
Milestones in ELT
Milestones in ELT

The British Council was established in 1934 and one of our main aims has always been to promote a wider knowledge of the English language. Over the years we have issued many important publications that have set the agenda for ELT professionals, often in partnership with other organisations and institutions.

As part of our 75th anniversary celebrations, we re-launched a selection of these publications online, and more have now been added in connection with our 80th anniversary. Many of the messages and ideas are just as relevant today as they were when first published. We believe they are also useful historical sources through which colleagues can see how our profession has developed over the years.


This unique, blow-by-blow account of the 11-day 1950 conference records not only the presentations Professor EV Gatenby, Linguistic Adviser to the British Council, made at Mahabaleshwar, but also the follow-up discussion sessions. The Mahabaleshwar Conference was convened to address concerns about the future of English teaching in India following independence from Britain and the ‘elevation of Hindi’. Although the discussion is recorded in reported, not direct, speech, the reader gains a sense of the individual concerns and voices of the 30 Indian participants, some of whom challenge the guest speaker strongly. The publication records Gatenby’s summary of the different methods of teaching English of the day, including those of Dr HE Palmer, AS Hornby, Berlitz, and his own approach. Among topics of discussion and claims which would be contentious today are the ‘threat’ of ‘Indianisms’ to English, and claims of gender differences in adult language learning. Concluding ‘general recommendations’ which strongly reflect Gatenby’s perspectives, are balanced by reports from various sub-committees of participants relating to specifically Indian concerns.
THE TEACHING OF ENGLISH
AS A
FOREIGN LANGUAGE

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A REPORT ON THE BRITISH COUNCIL
SUMMER CONFERENCE
HELD AT
GOVERNMENT HOUSE,
MAHABLESHWAR, INDIA
3rd to 13th May,
1950
Professor E. V. GATENBY,

Adviser to the British Council in Turkey, Professor of English and Head of the English Department, Ankara University, Head of the English Section, Teachers' Training Institute, Ankara.
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THE TEACHING OF ENGLISH
AS
A FOREIGN LANGUAGE

Early in December 1949 negotiations were begun with the object of holding a Summer Conference of education administrators, university professors and teachers of English, at Government House, Mahabaleshwar, in May 1950. The object of the course, the discussion of the most modern methods of teaching English as a foreign language, was thought to be particularly relevant at a time in India when the elevation of Hindi as a first national language might lead, in spite of efforts to the contrary, to the serious deterioration of the standard of English over the next few years, and more especially when, some twenty years hence, the language would have been taught in an environment which was predominantly non-English speaking.

To aid the discussions it was decided to invite to the Conference an authority on the teaching of English as a foreign language. Professor E. V. Gatenby, Linguistic Adviser to the British Council in Turkey, Professor of English and Head of the English Department, Ankara University, and Head of the English Section of the Ankara Teachers Training Institute, was invited to attend in that capacity.

Owing to the late receipt of financial authority from London, and to other factors not under the control of the British Council, invitations were sent out late, but there was an immediate response, and a very representative cross section of specialists made their way to Mahabaleshwar on the 1st and 2nd May. A list of those attending the Conference is appended (Appendix I).

The Conference opened at 10-30 a.m. on Wednesday, 3rd May, 1950. Dr. L. R. Phillips, Representative of the British Council in India, opened the Conference by welcoming the Indian visitors and Professor Gatenby. He spoke of the object of the Conference and gave reasons why the very real and unique heritage that India possessed, her knowledge of the English language, should be maintained so that India in the future, in addition to her national language, might have a second language of which she might be proud.

The members of the Conference then, in short resumes of their careers, introduced themselves to each other.

The Chairman, Dr. L. R. Phillips, then spoke of the form of the Conference, which he suggested should consist of general sessions, introduced by talks by Professor Gatenby, and special sessions at which four sub-committees representing educational administration, training colleges, universities and secondary schools should, after electing their chairmen and secretaries, debate on their respective problems and make recommendations. These would then be endorsed in general session, and added to the official report.

Professor Gatenby in his Inaugural Address reviewed the problems the discussion of which would be of interest to the Conference. He spoke of the 2,500 Indian students in Britain, and suggested that they represented a great stabilising influence in the maintenance of the standards of English. The means of increasing that number might be of interest, although one of the main problems was that of increasing accommodation in the already overcrowded universities.

There were sound reasons why English should be taught as a second language. Some 450,000,000 of the world's population, or about one-half of the literate population, spoke English either as a first or as a second language. It was an international medium of the highest value. It had an additional value in the case of India, as being the language in which she could represent her own culture in foreign countries.

Professor Gatenby then reviewed the topics with which the Conference might well concern itself.
(a) The possibility of setting up an Institute of Research in English, the results of which would be available to officials and directors of education, so that they might for example be shown the necessity for appointing professional English teachers who had been taught their trade, rather than persons whose only qualification was a sound knowledge of the language. This would minimise the risk, so clearly seen in some other countries, of interference with the methods of English teaching by administrative authorities.

(b) A study of bilingualism, such as now existed in South Africa and Wales.

(c) The relation between language and literature. Language is a tool, and should not be used until it is fully fashioned. The teaching of literature should not therefore be started until pupils possessed a vocabulary of 2,000 words, plus a sound awareness of the structures upon which those words were hung.

(d) The textbook problem. Each environment needs its own text-book: that used in Turkey would not necessarily be suitable for India, whilst the boy who is starting to learn a language at the age of ten needs a different text-book from the older boy or the adult.

(e) The use of accessories and practical aids such as wall pictures, linguaphone and other audio visual methods.

(f) The psychology of language learning with the reasons for failure to learn a foreign language.

(g) The training of language teachers.

(h) The teaching of a Simplified English as opposed to an approach through Basic English, where wrong constructions had not to be unlearned at a later stage.

(i) The teacher text-book relation. The one was complementary to the other in that the teacher could give much that the book could not give, viz., intonation and pronunