiar expressions and link-words:

Going round the college hostels of a few modern institutions one cannot escape coming across expressions like: 'hey, I cou'n't get you'; 'I di'n't catch what you told me' and other short-cut idiomatic usages. As long as these colloquialisms do not creep into chaste English writings the teachers do not have to worry. But will it not? You know the answer better than I do.

R. S. PATWARDHAN: Any written expression on the part of a pupil must be vigorously preceded by oral-aural work. A discussion of a topic must be a joint and co-operative activity. A teacher in English composition should extend an invitation to his pupils, appeal to them and ask them to talk about some

subject which is within their reach and scope. Abstract subjects don't encourage any discussion and pupils then obviously take a fright of the whole business. Aids—pictures or diagrams—serve no purpose in higher forms. A teacher in English is very often judged not by how he teaches English Prose or Poetry but by how he himself is well up in composition. A period in composition puts to a test all the faculties in him. The most customary way of engaging the pupils in a period in composition is to give them some topic on the black-board and ask our pupils to be 'free lancers'. During a period in letter writing we ask our pupils to write a letter to their sister reproaching her for her getting into expensive habits and keep ourselves quiet. I think this is not enough. Mere declaration of a topic for an essay or of a subject for letter writing will never bring out the best in our pupils. We must inculcate in them a language habit and allow it to develop and grow in correct climate. Pupils will never think unless we make them think with an aided vocabulary. If we ask our pupils to describe 'a busy street in their city'. Well, it is our duty, then, to furnish them with necessary vocabulary. A crowded street, lined up with shops, cars plying up and down, busy shops, traffic police, pedestrians, roadside sellers and all these things must be given to them. They can't do without these words and situations.

* * *

I do not know if we can ever reach that ideal stage of thinking in English. Ideas and thoughts should occur to us in English first. What we do at present is mere translation of thoughts. But if we direct and guide our pupils on right lines they will have their written expression enriched through reasonably good and large vocabulary. Many a good teaching in English is all lost and wasted for want of questioning. New

recruits to this profession find it pretty difficult to frame a well-worded short and pointed question. They only mutter out certain things to their pupils and then ask them to put it in black and white. This method serves no purpose and is all waste. Nothing is more difficult than framing a question, and it is needless to say that it is the blood and soul of language teaching.

N. G. KALELKAR: To my mind the most important essential of a good expression is what the French writer says: "What is not clear is not French" I think we can remove the word French and we can say what is not clear is not expression. It can be expression no doubt as somebody has placed it before us and it has to be accepted as an expression. Now what are the other sides of this? The other side can be ambiguity i.e., somebody is speaking to you and you of course understand him in your own way. But supposing you start discussing things with him then you find out that what you have understood is not what he meant. He had something in his mind which he had not been able to convey properly so that it could be interpreted in more than one way and you have taken the wrong one. But this sort of possibility may arise occasionally; language is such a system that it leaves absolutely no room for any doubt. There are expressions in every language that can be interpreted in more than one ways. For instance the Oracle of Delphi who leaves the hearer to interpret the expression and now this sort of expression is quite good. This form of expression goes well if we want to create some impression or if we want to be humourous etc. when we come to the language teaching one of the most important thing is: we must tell the students to avoid an expression that may convey meaning that they don't mean. Now we know that the expression

is a formal thing and so incorrect expression can be easily detected because you compare the correct form with the incorrect form and you know that it should not be there. Expression is tested mostly in terms of morphology and syntax; if it contains deviation and mistakes it can be easily detected. An expression is really a creative effort. There is nothing in it that the student brings out something and tries to say something. Creative effort becomes automatic only after it is produced. Good and correct expression does not come immediately on the spur of the moment. It is to be learned and it can come through practice and observation and therefore repetition drills are a great aid to mastery of the expression. It can be by repetition drills and I do not think these should be necessarily in the class. A good book with repetitive examples is sufficient for that.

* * *

To my mind the comprehension is knowing the exact meaning and not just the meaning but the shade of meaning that is marginal in the given situation. This is the idea behind comprehension. That is why the study of literature, particularly poetry requires special effort. So when we teach the literature we are trying to explain the situation. We are not trying to teach the situation whether psychological or cultural, otherwise enabling the students just to understand what the writer has to convey.

So the most important thing in comprehension is to understand the people who use that language. One way of properly testing whether a student has understood the expression is the old method of reading passages for translation. Very often it is through translation that we are able to know whether a student has properly followed a particular passage or not.

LOTT: I hope Mr. Pardeshi and others here would forgive me if I am perfectly frank here from the point of view of a native speaker and my native spot with the Central Institute of English. When an Indian speaks to an Englishman or when he goes to Britain or America, he finds it difficult to communicate because he speaks quicker. This is a universal experience and most Indians when they go to U.K. or to U.S.A. were told to speak slowly so that we may understand them. It is very kind of you to take it into account. But in this case I give you frankly the facts. This is a fact that the colleague of ours who spoke here just now, is on the right line and there is one possibility of this which was not mentioned but I will give it to you as a suggestion. Speaking fluently in any language in the terms in which Dr. Ghatage described fluent speaking in any language is a status symbol and the status symbol varies its importance from country to country. I would like to put in a formal question. Is it that in India to be able to speak fluently in a social gathering or on a platform a very good high worthwhile status symbol? I believe, I have observed, this is the case. Fluent speaking is a great admiration in India and I would like to put it to you that in many countries including Britain and U.S.A. this is not the case and in this sense I am not in the least a fluent speaker myself, because in the formal lectures and so on, as the one you see in this hall, I have no fluency in the sense that I have not a field about the exact words and the correct expression. I am afraid that some of the discussions here have led us off the track. In any book if we aim at people speaking quickly, in so far as there is an aspect of fluency, this is not worth spending any special time. We understand slight variations in intonation,

stress, vowel sounds, sentence sounds; we understand these perfectly well and we recognise it so long as we have time to relax our thinking. If we have no time to relax, we are plainly aware of this English that we do not get well.

APTE: I would like to say something about what Prof. Lott has said, with reference to teaching one's own mother tongue. It is our experience that although informally we speak our mother tongue fluently when we have to deliver a formal address even though it is in our own mother tongue, if we have not prepared it beforehand and if we do not know the subject well, it might lead to hesitation, such hesitations on the part of the speaker are very well accepted because we know the fact that just because he does not speak fluently or he stops in the middle does not mean that he does not know the language. So I would suggest that we should not relate fluency in speech with speed or reflect attitude without being able to think what they say.

MR. X: I wonder whether Prof. Lott can tell us whether control over spoken idioms has been compared with fluency. Do you think my assumption right?

LOTT: I find it rather difficult to answer. Fluency itself is not a clearly defined term. May I give you my impression of it, as I see it? Fluency, seems to me, is the use of language which has not to wait for the consideration or thought before the manifestation of the language comes out. People say that he was born in Maharashtra but he has a fluency in Bengali. This seems to be of great importance to him since he does not seem to be feeling towards expression in Bengali, though it all comes out as if it is natural. This, I think, is not a clear answer to the question but it is the nearest to your question. It, presumably, is the language in the normal usage which is related to certain

language and efficiency of using the language without going through obviously the process of sorting out words and sorting out structures.

MR. X: About the problem of fluency in speech, I think one of the reasons why one is not fluent in speaking English is the carrying forward of the habits of mother tongue into English. For example, today morning itself someone said "I would not tell names" where I feel more correct expression would be "I will not mention names". I myself was once caught for making a similar mistake. When I had been to a native speaker of English and before both of us went out, I asked him whether I should leave my bag there. He replied, "Yes, you may leave" and then I realized I should have asked him "May I leave my bag there?" I realized my mistake and my feeling is that this carry over of the habit of the mother tongue to English is to some extent responsible for this and I do feel that we should not make much fuss upon it. Mr. Pardeshi, in his paper made two points: intelligibility and acceptability. I suppose you give more stress on intelligibility and acceptability slightly less and I wonder whether we should not neglect the so-called faults. I had once a quarrel with an Englishman who in one of the reviews of Indian books, said "This book is happily free from normal Indian mistakes". I asked him "Why do you call it a mistake when you find it as the normal usage in India?" And there is one thing I would like to ask, if the Indians are open to the charge of using bookish English. We also heard a little while ago an Indian using "Do you go walking?" I wonder whether any Indian has read this in any book to say that this is bookish English and again to say that 'he goes by walking'.

MR. X.: "I agree, it is just bad English!"

PRADHAN: Mr. Patwardhan in the course of his paper mentioned that the ideal situation is that we should reach that

state of mind when we should be able to think in English. But I beg to differ from this ideal. I think that none of us will be able to think in any language except in our mother tongue and it is necessary to enrich vocabulary.

LOTT: Just a minute, as an outsider my question is: I cannot understand this in India and I have missed it in other countries where people distinctly speak in English, a foreign language. I am sure that it is not conscious at all in India except in a very few cases and in fact since the question was raised, after hearing our Chairman and other speakers, I do not think that you are thinking in Marathi or in any other language. I am quite sincere about this and my feeling is that my colleague who was speaking here was extremely fluent in English without thinking or bothering about his mother tongue but at my own Institute we have a young man from a remote place in Assam and he distinctly speaks in his mother tongue and I can see him handling English and translating it. I must honestly say that this is not anything complimentary or flattery.

KELKAR: I think I would agree with this and I am happy to confirm Prof. Lott's impression. When I was in United States, after listening to the English spoken by non-English speakers there, I began to feel that we are really under confident about our English and we speak better English than most of the European and other Asian students.

PANDIT: Why couldn't we take a behaviouristic view and just observe the speech behaviour? It is a question of control over a set of habits just as we play tennis or cricket and the more practice we have, the better control is manifested. It is a question of establishing quick and correct response to a context of situation. Similarly here too your command over the other language would make the correlation very quick. The

word 'thinking' is a vague term. In other words when we have a better control over a language, the correlation is much quicker.

APPENDICES TO SHRI SHAIKH'S PAPER

A. MISTAKES—GRAMMAR AND SYNTAX

On going through 150 answer books of the students of the Pre-degree class the common mistakes pertaining to grammar and syntax are as under:

1. *They says* that he is unlucky.
2. *He tell* some people about his future.
3. I found *many fortune teller* again.
4. But the blind *boy say* that . . .
5. So *he does not wants* to destroy his happiness.
6. *The poet say* that school *boy does not wants* to spend his time in a school. He likes *a birds sings*.
7. But before *some time* God himself *came and asks* him.
8. At the time of party girls *could not came*. After the party they asks to another . . .
9. *The second son married a self-willed women.*
10. *He thinks that the flowers was* very beautiful.
11. *We can thinks better* . . .

These mistakes pertain to:

- a. Agreement of the verb with the subject;
- b. Sequence of tense;
- c. Articles.

B. COMPOSITION

The following passage was set for comprehension:

'I am of the opinion that the rich people of a country, invested with power, and speaking generally for rich people alone,

cannot sufficiently care for the multitude and the poor. They are personally kind enough, but they do not care for the people in the bulk. They have read a passage in Holy Writ that 'The poor ye have always with you'—and therefore they imagine that it is a providential arrangement that a small section of the people should be rich and powerful, and that the great mass of the people should be hard working and poor. It is a long distance from the castles, and mansions, and great houses, and abounding luxuries, to the condition of the great mass of the people who have no property, and too many of whom are always on the verge of poverty. We know very well all of us how much we are influenced by the immediate circumstances by which we are surrounded. The rich find everything just as they like. The country needs no reform. There is no other country in the world so pleasant for rich people as this country. But I deny altogether that the rich alone are qualified to legislate for the poor, any more than that the poor alone would be qualified to legislate for the rich. My honest belief is, that if we would be called upon to legislate for all, that all would be more justly treated, and would be more happy than we are now. We should have then an average; we should have the influence of wealth and of high culture, and of those qualities that come from leisure and the influence of those more robust qualities that come from industry and from labour.

—Bright, 'Speeches'.

One of the questions based was 'In what way is the passage in the HOLY WRIT interpreted by the rich people?'

Some answers to this question are given here:

- a. The small section of the people they should be rich and powerful. The great mass of people is very poor and poverty. Many people in the country they are poor, and very few people are rich and they had power.

- b. Holy Writ inter-preted by the rich people that they are long distance from the castles and mansions and great houses and abounding luxuries, to the condition of the great mass of the people who have no property and too many of whom are always on the verge of poverty.
- c. It is a long distance from the castles, and mansions, and great houses, and abounding luxuries to the condition of the great masses of the people who have no property, and too many of whom are always on the verge of poverty.
- d. The rich find everything just as they like. The country needs no reform. There is no other country in the world so pleasant for rich people as this country.
- e. Rich people read the passage in Holy Writ 'The poor ye have always with you'—and therefore they think that it is a providential arrangement that a small group of the people should be rich and full of power, and that the great mass of the people should be hardworking and poor

On checking 150 answer books I have observed that 80 per cent of the students were not able to comprehend at all. Those who showed their understanding were not able to express properly in their own language.

C. TRANSLATION

A question on translation from Marathi into English was set at an examination recently. The Marathi passage contained short sentences but the English rendering was far from satisfactory.

I am giving here the English translation of two sentences in Marathi:

a. पण नशिवाचे डोळे नेहमीच फुटके असतात.

It was translated as under:

1. But the eyes of fortune are always broken.
2. But effects of fate are not so good at all.
3. But bad fortune is always bad.
4. But fortunate is not ready.
5. But fortune turns like a wheel.
6. But fate is always upon our bad luck.
7. But always the eyes of fate are breaked.
8. But fortune's eyes are always bad.
9. But fortune is always bad.
10. But the eyes of luck are often broken.

b. आईनं एकुलती एक मुलगी वाढविली.

was translated as:

1. She was the only daughter of her mother and she grown up her.
2. Mother was brought up her only girl.
3. Aparna is only one daughter of mother and she increased her.
4. The mother grown up a only girl.
5. The mother grown up the only daughter.
6. She was a only daughter of mother and she grown up her.
7. Mother had brought up only one daughter.
8. Mother had brought her up only the daughter.
9. Her mother looked at his only daughter.
10. Mother brought up a daughter who was only for his mother.

a) Secondary School

PRESENTATION

M. V. DIXIT: I have discussed with many teachers the problems they face with regard to the text book and the class room work and the consensus is that i) the text book is drab and bulky, ii) it is not possible to undertake proper class work or to pay individual attention to the students due to large classes and iii) for want of proper academic atmosphere, students do not read at home.

The remedies suggested are: 1) that the English classes can be halved and the disturbance to the teacher-class ratio on account of this can be adjusted by giving large group instructions to physical education and similar subjects, ii) extra periods should be set apart for homework.

V. S. BHAGWAT: In a small group one can do away with a text-book. But in the present atmosphere of overcrowded class rooms, a text-book plays a very important role. A text book in itself can, however, do very little unless it is delivered properly to the students by an able teacher and the students reciprocate the teacher's efforts. A text book then has a very close relationship with the class room work. Teaching of a language paper differs from the teaching of any other paper inasmuch as the language is the very spirit of man and is the audible and visual system of symbols of his thought and life. Language text books, therefore demand a treatment quite different from the

one meted out to a text book in any other subject. For an efficient teaching of a foreign language, we must have text books conforming to the graded structural syllabus. A teacher in Maharashtra, however, has no control over the selection of the text book. The books are prepared by a committee appointed by the State Government. In the text books so far produced by the text-book committee, defects outweigh merits. Apart from being bulky and crowded, they are full of grammatical errors. No action to rectify these mistakes were taken, despite bringing these defects to the notice of the Government. The fifth reader published in June 1964 is slightly better than the earlier ones, even though, it is not free from many flaws. One wonders how Prof. D. Byrne allowed himself to be associated with that text-book, since his name has appeared in the preface.

D. HORSBURGH: I am going to discuss today my experience with the subject in South India. As for a text book, I am afraid, that text book is a major problem in education today and unfortunately or fortunately we have a tradition here of the text book becoming the master. In South Indian schools, a teacher's pre-occupation is to get the students commit to memory the text-book and hardly any teaching goes on. What happens is that the student takes from the text book some words. They go in only at the verbal level, they come out again at the verbal level and that is all. He does not read much, he does not transcribe itself into knowledge or experience, and this is what happens in English also. Children learn text book by heart and they can, therefore, answer questions in the examination some way or the other. But they are, of course, not learning English, they are not reading in English. Now the trouble is that on the whole, we have to try them to make read and we shall reckon that when we teach a second language, we are

teaching it to the people who can read or who have read it. But unfortunately there, the teaching of reading in the mother tongue is also pretty bad. In other words the same sort of thing goes on there also. They are not able, really, to read in their own language and by giving them a text book, we are, of course, not teaching them to read. A teacher goes to the class and reads aloud a few sentences from the text. The students are asked to repeat. This type of repetition goes on many a time. But this is not the way to teach children to read and the chief thing to be pointed out is to do the teaching from the text book but not this way of doing it. Now what we do in South is not to give a text book at all and when they do not have a text book, they cannot depend on it and later on when we have a text book, we write also a guide book which tells us how to use a text book and then to use the other methods and here both the text book and guide book are introduced by the Government and so there is a certain amount of pressure on the teacher to use the hand book. At the 3rd standard there are roughly 180 periods. The 3rd standard is of real work and there are 20 minutes' period and not 40 minutes because we know that a period of 40 minutes is too long for such a class, not only for the students but also for the teacher because he will have to do a lot of oral work and that will result in a breakdown. During this period we cover what we call 30 or 35 teaching items. We don't call them structures because we don't know what structure is. These teaching items include sentence patterns what we call heavy duty words. Now some phrases that are useful but difficult to learn we always put at the end and in the English teaching-items there is only one tense i.e., present tense. When we get to the 4th standard there are 40 minutes period, 180 days a year, each period with 40 minutes and we start oral work. We also start teaching of

reading and writing and this is very carefully worked out on the blackboard and this goes on right till the end of the year. They go on learning new words, learning to read new words from blackboard. Here we introduce a work-book. On the one half of the book, we have the words and on the other half, we have the picture of the objects. When we read aloud we expect the children to fill in the right word and the right object. This is very simple one. We then go on to a column where we have: *he is running, she is walking, he is jumping and she is dancing* and so forth with relevant pictures of boys and girls. We are right that this work is not copying because they must think what they are doing. So in the early stages you have to be very careful of not giving the opportunities for the boys to make mistakes and this goes on again right to the end of the year. Of course the exercises are pretty difficult and the number of children are 100. The first 15 lessons are to be read out consisting of 15 short simple stories and there we use only those teaching-items that we taught in the 3rd standard and each word and each sentence pattern in the story has been taught orally in the 1st standard. Of course revised also in the IV standard because we have to teach those items naturally when we revise the old work. They have also used it in the work book; so the chap knows it orally and practically to read it and to write it and then he opens the book and he finds he can do the whole story. So very little time is spent on text book as such. The idea of the text book is to give practice to read what they have already learnt. This is my impression of what a reader should be. Not everything is learnt orally but what he has learned to read you teach the child to read with the blackboard in the class room and when he learns that, here you have some stories and we find that when they open the book for the first time they are quite delighted. There is

no point of by-hearting it, not trying to read it. That is one way of doing it. Now obviously this depends to a great extent on the Government, the department and the institute that design such a thing. I work in one Institute where we produce for the Government text books, a draft of teachers handbook and the teachers material work book. This of course is a great point. They seek our advice and such a programme can be wisely planned. We have to do with this hand book for Standard 4 with 190 pages in it, containing 19 lessons and in each lesson the teacher is told what to do. We find this absolutely essential. This is one way of doing it. If the Government does not tell and the institute does not have the facilities of this nature, we have a different text book in which the first lesson introduces a particular item or structure and second introduces another one and so on throughout the book. This is the general pattern throughout the rest of the year and this, I think is at the base of the trouble. There is a tendency to have a few minutes of oral work and then to say: here you are, we have the book and so there is not much space between the learning of a new item and the reading of it. I entirely agree with you if you have a text book you must have them to teach the items and the structures before the children learn to read them. This, I think, is the only way from stopping the children and the teacher from routing into the text book. I would also say for the teaching of reading as opposed to the teaching of reading a text book. In South they do learn the text book by heart, not only in English but in every subject and the teacher, of course, does not teach reading. The chap must be taught to read, apart from the text book otherwise teaching will always be routed in the text book.

D. BYRNE: I am not sure what I should say. Mr. Horsburgh has described a situation which I feel is a result of a co-ordinative work for a large number of years, first at the British Council and much more important at an Institute of the Government. Now this situation does not exist in Maharashtra. This is the situation which could come about during the next 5 years. I would say that things are moving in that direction. The State of Maharashtra at the moment does not have an institution which they can call as its own. There now exists in Bombay since last February an institute of English on the Council premises and now this is not a Maharashtra Government Institute although the Government of Maharashtra contributes towards its expenses. From next year it is expected that a Central State Institute will be set up and other institutions doing the training work in various parts of Maharashtra. When these institutions will be set up, they would be in a position of authority. At the moment I am speaking as a British Council Officer. I am greatly pleased to hear from a gentleman here that the fifth Reader is better than the other readers. I am inclined to think it worse because it is bigger and longer. I am quite certain, once the State institute is set up and the State institute starts functioning with Indian personnel, this institute will perhaps have the authority to take upon itself both preparing the syllabuses and possibly that English should be done earlier. It is only worth while if there are teachers who are competent to teach standard three and four. But if the English can be taught at the Institute earlier, it is worth doing.

As regards my association with the text book, I have to be very very frank here. I joined the text book committee in last January when the preparation of standard VIII Reader was virtually completed. What is wrong as all of you know, is the

constitution of the committee and the procedure of its work. I cannot and I won't like to take on myself what Prof. Horsburgh has taken upon himself, the actual writing of the text book. I do believe that it should be done by the effective teachers. Now at the present moment I have no experience in India and have not opened the text book other than standard V and standard VI. I won't dream of supervising the text book for standards VII, VIII and IX. I do not know teaching at that level even in the new context. It would be better if we regularly consult the teacher who actually teaches the subject when the books are written. I cannot say any more than that.

Now let us see what I do. We have 5 classes and they are all instructed to do 6 weeks of oral work before you can read. I think the idea is that if they do 6 weeks oral work, they can settle down to the text book. The oral work in my class i.e., standard V is well ahead of anything that we had in the text book and still 6 weeks ahead of the text book so that the reading material that we had, I take it up very carefully. Even now the reading material that I use in the class reinforces what I have been teaching in the oral class long ago. I suppose this is the only possible approach to the readers at the standard now. The oral work is ahead right from the first standard to fifth standard because you find in the second year and in the third year there is more often a jumble of structure like this and you simply don't get any sort of sense at all and finally about the syllabus.

I agree with Mr. Horsburgh that 60 items is pretty heavy. You might take count of what each item consists of. I looked at the syllabus for standard V carefully. In fact it is not really 60 teaching items. If you break it down into various structures, it is practically less. Still if you start English at the V standard I feel that the right amount of work is given and I am going to defend the syllabus here. I have no say in the writing of the

text produced by the Committee. I think the first syllabus as far as oral work is concerned is teachable just about. In fact I expect my students in standard V to be able to cope up with any oral work given in the syllabus for standard V. Whether or not they know the standard V reader, I am not very much concerned. I am not concerned because I simply cannot feel that I can get through the syllabus of standard V.

DISCUSSION:

KENCH: A text book is often criticized for containing errors, based on Wrenn and Martin. Since the text book committee is expected to maintain English usage, will you kindly tell us whether the old rules of Wrenn and Martin or Nesfield have undergone changes?

BYRNE: I have not read Wrenn and Martin.

HORSBURGH: I have long experience of condemning Wrenn and Martin. If the talk is about the change in English usage, English has certainly changed and is changing from the time of Wrenn and Martin and others have sat and written English grammar. Often I have written English which was objected to by the people saying that it cannot be treated as English. I remember to have used in a text book where a conversation was going on. The children talking to the father and the father saying to the children: "Eat your tea and let us go out" and I was criticized saying "Can you eat tea?" and I said in English tea is a meal and we eat it. But they won't allow this. The other thing that I would like to point out is, "It is me". Well, In English we don't say *It is I* and many things like that which 40 years ago would have been considered as a bad usage or bad grammar is in usage now; and we have the native speakers using "of what day" instead of saying "on what

day" and so forth. The use of "shall" and "will", all these things are changing. These things have changed materially since the time of Wrenn and Martin. Current usage of English of educated people in English is not accepted by the experts of English grammar in South India as correct English. The only thing we would say is that this is what the native people say.

BYRNE: When I was in Panjab last year I saw a journal having the review of, I think, the III Maharashtra Reader, listing the so-called errors. I did not have the text to read it at that time. But when I glanced through the list I thought myself that the majority of the errors are not really errors at all. I have not gone through the book yet. But I do not think the book contains errors of what they have talked about. It may contain from time to time certain amount of class rulings. It is artificial. The book two, I feel, is rather badly punctuated.

b) Pre-university course.

PRESENTATION

P. W. URDHIWARESHE: The problem at the PUC level is qualitatively different from that at the SSC stage for various reasons:

1. Firstly, there is the inevitable problem of large numbers. The class invariably consists of 70 to 80, and here in Poona, of over 100 students. And the junior lecturer, whose lot generally it is to engage the PU class, is mainly worried about completing the course.
2. A college lecturer engaging the pre-university class generally has no training whatsoever in language teaching methods and techniques and he is himself more interested in literature than the language aspect.

3. Even where the teacher through experience, has realized the need to lay emphasis on language work, the PUC students are not willing to accept drilling exercises in substitution tables etc. They have a feeling that now that they have come to the college, they must not be treated like school boys. They too, therefore, want that their teacher should be 'a lecturer' and not 'a school-master'.

4. Another very great handicap at the PUC stage is that the teacher is faced not mainly with the problem of helping the students to learn any new items of structure and vocabulary or to revise what they have already learnt, but of making the students unlearn any number of wrong usages that are already fixed.

A suitable PUC text therefore must take into consideration these problems and difficulties in selecting and arranging the materials. The following points have to be kept in mind:

(i) The passages should invariably be written within the range of items of vocabulary and structures learnt at the SSC level. Here, too, it should not be lost sight of that even though an average SSC pass student is supposed to have mastered about 250 essential structures and a vocabulary of 2500 words, in actual fact the average students have barely learnt about 1200 to 1500 words and not more than 150 structures.

(ii) Repetition of essential items of structures and vocabulary and important idioms and phrases should be provided for.

(iii) The passages should be invariably short and total text material should not exceed 100 to 125 pages of printed matter, so that the teacher will not be obsessed with the idea of completing the course and he will have enough time to do the exercises.

(iv) The exercises in language skills and comprehension should be considered as part and parcel of the teaching material and these should offer sufficient scope for drilling certain patterns, working on substitution tables etc. A teachers' Hand-book should also be prepared, especially in view of the fact that most of the lecturers in colleges have no training whatsoever in language teaching methods.

(v) Finally, the contents of the text materials should also be carefully chosen. Since the objective is clearly confined to the teaching of language-skills, the contents should not only be written in simple language, but it would be better if at least half the lessons are devoted to presenting subject-matter with which the student is already familiar, e.g., stories from Indian mythology, lessons prepared on the basis of historical materials, etc. In this respect, the materials in the 'Read and Learn' series prepared by the Language Teaching Institute, Allahabad (especially Books VII and VIII) would be found quite useful and some of these can directly be used as text materials for PUC.

S. M. GUPTA: It is advocated very often that we should teach English as a language and not as a literature. The English text book for the science students, which is recently published by the Central Institute of English, Hyderabad, is the offspring of the same school of thought. This text book strictly expects a teacher of English to be familiar with the physical and natural sciences. A teacher of English is required to explain the scientific experiments in the class room. This was done in the past in some universities in India, and after sometime the scheme was abandoned because of the sad and bitter experiences. Thus the purposes to train men for trades and professional life naturally subvert English studies to that general function. Germany offers best example of the same. After 1848

the entire German educational system was geared to create men trained in science and technology so that Germans could eventually become masters of the industrial world. They, in view of the same, abolished liberal studies, promoted trade and professional schools, which, though gave workmen an education that made them more productive and more employable, tended to restrict their imagination and make them less sensitive to human ideals and values. From this it will be clear that the liberal education plays important role in the life of civilized men, and the study of literature is the most important one so far as liberal education is concerned.

In the first place we must select such literary pieces as are a source of enjoyment to the students. They must, nevertheless, be within the range of experience of the students. Secondly it must be our ideal to develop forceful and precise expression, to stimulate clear thinking, and to present a broad and liberal approach to the fundamental problems of life. Thirdly we should instil in our students respect for and mastery of a well-founded general vocabulary rather than a technical one.

B. M. LOTT: During the papers and the discussions this afternoon, we covered great many topics and I must confess to you to begin with that we have now discussed different views on the problems and many facets of the problems. Now the remarks that I am going to make may not be identical with what the previous readers have said and in any case the subject that is presented to me today was only mentioned to me yesterday and I have not been able to get an overall view of the problem, to be able to be listed, inasmuch as it should have been. I think the point of departure most suitable would be the one Mr. Shaikh Sayeed made in the course of his paper. What I am trying to speak to you is that the opinions read in

the paper to be linked with the work done in the structural linguistics, particularly the work done at Deccan College. I would like to put to you that we got to see the demand and the objectives of the PUC English work in a realistic way. Now I, as an Englishman myself, am positively flattered about the remarkable work done by Mr. Subramanyam and others in investigating the colloquial English. They obviously put in a great deal of work and time through a study of colloquial English to quite a high level. Frankly there are two big snags. The first is that there has always been a time-lag between what the researches like Mr. Subramanyam had and the actual colloquial English. I feel that a large number of expressions that Mr. Subramanyam read out are not in my sense colloquial at all. They are colloquial of my father's generation or my grandfather's generation. So many of them are out of dictionary and are old enough to be of my grand-father's time who had no touch with the colloquial English so that when he talks about slang language, there must be a time-lag; for example a lecturer in Marathi in the University of London cannot keep pace with the usage in modern Marathi or the idioms in modern Marathi which you use here in Poona everyday.

The second point is: Is it worthwhile to study it? What is the objective of the intensive study of colloquial English? I am flattered that you should take trouble to do it to a nation like mine which is still in a friendly contact with you but has no particular interest in you or you in us. What precisely are you doing it for? I quote one speaker of the aim of school course in English. "The aim is to be able to convert the ordinary social situation to retain the memory of certain short stories, to be able to express and draw pictures in ordinary everyday situation the student is familiar." Well, the same speaker or another

one went on to say how do we do it when we are not in contact with the speakers of English? Of course not! Most of the English speakers in India have never come across a native speaker of English. I have the unique position in that I was the first one some of them have ever met in their life. Now I ask you logically to put these two facts together. Here you are: some of you are attempting to collect the highly idiomatic and colloquial English for the ordinary everyday purposes and at the same time we hear that these purposes do not exist, because most of you and most of the students never have an occasion to express the ordinary situation in English. They are never asked to recount stories in English. Why do they not? Because they never had an occasion to know the ordinary English and have no use of it.

Now I am going to make this as a point of departure in talking about the fluency in speech. I quote two lines here. These days a college course should further a student's knowledge of English colloquialism. The student should be able to speak on an academic subject reasonably and should have a good grasp of the English idioms and usages. What for at the college level, I am afraid, I question this? Is this a very good ideal for thousands to the study of a language? What on earth is the good of this study? I teach regularly in a government boys school and I am trying to look at precisely what these boys are going to use their English for. This, I think, is the place where the work of linguistics comes in, in the teaching of English. Another speaker said and I thought very rightly the main purpose of learning English and knowing English today is "to join the living stream of ever-growing knowledge". Now here we have some worthwhile objectives: 'to join the ever-growing stream of living knowledge', but purely for historical reasons the literature

of all types of engineering—technology and vast field of literature—are now in English. The most literature of the world are either in English or are translated into English. There is more literature in English than you and I have ever time to read it. So let us look at it in this light. So when they are composing a beautiful English textbook for PUC students, let us remember that they must be able to join what our colleague has said 'to join the ever-growing living stream of knowledge'. If we plan on that work, we need not worry anything else. This is an excellent job and for India it is a worthwhile job. A variation in the pronunciation of the words like 'coat', 'got', 'go' etc. does not matter to me at all. I don't mind it at all. What does matter to me is the Indian engineer who cannot read technical papers on the subject because he cannot understand enough English or the Indian technological consultant or a social worker, teacher, scientist, sociologist or anybody who is shut off from the vast amount of written literature in English because he cannot read it or if he reads it, he reads it so badly that he does not understand it and it is this that I think is the point that should be solved. I am mainly interested in the report of the registrar of newspapers in Delhi that there is no magazine dealing with engineering or technology published in any Indian language, not even in Hindi. He devotes a special paragraph on this which is very surprising. We must, therefore, see that the students understand English for professional purposes.

The PUC people must expand the vocabulary; even if the expansion of the vocabulary is at the expense of the structures, the vocabulary must be expanded. A worthy limit would be from 1000 to 2500 which is the vocabulary limit of the Nagpur list and from 2500 to another 1000 to deal with three broad categories in written English: (i) physical sciences, (ii) social

sciences and (iii) literature. One of the linguists working in our Institute, is gathering the semi-technical but vital vocabulary in these three areas. Given these three areas and given the vocabulary that goes with them, PUC text should keep this. Secondly a PUC text must give an opportunity to the student to read the text in the subjects in which he is going to study in the course of that PUC or connected with his college course. We notice so much university education in India that we must think of these people first. We got to see that he has got a kind of bridge vocabulary, well established, well utilized. It will take him over from the basic vocabulary to the semi-technical vocabulary that he will be using. So item No. 1 is the useful text relating to the semi-technical vocabulary. Exercises in these texts should be in the form of establishing and testing the understanding of these vocabularies. After this we will come to certain structures which are badly used or are misunderstood. The next item in the book would be that they are properly isolated so that they are explained and understood properly. The next item should be exercises based on material which when spoken by the lecturer in the class, should be taken down according to a proper technique by the student. They must be given this training in taking notes. The next point is how the note taking should be done as a good report writing. We all need to write report and read report. All these notes are linked with the understanding.

Lastly you will say, this is all very well and I believe most of you will agree that the objective I have set out is most relevant to India. You say, this is all very well but we are not teaching a group of 8 or 10 students; we are teaching groups of 80 or 100 students at the PUC classes and I know the classes in South India. There are many students in a class and how can these objectives be tried in such a class. Well, I can tell you

in two minutes how I will try this. I also take PUC classes and try to carry out my views. My first rule is to look round the first two rows and find out which are the students who have come from English medium school and these students, I hope, in a most systematic manner, be asked to leave the class room because, I believe that at this stage we have nothing to teach an ex-English medium student. If I do not do this, I know what happens. I began to try to establish my vocabulary item. I try to establish my structures and I have to test them when there are 3 right men and 3 right girls in the front rows. They have all the answers and they know exactly what to say, and if they are in the class, I give the practice to these students who do not need it and I give no practice to the students who need it. So I try to give them work in the library, they push on. They are just remote from the class and with the rest of the students I can begin serious work. I try to impress upon them by telling them that there are 100 boys and I cannot mark your written work; but I have exercises which will make you write in a way to structural papers, to report writing in a way which you can correct yourself. I will talk to you, I will give you question but in the end it is your work to write and correct the answers. If you do not want to do it, there is nothing that I can do for you, because I cannot correct about 250 scripts. If you want to do it, this is the opportunity to do it and I make them write in the class 'of report writing' from the exercises we give them. It is not 100% success but we have at least some success and the only thing I can do about the spoken English is very small. I try to get M. A. students, from Colleges, who have a good knowledge of English and I try to get them a small course in spoken English for those who want it. This is precisely the main purpose. The Central Institute has 2 volumes, one for the preparatory General English course for college students in physical sciences and the other preparatory General English course

for students in social sciences and we are trying to put in these books teaching material of what is worth teaching and a III volume on literature of the same model will be out in a few weeks' time.

DISCUSSION

MURDESHWAR: When the Hyderabad Institute or for that matter any Institute frames a syllabus, I think, that it has marked certain conditions, certain conclusions of teaching in which a text is prepared. On the other hand the teacher who has to work that syllabus has an entirely different situation. He was, nevertheless, asked to frame this particular form or that particular form. It puts the teacher in a very difficult position. But if the Institute can say, here is a syllabus which is good but it should not be used in a class larger than 25 students, I think we could say, we have got to increase the number. For this plan or for that plan as a teacher, I have a right to say: Look here, Sir, you are asking me to do what is impossible.

LOTT: I am very glad to have your views about it and although you did not specifically say about it, I presume you were talking from your experience about the material put out by the Central Institute. As you have been specific, I may also be permitted to be specific, in the case of the material which I read to you yesterday afternoon. We teach this material in colleges at Hyderabad. We take our trainees and show them how this material can be presented. As I told you yesterday afternoon we believe about the crucial difficulties. I myself take part regularly at an engineering college at Hyderabad where the average PUC turn out is about 80 and 100 students. These materials have a lot of technical words; yesterday afternoon I said, I had no time to mark their practical work. I

wish I had the time and it would be much better. Even though I cannot mark their practical work, I can walk around the class and mix with the students and try to see as many copies as possible of what has been done, and at least it seems sound practical solution of the problem of the vast gatherings of pupils listening and listening for hours together to the lectures they no longer understand and to which they have no interest in. Here at least we do something in a practical way, a practice through difficulties. May I take one point that arises directly from what Prin. Urdhwareshe stated? I would like to associate myself very warmly with practically everything he said. The only difficulty, on the all India basis and not necessarily in Maharashtra, is that PUC classes are often held in colleges where the medium of instruction is also English. Now we must observe this fact all over India where PUC's in English are also having English medium and if the principal says that we strictly go back on the prescribed vocabulary and the prescribed structures for the 4 years of the SSC and we take no concessions at all that the students are not only learning English but they work in English. This is what I was talking to you yesterday afternoon where an expanded vocabulary to the needs of the students in this special field seems to be absolutely essential at the PUC standard. If you don't do that then we may have to say that all the work that the student does whether in sociology, or engineering or even in literature is useless because he works in a language which he does not and cannot understand.

MUTALIK-DESAI: I wonder if I am deviating from the topic. On the one hand I have to endorse what Prof. Mureshwar has said just now. We must also think of the other end, the examination, what kind of questions we should set in

the examination paper, what is the mode of examining the candidates. That has also to be reoriented. We have to think in terms of structural approach and so on. If we do not take that into account, all our talks of having a new approach, will be equally a waste.

PRADHAN: I wish to state some of my difficulties. My first problem is the lack of intellectual enthusiasm, if I just emphasize structural aspect of the language. My experience is that it becomes awfully dull and boring. I am not at all inclined to neglect the language aspect of teaching. However I share most of the views of Prof. Murdeshwar when he said that it was for the student to enrich his vocabulary. He must be persuaded to read more, to listen to more talks on radio or to attend a few more lectures in English. My experience has been that in the pre-degree classes when a student comes to our college in the first term he appears to be quite confused and bewildered. However if the teacher makes a persistent effort, at the end of his second term, I find that the students respond very enthusiastically. All these depend on the teacher. He has of course to build up his vocabulary in a steady and persistent manner and he must always be aware that there are emotional responses and they come to our help very greatly in teaching of languages. Prof. Ghaskadbi suggested that a student going for science should be taught through the language in such a manner that he should be able to comprehend the science material. I think it would lead to a sort of emotional impoverishment. I think the science students respond very enthusiastically for poetry. I am not very particular about their writing expression of poetry. I am thinking of the particular situation in life. I find that students respond to that quite enthusiastically and that emotional response gives us greater interest in language and therefore we follow this method.

GHASKADBI: Mr. Pradhan has referred to one of the points I mentioned, i.e., if we avoid teaching literature to science class at PUC it might impoverish the experience of the students. I believe there are other avenues by which the interest of a student can certainly be developed. An Indian student does not necessarily read English literature. He reads Sanskrit literature, Hindi literature, Marathi literature. But by giving ample opportunity for him to develop his poetic talent by making him to study literature at PUC level, are we not putting on him a very heavy burden? It is therefore not possible for us to have the same experience in written literature, which is fairly rich, I think, at the PUC level.

MURDESHWAR: The point is somewhere, I think, pretty sharp in the topic. Prof. Lott teaches in an engineering college, but the experience in an engineering college is not a typical experience so far as teaching in English is concerned. But people say that today the cream of the students go for engineering. That makes the difference.

KELKAR: I am glad that Prof. Murdeshwar brought out this point. A conclusion follows from this that if any group of our college students is prepared and fit for the development of poetic and artistic susceptibility it is our engineering or medical students in general than arts students. So I do not think that we have to deprive engineering students of their share of poetry and literature but rather I want to suggest the other way because the arts students have already their share of poetry in other courses. So they can be spared from the English courses.

PRESENTATION

S. D. NILEGAONKAR: Since we have to take oral examination along with the written examination how much weightage is to be given to the oral examination? The question of standard 11 is out of consideration. There is no oral examination for standard 11. But we can conduct oral examinations from standard V to standard X. In these classes out of 100 marks how much weightage should be given to the oral examination?

Then in the language paper there are 3 types of questions: one is of objective type, one is of essay type and the third is a short answer type. In a paper of 100 marks how are we to distribute these topics? I think the linguists present here would give some idea about it so that while preparing a question paper we can take it into account.

D. P. PATTANAYAK: At a time when we are preparing textbooks in English and fixing the goal of English education as media, there is no wonder that people are suspicious about a topic like language testing. When we read a paper on 'Testing' we take for granted that we are trying the allocation of marks under the existing framework of testing. That is why I thought that I should make a few comments in order to have a broad perspective of language testing. Actually, understanding the facts of reading and understanding the facts of language testing are identical because the corpus that is tested and the corpus that is learnt is one and the same. I think Prof. Hors-

burgh's term of teaching-items is a very useful terminology and I think these types of terminology would help both the linguists and the language teacher to communicate more truthfully and more effectively. We see that within the hierarchy of structure, there are certain things that we can form as elements. But we are not going even to study or to test these elements of languages as separate entity or as entirely different entity. We are going to learn and also test them as a connected theme. That is why, when we are going to teach or test, we are testing the theme of the students learning, i.e., listening, reading and writing. These are the three broad integrated themes. What we try to test is the degree of control, of pronunciation and of manipulation of vocabulary items or of various constructions of a particular student. At this point I do not want to go to any deeper aspect. I think we should make comments about objective versus subjective testing because these have some bearing and yesterday I think there was a reference about a kind of objective testing—the essay type testing, or small answer type testing, or objective testing. I do not think we can put objective in juxtaposition to essay type or objective as opposed to subjective because in subjective testing all that is involved is the opinion or the personality of the teacher whereas in the objective type of testing you can more or less grade mechanically if you know what you are testing and what you are grading. I think we have to make a distinction between testing mother tongue and testing a second language because learning one's mother tongue is different from learning a second language. Similarly the testing problems are also different because what we are testing in mother tongue are primarily a dialect difference or faulty logic or stylistic difference, whereas in the second language testing the problems like those presented in learning are different. I want to make only one comment that

is about the criteria of evaluation. I think these are fairly known but one thing which is important is the validity of the test. If the test measures what we intend to measure, i.e., the comprehension and if the test properly measures the comprehension then it is a valid test. Another criterion would be reliability. If at the successive administration of the test we get comparable results then the test is reliable. Similarly score grading. How do we grade the score? These I think are the practical problems as far as Indian circumstances are concerned. The problem of economy is really tested with a particular time. We are going to test the material that has been studied in the course of one or more than one year, within two hours and this is the most important practical problem. I am not going to give you instances of what kind of test can be used in the class room. I request the participants for comments regarding the existing testing methods, particularly of translation, dictation, or essay type question because many of us are under the misconception that when we ask a student to write an essay, we are actually testing his language comprehension. I think this is a very erroneous view. Essay does not test the competence or mastery of language by a learner. I think because in India we do not have a clear idea as to when to teach a language and when to teach literature or when to teach anything other than language we have this kind of misconception.

DISCUSSION

HORSBURGH: I listen to you because I am a practical teacher while you are professional linguists. At certain stages I had a feeling that I need a linguist. I deemed to apprehend what you are talking about. For example, you said you are going to test the capacity of the significant sound and I thought what it means. It means, what I call is, the child distinguishing

between *tin* and *din*. This is a practical view. On the whole I find that language testing is based on sound linguistic practice. It is nice to say that we should have all the testing in the V standard and my objective testing is quite clear. I have tried to teach the children certain amount of language, including teaching-items and content words; I want to see whether they know these and whether they can use these. Now the difficulty is in V standard; we have got 50 or 60 children and is it practicable to ask them to read a passage and answer questions on them? I do not know whether you have tried it. My own feeling is that it is not possible. You have not enough time for most of the oral type of testing devised so far. It takes 10 to 15 minutes to administer and this is not possible in a class. We cannot do it. We can work sometime for the oral test for the whole class. Obviously we cannot ask all the questions and the 50 students answer all of them. At the same time I think what we have to do is to divide it up and give oral test and then get written answers. Now you will give this even before the children have learned to read and write. To give a simple example: you can ask the children to write down the numbers 1 to 30 which they can do whether they have learned English or not. Then holding out an object, say a bench, you can say *This is a bench*; you make a statement about it and ask the students to say whether it is correct or not. If it is correct give a tick, if wrong give a cross. Of course you have got to introduce the children to these types of techniques; you have to go round and see whether they are ticking correctly. This kind of testing is purely objective because in order to avoid guessing you reduce three marks for every answer wrong and you give one mark for every answer right and at the end we find that those who know all the questions, out of 20 answers, get 20 marks and those who have

guessed get minus marks. So you separate the children into two groups and of course then you can say these children do not know and I want to spend separate time on them. Of course this is one way of oral testing which I find useful. I think we could do this because of the infinite possibilities of adjustment. You can hold up a large picture and say "The man in the blue shirt is taller than the man in the yellow shirt" and of course you take the height into consideration in teaching the items one by one, similarly of the actions, for example you can say someone is doing this, someone is doing that etc. You can say *Ramu jumps* and try to make negative and this is one way of oral testing.

PANDIT: My question is what is dictation? What does it test? I do not understand what is it meant for? Does it test spelling? Does it test handwriting or comprehension?

BYRNE: It tests the ability to translate what they hear and not much more than that. If you use it to test for any other purpose, which I feel is rather often used, it is a very clumsy way of doing it. As a proper way I use dictation as an introductory way of reading and it takes a fairly long time and I would say that dictation is one of the clumsiest devices for testing spelling. The best thing is to disregard it. Most teachers, I think, regard it as a means of testing spelling. But if you want to test spelling, the best way is to isolate the words which you want to test. It does test this ability i.e., you hear something and then translate it to writing sentences.

PANDIT: In that case dictation should be introduced much later.

BYRNE: It can only be related to what has already been taught; what is gone before rather like reading. It must be

related in fact to what has been seen before and it must be related to the reading material. It has been done on the black-board or it can be done by written test. But it is one of the devices I find is being used very much.

KENCH: Can we have similar devices to test pupils in big classes objectively? This is all right in the initial stages but what about the students in standards 8, 9, 10 and 11?

HORSBURGH: Can you think about the testing items that you wish to test?

KENCH: How is this point tested objectively? Then we shall have to follow the old system of testing simple objective. Then another question arises, that is, whether the testing has its own limitations. Beyond certain limit we cannot have an objective way of testing.

HORSBURGH: I think there is no doubt that we can devise objective testing at any level of language learning—of the greatest complexity that we can think about. We merely frame if you want a complex text for your M.A. students, shall we say. You give on top an object, shall we say, on linguistics and then you give passages below dealing with some aspects which have been dealt with in those paragraphs. Two of them are incorrect and one of them is correct and the students choose one of the three and this can be really used with infinite complexity. There is a possibility of guess work being done here; but if they do guess they should be given minus marks. I normally expect most of the class doing good and my level of marking would be 80 per cent. If the marks are low, that means, children had to be taught again and I will have to go back to teaching.

GADRE: That test again is understanding of the text and experience.

HORSBURGH: That is true. I think there is a scope for an objective test in language as well as a subjective test. Sometimes you find it purely subjective. Nevertheless it is a valuable point which I would like you to consider; but there is no question of objectiveness in testing essays.

MR. X.: Don't you think that essay type of questions should be eliminated from the SSC level?

HORSBURGH: Yes, I would, because obviously you and I have different views, in what constitutes a good essay. You examine paper 1 to 50 and I examine 51 to 100 and your children or shall we say, those of the particular batch get 80% and those, who try similarly, that I examine get 40%. This is obviously unfair. So where the question of public examinations comes in, the thing should be objective. They should be all marked by one standard.

PATTANAYAK: I think subjective and objective types are not two opposite points from the examination point of view. They are the two sides of the same test. I think our problem is to decide whether we have more apparent validity or less objectivity or less apparent objectivity and more validity and these I think could only be solved if you know what you are trying to test and what are the variables that you are using for testing. Perhaps you can give a sentence in which there are several underlined parts and you can ask the children which of the parts are acceptable and which are not acceptable in the normal style of speech. You might even test the style of writing; first you are not trying to test grammar but that which is used as aesthetically elegant form of writing and ask the students to choose the elegant form out of a number of given forms.

KENCH: Who is to decide which is elegant and which is not elegant?

PATTANAYAK: At that level some kind of subjectivity is involved inasmuch as we decide what kind of English we are going to teach. Are you going to teach Queen's English, the British Received Pronunciation or are you going to follow a model of American English or are you going to follow a model of Maharashtra, South India or Panjabi and there we have a decision to make.

KENCH: My feeling is that you are satisfied with the apparent validity and you did say that. Should we not try to have a real validity? Or should we accept the apparent validity?

PATTANAYAK: I did not say we should try for apparent validity. I said when we think of subjective test and objective test, they are two forms of the same scale. We might be confronted with a situation where you had apparent validity but no subjectivity or I think objectivity and less validity. I think what we are trying to find out is whether we are going to formulate valid test or not.

BYRENE: My feeling is more energy is wasted on activities which are strictly of test nature than of teaching. For example reading aloud I am not sure whether it is supposed to be testing but it is certainly not teaching English. Many teachers I imagine, think, that they are teaching pronunciation. This is a mere waste of time. You do not need to test quite often and of course that way a lot more can be done. Certainly one has to test from time to time. I think one should try to avoid simply to catch the student out. This is the most common feature with teachers, particularly in the advanced classes. In fact the pupils do not know what they have to write. So in our classes and in our own testing we do not spend very much time in actual testing.

PRESENTATION

S. S. MURDESHWAR: Today one hears it being often suggested that what the average student in our country needs to be taught is the English language; that he should not be bothered with the study of English literature. Hence the plea for teaching what is called practical English. To those adopting the current attitude, the phrase *English literature* would seem to suggest the great classics like Shakespeare and Milton, Carlyle and Ruskin.

Teaching a language is, basically, teaching one to master the accepted patterns of co-ordination of words and thoughts. In the natural way of learning a language, as when a child learns its mother tongue, the learning process is based largely on imitation of the speech patterns one hears being used around one.

A difficulty about learning a foreign language is that one has few opportunities of hearing it used in operationally significant contexts by its native speakers. Class room exercises based on structural frequency are an attempt to make good the deficiency. But while they are serviceable as far as they go, the exercises do not go far enough. Their effectiveness is limited by the fact that they have hardly any operational significance. No amount of ingenuity on the teacher's part in framing examples can overcome this basic weakness in the situation. It is here that literature can play an important part. In the simulated world of the novelist, the short story writer and the play-writer the

reader acquires a vicarious interest in the operational contexts of plot and character. The same vicarious operational interest is sustained on the higher levels of argument and exposition in the essay form. Once the learner becomes aware of the structures and patterns that he comes across in the world of fiction, drama or the essay, he may be trusted to want to use them in his own speech or writing. Often, indeed, his use of them, may be, entirely unconscious.

The literature to which the student is introduced will have to be simplified, abridged or re-written to suit different levels of attainment as the learner makes progress. But the point is that he cannot be introduced to literature—simplified whenever necessary—too soon, if we wish to avoid the sense of frustration that too often accompanies the working out of class room exercises.

Closely connected with the reading of literature is the question of vocabulary. It is useful to have a controlled vocabulary to suit the different levels of progress. But it cannot be emphasized too strongly that the prescribed vocabulary represents the minimum to be aimed at, and a learner should be encouraged to go beyond it.

Prof. Lott informed us yesterday that the Central Institute of English at Hyderabad had brought out two books, one containing reading material for the use of students of natural sciences and the other for the use of students of social sciences. Assuming that the book for students of natural sciences is meant to be taught by teachers of English, I would make the following two points:

The first is that I do not think a teacher of English is competent to deal with scientific terms.

The second point is that bringing out an English reader specially designed for students of the natural sciences, would seem to suggest that there is a sort of scientific English, just as, formerly, they thought there was a variety of English known as commercial English. We know now that actually there is no such thing as commercial English, but ordinary, good English, making use of commercial terms for the sake of convenience. Similarly, there is no such thing as scientific English, but only ordinary, good English, using scientific terms for the sake of convenience.

This brings me to my next point. The recent developments in language teaching are teacher-centered. Of course, professional competence on the part of the teacher is or should be a matter of professional pride and professional honour; equally important is the question of the students attitude. It is too often forgotten, however, that the desire to learn a language and to acquire competence in its use on the part of the student is a basic requirement of successful teaching. And the trend of my argument has been to emphasize the connection between learning and reading. In the absence of a willing suspension of resistance to learning, students' response can only be a mockery of the teacher's efforts. By ignoring this important aspect of the situation and by emphasizing the techniques of teaching, we shall doubtless ensure that the teacher shall earn his bread in the sweat of his brow; but we shall be forgetting that even the most diligent of husbandry cannot make figs grow on thistles.

M. V. GHASKADBI: *Teaching of language*: English is being taught at the school stage today primarily as a tool of communication and comprehension. Though language and literature cannot be rigidly separated it is possible to make a clear and valid distinction between the two. When we teach

English we aim to teach English spoken and written for ordinary communication within the English community. We aim to teach structures and linguistic symbols which signal meaning in the language. The Indian student, by the time he passes the SSC examination, is presumed to have equipped himself to comprehend and communicate in English. He is supposed to have mastered 2500 words and about 250 structures. If at this stage he is confronted with a play by Shakespeare or a poem by Shelley, he is not able to comprehend the significance of it though he may be able to read or recite it. He has already gone through some narrative and verse passages but these are on a simple level almost at the level of ordinary communication which is non-literary. He is not prepared for literary masterpieces and has no training in the interpretation and appreciation of the masterpieces.

The central problem of teaching literature is to make the student read the kind of English which he is not used to, as distinguished from the kind he is used to. How to bridge the gap? I cannot resist the temptation of quoting Seymour B. Chatman: "The central problem in the teaching of literature is to bridge the gap: to show students how to expand their disturbingly narrow grasp of poetic structures, to develop a whole new syntactic and lexical musculature for dealing with the complexities of Milton, Shakespeare and Pope. One way to accomplish this is to treat the text almost as if it were a foreign language to be parsed and worked over until pattern and meaning are learned and overlearned. All the devices that linguistics has developed for teaching foreign languages might be tried: substitution within a frame, imitative oral drill (with particular attention to stress, pitch, and juncture), restructuring for analysis, expansion, and omission, etc. Furthermore, the instructor must be aware at every moment of the specific linguistic

complexities of the piece he is teaching in relation to the level of his class." Then he goes on to consider the three areas where linguistics might be helpful (1) Lexicon, (2) Form-class identification and (3) word order.

DISCUSSION

KELKAR: I would like to make a comment myself. It is too often maintained that teaching for comprehension and teaching for practical purposes is one thing; and teaching of English for other purposes and more closely connected with humanities and sciences is something different. When I was in Agra, we undertook a project of serving Indian language newspapers and we wanted to point out how thinking and handling the technical terms come in the daily report, medical terms connected with space etc. What we wanted to be sure was the handling of terms used in Hindi, Marathi, Bengali and other language papers rather than trying to acquire them from dictionaries and one of the projects that I was acutely aware of, as a by-product of this project, was that the main difficulty faced by the writer in Indian language is not so much with the particular technical term as of a particular discipline. We can get along by simply transliterating a particular English word. But the terms like store away or into, the terms which are not as technical and are not particular, in particular discipline which are highly specific. Let me illustrate with some example: We speak in English about different aspects of a project with different parts of a project. Now we have certain distinction here and I think that it is partly a cultural foot-note. Now-a-days people are more disposed of to speak about the aspects of problems rather than the parts of problems. Now this represents, I suppose, major 20th century shift in the mode of thinking. Now it is a word of this type which concerns with

the basic tools of thinking that presents greatest difficulty and these words are going to be there in every type of discourse. As I looked at it from the point of view of an Indian language i.e., how can we enrich our own language? i.e., Marathi to be competent enough to handle particular tools of thinking. That perhaps is not our present concern, our present concern is teaching. So as a by-product of that project I compiled a list of such tool words which are not subject to any particular discipline but which are flatly more than basic English and I think the linguists can contribute here by making available such lists. Recently so far as the teaching of vocabulary is concerned, most language teaching methods play heavy emphasis on frequency count. I think mechanical frequency count will not yield a type of grading vocabulary that we want; because some of these tool words may not be specifically more frequent but are essentially required to be important enough to be learnt at a fairly early stage. This classification or grading of these terms, and not merely frequency, is something more important for the basic tools of thinking and the linguists with the collaboration of teachers and with the collaboration of psychologists, I think, can render some help. What we need is general competence of English. Particular technical terms, I think, can take care of themselves provided you permit the students with the technique of acquiring new terms. I think for example, a teacher of English may take the trouble of learning as specific technical term, say, gravitation or dehydration, pick up passages from science textbooks and explain to the students how, partly with the help of the dictionary and partly with the help of your common sense you can acquire new word and add it to your vocabulary. Once a basic system is taught, I think the students can pick up new scientific words on their own. A teacher of English is more than a teacher of language; he is a teacher of basic tools

of thinking which is not very often realized. The role of a teacher of, say, Marathi because in the kind of new India that we want to build, we want our pupils to acquire new habits of thinking and getting out of the grip of mediæval thinking which are still current in our thinking. Here the English is the best scope we have. Another aspect is that the English habit of tackling serious subjects with a sense of humour. Now this is the kind of thing which is entirely missing in our mode of thinking. This particular mode has been adopted by Marathi for fairly long time but Hindi has been lacking in it too much. For example in one of the examination papers the question was on phoneme and the answer began " जैसे आकाशके आंगणमें सितारे होते हैं, वैसे भाषाके आंगणमें फोनीम होते हैं । " In Agra we have the option of writing papers in English or in Hindi. So this was the result! In the class room later on, I asked the students to translate it and when I read it out in English, the response was immediate: They started laughing. But when I read first in Hindi, there was no laughter because in Hindi this sounds natural and this is the kind of vital role that the teacher of English has to play which we very often do not realize. It is not a particular key to technical writing but suited to western mode of thinking and there, I think, the teacher of English takes his role very seriously indeed.

LIMAYE: When Prof. Murdeshwar referred to the material prepared at the CIE I think the idea behind it is that such factual reader will form one of the 3 or 4 readers that a pre-degree student is expected to read. The factual reader gives them a specimen of the English language operation and the field of studies which he is to pursue. Secondly why should an authority, insist on teaching of just one text? Instead, we should have more number of small readers and the list of structures

that form basis for these, however, would remain the same so that the limitation of having one text-book will be over.

LOTT: I would like to ask Prof. Murdeshwar one question: I am not clear in my mind as to the logical conclusion of the two statements that he made. On the one hand we have his statement that the English teacher is not competent enough to teach this kind of special English with somewhat specialized vocabulary. Later on he says we are in danger of making teaching teacher-centered rather than student-centered and it is to me that these two statements are incompatible because if the teacher cannot do the job that he has to do then he is doing the job which is not to be done and therefore teaching is teacher-centered. I have not met anybody, any teacher, here in India saying that the English teacher should teach a technical vocabulary. I am not aware of anyone saying that discussions of technical terminology are in the province of English teacher and I would mention here that the books that I mentioned yesterday do not contain technical vocabulary. They deal with a vocabulary which Dr. Kelkar mentioned a while ago which for want of better term we may call *Sandwich vocabulary*. The sandwich vocabulary is not what I call a basic vocabulary. It is in between two slices and is not in our lips everyday. But nevertheless is vital to any reader of technical subject. To prove it a research has to be done now. A dictionary at the back of the book gives this sandwich vocabulary. The word translator and transmission could be looked upon in a textbook. Transmission is a term in engineering which I would not like to define but translate is a technical sandwich vocabulary. I don't say translate comes every now and then but this is a word that I am moderately familiar with. Electrical resistance is a technical word and in my school days I knew what electrical

resistance was. I know the resistance too, is a technical vocabulary for me, but resistance is a sandwich vocabulary and beyond this a teacher, of course, cannot tell. Other than that frankly the teacher is not doing the job that is expected of him.

Lastly my most useful job here would now be to sum up in two or three minutes what has been read and what seems to be a general agreement. I hope all of you are perfectly clear in Prof Murdeshwar's point. We can talk about literature, even talk about 20th century literature and in my opinion the constant urge by teachers of English to consider English literature as if it were from scripture, as if it were pure English, seems to me the principal danger and it is very nice that the English teachers here saying it and nobody has objected to it. I only wish the trainees at my Institute be perfectly told so. There is no case whatsoever of study of literature which is not in the ordinary current literature. What seems to be extremely interesting is to hear this morning about the use of English. All I could say is this. As a teacher of English, we are compelled to teach English way of thought for the use of English language. My idea is that if you are expressing yourself in English, then you must think in English and in this connection I can only refer to your President, Dr. Radhakrishnan. His English is admirable. He writes about philosophy in English. There is no indication that President Radhakrishnan should strive for words. He knows it, he can explain it grammatically, he can use the language, but he does not necessarily strive for it. This is the worthy ideal.

PRESENTATION

B. M. LOTT: I put on the blackboard a scheme for the training of English teachers in India. This showed the Central Institute of English as the chief executive body directly under the Ministry of Education in Delhi. The CIE trains key people for the staff of regional institutes, state institutes, teacher training colleges, university college departments of English and inspectorates especially those with subject inspectors. The regional and state institutes in their turn run centres for the in-service training of school teachers. The teacher training colleges train school teachers direct, usually newcomers to the profession. The key university college lecturers are expected to organize the English language teaching work in their departments, and to help and guide other college lecturers in all possible ways. To the centres supplied with staff by the English language institutes come teachers for teacher training schools, secondary and primary school teachers, and some inspectors. The teacher training schools in their turn produce primary school teachers.

The CIE aims to train key people able to take on positions of considerable responsibility and able to supervise good English language teaching and the training of teachers for this. They must be able to adjust to all levels of English teaching from the beginnings through M.A.; school teachers need to know at least something of what goes on in the colleges, and college lecturers must be aware of the nature and the scope of the courses in schools. An ability to adjust to new situations is also essential since the English language teaching policy of

states has been in a state of flux, especially (in some states) with regard to the beginning of a school English course earlier and earlier in the school life of the child.

The Institute spends about two-thirds of its time, money and energies on training, and about one-third on research. Teachers so trained take on responsible positions, and in many cases they are looked upon to provide the basic staff needs in regional institutes and local centres, which now cover most of India; Rajasthan and Orissa are instances of exceptions to this coverage. The CIE maintains an index of all those ex-trainees who can be recommended for organizing in-service training, and who can advise governments etc. on ELT matters. For school teachers it is expected that they will run seminars, organize centres and fulfil any other need for worthwhile in-service training at regional centres. The CIE does a good deal of content work, i.e., it helps its trainees to improve their skills in English. The school teachers almost invariably, and the college teachers frequently, need help with these skills, and need to be shown how English can be used as an accurate and fully intelligible medium of communication. The need to see English as a vehicle for communication, and therefore a practical acquisition, is emphasized throughout the course.

The work on practical teaching is done by the department called "Methods", not "Methodology", since the science of language teaching remains undeveloped, and the best that can be done is to recommend processes which are known to be of value and efficacy in the present circumstances in India.

Under Grammar, skills in the effective use of a reference book of English grammar are developed; a problem in usage is studied in real situations and the correct form or solution is found by reference to suitable grammars. Linguistics is taught

chiefly for purposes of showing how contrastive studies in Linguistics can bring out major areas of difficulty, predictable in the learning situation of a particular speaker of an Indian language. The general studies in linguistics are also intended to give students an advanced awareness and sophistication in the use of the language. Psychology is touched upon in the course on Methods, to show how modern studies in educational psychology give useful guidance to language teachers.

It was observed that, since the Deccan College of Linguistics in Poona had such large and impressive resources and such a highly qualified staff, co-operation with the CIE on particular linguistic problems which confront the Institute could be usefully discussed on that occasion.

In addition the course at the CIE covers close textual study for teaching purposes and practical exercises in written English, aimed to improve the general skills of the trainees.

DONN BYRNE: The Bombay Institute at present runs courses for lecturers from primary training colleges who will be responsible for the training of teachers of English at the Standards V-VII level. This is the first three years of the English syllabus in Maharashtra. Since, however, most secondary schools start at Standard V, what I have to say about the training of *primary* school teachers may also be applied to the training of *secondary* school teachers for the first 3 years of the syllabus.

As Dr. Lott has pointed out, many of the trainees who go to the Central Institute need remedial English, both spoken and written. Since many of these trainees are themselves lecturers from training colleges, it means that the situation is far from satisfactory. How can they improve the English of teachers.

under training if their own English is defective? In fact, of course they do not spend time improving the teachers' command of English: most of the year is spent doing educational theory; the rest of the time on the techniques of teaching of *two or more* subjects and practice teaching, which is rarely supervised properly.

I suggest more time should be spent on *essential* activities which will actually help the teachers when they go back to their schools. The first need, clearly, is to improve the teacher's knowledge of English—his language skills. If this is needed at the CIE Hyderabad, then it must be needed in the training college too. Whether there are lecturers in the training colleges competent to do effective language work is another matter—but this is surely where graduates from Hyderabad should be employed. Improving the teacher's command of English, then, is the first essential. Secondly, there is the question of teaching him the techniques he requires for his subject. (English teachers should not be trained to teach other subjects as well). At Hyderabad trainees are given general instruction in methodology; at the State level, in Institutes and in training colleges, it is necessary to concentrate on how to teach the syllabus which the State has adopted. Nothing is achieved by debating its merits, or indeed the merits of one approach versus another. How is this best done? Partly by instruction and discussion, but principally, I feel, by giving teachers the opportunity (i) to observe good teaching throughout their training year (ii) to go into the classroom and practise themselves. In short, there should be a daily observation lesson, conducted preferably by the lecturers themselves, either in a school attached to the college or in a nearby school. Our trainees in Bombay watch a lesson being taught everyday. These lessons are taught under normal conditions; they are not demonstration pieces. Then the question of

practice teaching—towards the end of the school year: the amount of practice teaching needs to be considerably extended and better supervised, even if this means additional staff. *Properly conducted*, practice teaching is the most valuable part of a teacher's training; otherwise it can be largely a waste of time.

The sort of training college syllabus which I have in mind would be basically made up as follows:—

- i) Remedial English (spoken and written);
- ii) Instruction in the principles of language teaching, with particular reference to the syllabus.
- iii) Observation of teaching.
- iv) Practice Teaching.

D. HORSBURGH: At the Regional Institute of English we have eighty-five students on a course. We run two courses a year and each course is of five months' duration. We take students coming from teacher training colleges i.e., they will themselves be training primary school teachers. And primary school teachers are the ones in the South who start English in the schools. Now although we ask the authorities to send out teachers and lecturers from training schools, quite often we find that they are science teachers in middle schools and geography masters in high schools and so forth. But on the whole, we try and get people from training schools. And in the five months we try and get them to do two jobs. The first is to absorb modern English (although not at Dr Lott's level) to improve the English which they have, both spoken and written. Throughout the five months we spend, I suppose, one half of the time in improving the English of students and we spend the other half of the time on methods. In methods again,

we do not, I am afraid, have the time to give them such a general view as the Central Institute gives. We are much more specific. We have worked out certain methods. We do not at the moment provide people with final answers. We have heard that they work fairly well and so we give them practice in these methods. Our trainees are, in turn, going to train primary school teachers.

Primary school teachers in the South are not degree students. Sometimes there are those who have read up to IX Standard and our experience is that we cannot say to them that there are four or five ways of doing something. "Read the syllabus and choose which you want to do." This does not work in our experience. The best way, from our point of view, is to say to them, "This is the way to do it," and they are quite happy. Their whole life is, of course, spent in doing things people want them to do. This is nothing unusual for them and they are quite prepared to accept this. This is the way to teach them, provided you are specific, tell them what is to be taught and how. "Do this in the first place in the first lesson. You do this in this lesson, you do that." This works pretty well. And we shall have to wait a good number of years before we can give to the primary school teachers here a choice in methods where he is to use his own judgement. At the moment, he is not able to judge. I don't think it is a wrong thing asking people to make judgements. But much the best thing is to do it elsewhere.

As far as the methods in the course go, we give them a certain number of lectures on principles. Students then divide into groups and they discuss the lectures and they ask questions among themselves and to their group leaders. They do quite a lot of practical work in visual aids as well as in teaching. By visual aids I do not mean audio-visual aids which you find in the audio-visual department. I do not mean tape recorders

and projectors and so forth. What I have in mind principally are the blackboard and very simple things which can easily and cheaply be made by the primary school teacher himself.

We are in a lucky position with regard to demonstration lessons. We have eight staff members of our Institute teaching regularly in the nearest Corporation High School. This teaching, like in many other Corporation high schools, is a pretty heavy strain. The school is not in any way below average or above average, and this in itself is an advantage because so often a teacher takes the best school to go and teach in and if you show your class to a primary teacher, he says, "Ah! this is all right in this school but you must come to my school!" Every morning, a member of the staff takes a different standard in English. The main advantage is with the staff because, after all, teaching every day you speak with much more authority than if you have not done any teaching for twenty years. You are actually in it and this is a great advantage to the staff during discussions with students.

Second point, when we want to give demonstration lessons, we bring children from the class to the Institute. So throughout the course we do demonstration with the third standard and then with the IV standard and then with the V standard right up to the VIII standard and this is extremely useful to our students. They can teach a class which is extremely special demonstration class nor an ordinary class. The only difference is that the children are brought to the Institute instead of the students going into the classroom. So there is a continuity of work. Whether it is in July, the beginning of the year or in March, the end of the year, we can bring children to the Institute.

Then we give the trainees themselves a great deal of practice teaching. We get about twenty-five or thirty children to come to the Institute and they divide into groups; the students divide up into groups and they themselves teach the children under supervision of the Lecturer-in-charge. So you can see a lot of demonstration teaching and a lot of practice, supervised practice by the trainees with children at the Institute. This is, of course, I think, the most important and useful job done at the Institute.

Our trainees have two jobs to do when they go back to their teacher training schools. One is that they are going to train new teachers and so we help them in this by follow-up work and also by devising programmes for their training school work. The other job we ask them to do is to run courses for teachers who are actually teaching. These courses are run in the evening, after school, usually two evenings a week. We plan programmes for them and we send members of our staff to visit them in order to know how they are getting on. Obviously it is important to train the new teachers properly, but it is also important to help the teachers who have already been trained. I think we have a great deal of success in teaching techniques. It is pretty obvious that we should show them how to do it and then they go ahead and do it; and then if they do not do it correctly, then show them again how to do it and they will do it. When they go back to teaching in the school or in the training schools, they do it pretty well. The remedial work in their own English, is, I feel, not so satisfactory. Whether the linguists can help us here, I do not know. How do you improve an adult's English which is not very good in five months? The students that come to us are not high-powered like the students that go to CIE. Their English is not very good and this is the immensely difficult problem

to which, I am afraid, we have not got an answer. We work very hard at it and we spend a lot of time at it, but in five months' period they do not improve very much. I think a lot more work is needed on how one improves an adult's English.

Let me end by saying that training schools and training colleges must be more practical. All the teachers that come to us are B.T.'s, and when you meet them, you wonder how they ever got a B.T. Teachers in the training colleges give lectures and the trainees swallow the lectures verbally and regurgitate them in their examinations. The idea that they are going to have to train teachers who are actually going to teach is just not there in training colleges. The training college syllabus must be more concerned in showing people how to teach, giving them practice rather than filling them with ideas about teaching and knowledge about teaching.

DISCUSSION

APTE: The training which the teachers get at the Central Institute of English is carried over to the training colleges and the people who are trained at CIE, pass this knowledge to teachers who go to the primary or secondary school teachers. Now the question is to what extent this knowledge is actually acquired by the primary and secondary teachers? We have no way of knowing whether any practical experiment or evaluation has been done to find out how much knowledge, or how much teaching, they get at the main centre of CIE is actually utilized when they come out of the training college. So I want to know if there had been any experiment to find out whether the teachers really get something at the CIE which can be passed on to the training college.

LOTT: Well, I can make my contribution to this. The best field for an elaborate check on the lines suggested by Dr. Apte,

was in Madras when the Madras English language teaching came to an end last year. The challenge was not frankly accepted because it would have to be done in such an enormous scale to get workable, statistical, reliable results for the improvements and we felt that in a big scale it would be unreliable and would not give a clear picture of what has happened. But I would like to tell you that I have observed when I went to Madras soon after I arrived in India to see the campaign that was under way. I am teaching at the lowest possible level and I asked Mr. Horsburgh to take up this tour because he was intimately concerned with the work there. Teaching at the lowest level I found that in Madras City and in the districts of the City I could always tell whether or not a teacher had come under the influence of the campaign. However, poor the teachers skill is, however uninteresting his lessons are, however ineffective they were in some context, it was quite clear to me that something has been added at the end of this elaborate process of teaching. That the teacher who had been influenced by this campaign through the course of training, took on himself a whole active programme, a programme of practical student participation which other teachers simply did not do. Now I am not going to add anything because I teach it deliberately at the lowest level. I am particularly an optimistic person by nature and what I want to show you is that I, as a teacher coming into this campaign to see the difference between the trained teacher and the untrained teacher, however, was lost in the process. May I ask my colleague to speak?

HORSBURGH: I do not know whether you all know what the Madras campaign was. That in 1959 the Madras Government decided to start English in V standard, instead of at the VIII standard. They discovered that the V standard teachers were not trained for that job and they decided to start a cam-

paign to train these teachers. That was a big training programme. There was obviously a source of taking 150 every day and to do so, something drastic had to be done. What was done was this. Five centres were set up. They were manned by key personnel, best personnel in the field. Five Centres in each centre ran courses of 3 weeks for 50 high school teachers, so that each month the Madras State produced 250 high school teachers in three-week courses. Then they went back to their towns, villages. They grouped themselves into 5 and they taught 30 primary school teachers. So, out of the 1 month courses and primary courses, at 4 primary centres, 250 trained personnel emerged. They formed 50 groups i.e., 50 courses and of the persons trained in 50 courses, 30 were for primary school teachers. The training given to primary school teachers lasted for 5 months. They had two meetings a week from 5.30 to 7.30 and the advantage of this was that the primary school teacher in my experience, cannot take a six-hour day for three weeks. He is able to put his ideas into practice which are so immensely valuable. The training lasted for 5 months and in this way in three years 29,000 primary school teachers were given this training. Now the immediate reaction was, how long that lot was going to last? By the time your teachers start training your staff in the high school, and the high school teachers train the primary school teachers, there is going to be a lot of dilution. Of course, there was a lot of dilution. But in such a vast scheme the results achieved will extremely be gratifying. I agree with Dr. Lott that he could immediately tell who have been trained and who have not been trained. And of course as a follow-up to the campaign, each of the teachers who have been trained in the primary school was given a hand-book which tells him lesson by lesson as what to do. And with the training he received as how to do and how to give day-to-day instructions he

makes a much better job than primary school teachers who have not been trained and this is the large-scale evaluation of this scheme. You know what they are. It starts in a very small way. I won't remember myself which is now the 16th secondary school and within a year or so we have 250. We were so busy that we never thought of the evaluation. Now, obviously it is no use in beginning this kind of evaluation, say, here are four teachers who have been trained, four who have not been trained. Are these better than these? This is not the way to evaluate. Because the first four may be absolutely brilliant and the other four may be lunatics. So what I want to say is that only after training the second four also, will one be able to say which lot is better than the other. This we could not do. Later it became impossible to have an evaluation.

KELKAR: I think the moral of this strange thing would not be lost to those teachers and teacher trainees who are present here because that merely shows that if we put something on a war footing and if we are really determined to do something we can do the same in spite of tremendous hurdles.

BYRNE: I was under the impression that Dr. Apte wanted to know whether people produced in CIE went into secondary training colleges to train teachers. In fact some improvement in the standard of teaching has been brought about by the Madras campaign. Most of the trainees trained at CIE go to the regional institute or the secondary training colleges. This is not our question. That is right that trainees from the Institute go into regional institutes and train secondary school teachers who are very good indeed. After spending a good career at CIE, if one goes to a teacher training college, he may well be frustrated and regret very much. I find that it is irrelevant at the moment. However, much good could be done, even, by training colleges themselves if they revise the syllabus.

HORSBURGH: I think this is a frustrating element.

LOTT: I would certainly agree with Mr. Byrne here. I have the impression that at least 50 per cent of all English lecturers in teacher training colleges have now been through the CIE. I have not the statistics at my finger-tips. It is something in the neighbourhood of 50%. It is just possible that a bigger difference should have come about in the training colleges than has in fact come about. I feel that Mr. Byrne has put his finger on the right point here; training is partially wasted when a trainee has to go back as a comparatively junior lecturer. The teacher-trainer, when he gets back to his teacher training college, is full of new ideas, and it is natural that he feels frustrated when he finds that he is not able to put his ideas into practice. This state of affairs must be set right before it goes on too long. The research projects which we have under way now are deliberately related to class-room situations and will be useful to teachers in the class-room. The best way, as I said, is to disseminate these findings and to see that they are incorporated firstly in the work of the CIE. The training work of the CIE deals with materials actually used by teachers in the class-room. I will very briefly describe 3 research projects, all of which are reflected in the text-book materials we are producing.

1. The project about which I spoke to you yesterday is dealt with first. This project is in contrastive linguistics; we carry out a series of tests to compare descriptions of specific areas in the languages to be compared, and get scientific results from these tests. We have in this way precise notions of the areas of difficulty which concern Marathi speakers learning English, for instance and similarly for Bengali, Marathi, Kannada speakers and so on. And the best way to utilize these findings, I think is

to see that they are reflected in text-books for teaching English written for Kannada speakers, Marathi speakers, Bengali speakers, and so on. The second research project I would like to mention is the frequency count of content words (i.e., not grammatical words) in English as it is normally used in India in the light of the demands made on English in India today. This again will give us a list of words which is scientific and known to be of maximum value to young people learning English in India. I think I explained a case yesterday. Every school reader for teaching English in the first standard seems to include the word 'apple'. I say 'a book', 'a table', 'an apple' but not 'a apple'. The idea of teaching 'an' through a word like 'apple' is to me unfortunate because most children in S. India at least in most situations will never have any occasion to see an apple, much less to mention it.

The third project I would like to mention is also the one I touched upon briefly yesterday. We have a research fellow who is trying to define an internationally intelligible Indian style of English pronunciation. His account should, I suggest, be reflected in good teaching materials, in that the teacher is informed as to what pronunciation errors he needs to concentrate upon and correct. For instance, the contrast between 'caught' 'coat', 'cot', in my form of English is clear at the phonemic level. But the learner of English in India is likely to find that the contrast /ou/ and /o/ is beyond his range unless he gets a great deal of special practice in making the distinction. And many native dialects of English make no distinction of this sort, which suggests that it is of minimal importance. So why spend much time and labour in acquiring it?

PANDIT: I thank Dr. Lott, Prof, Horsburgh and others for their instructive and informative talks given just now. As I saw the diagram, I became apprehensive not to find 'linguist' in any corner. If I were to draw a chart or any one of the linguists of the Deccan College were to draw a diagram, nowhere would 'language teaching' appear!

S. S. MURDESHWAR:

Dr. Pandit, Ladies and Gentlemen:

Let me at the outset say how grateful we are, we teachers from the schools and colleges in Poona, for the opportunity you have provided us for coming together here and to exchange views on some of the problems connected with the teaching of English. My experience during these last two days has been indeed very fascinating. I dare say you will agree with me that seminars of this kind are not meant to find solutions to problems. To my mind, a seminar's chief purpose is to recognize what our real problems are, for quite often, it seems to me that we waste a lot of time in finding solutions to non-existent problems. Certainly, it is very fruitful to know what the real problems are and further try to define them. Defining one's problem is certainly the first stage for finding a solution to one's problem. In this connection, it seems to me that we are fortunate that we are able to look at our problems of teaching in the schools and colleges from different angles i.e., from the point of view of the linguist, from the point of view of those conducting teacher training institutions and from the point of view of teachers in schools and colleges. This has enabled us, I think, to put our problems in the sharper focus than they would otherwise have been. And more especially this way of doing things has, I think, enabled us to see one another's point of view, even when we disagree. It has been quite an exhilarating experience to me personally to exchange views with peoples with whom I could not say I agreed. Shall I say on

behalf of all the teachers gathered here that we look forward to further opportunities of such exchange of views because the rubbing together of minds, such as we have been witnessing for the last two days, is perhaps the most fruitful outcome of the Seminar.

Thank you!

S. M. KATRE:

Friends:

I consider the present seminar as amply rewarding. Though we had not been able to discuss and spell out all the problems involved in the subject of English language teaching and linguistics, we have made a considerable headway in understanding each other. The subject of our common discussion is part of an inter-disciplinary arrangement and the fact that we have come together to spell out our problems and to seek mutually acceptable solutions, is no mean achievement.

It is apparent to me that the problems we have considered are, by no means, exclusive only to English language teaching. The whole gamut of second language teaching and foreign language teaching needs to be considered in the new set up of our Independence and the normal development of our own great regional languages. The controversial subject of the medium of instruction, the three language formula and so on, are merely expressions of the discontent which prevails, not because of the linguistic problem, but primarily is the result of the lack of a scientific attitude on the part of us, teachers. We have been during the past 100 years immersed in the traditional ways. It was only the impact of the last global war which brought into effect a newer way of seeing language as a

system of communication and of discovering newer ways of acquiring language skills. I am happy to see that this meeting of language teachers and linguists contains the seeds of significant development. This meeting which lasted for two days is only the beginning of a contact which, I hope, will continue in longer and more fruitful seminars. I can assure you that, we, in the Deccan College, would like to follow this up with other seminars with more limited purpose and definite objectives in view. It is necessary that we should recognize our problems and find their solution. I thank you all for having participated in this two-day seminar inspite of some defects in our arrangements which, I hope, you will kindly overlook.

In conclusion, I would like to extend an invitation to you all to come and visit us any time and bring your problems to us. We have made a good beginning at Poona and, I am sure that what we realise here in our activities will find an echo in other parts of the country and bring the desired improvement in standards of teaching languages and in solving academically the problem of inter-communication in a country which is primarily multi-lingual.

P. B. PANDIT :

Friends: One thing I have already noticed is that there is a considerable distance between the class-room situation and the linguistic workshop. More and more discussion and exchange of knowledge probably will help to reduce this gap. At the same time, as I said earlier yesterday, this will definitely give a useful feed-back to linguistics. May be that, as Prof. Lott yesterday pointed out, certain practices current in the class, the language teachers' intuitive insights, have been formalized by linguistics. Quite true, it may be so partially or

fully. But that also suggests that, once again when the practical worker and the theoretician meet, it is not the worker alone will benefit, but the theoretician as well. It has been frequently discussed in various other fields of science that unless there is a fruitful communication between the worker and the theoretician, the theory would never grow. So from the practical point of view also such a conference is fruitful.

My business here is to propose a vote of thanks. First let me thank all the participants of this Seminar. They have come all the way from Poona, should I say, and I am sure many of them will be visiting Deccan College for the first time, though, as Dr. Katre told you yesterday, Deccan College has to its credit a hundred years of existence. I would like particularly to thank all those who had participated in the earlier discussions which we held during the last two months prior to the convening of this conference. Many of them helped us in organizing group discussions earlier in the schools and colleges and with their continued interest and guidance, we were able to plan this conference. We are particularly thankful to Prof. Horsburgh, Prof. Byrne and Prof. Lott, for giving us the benefit of their experience.



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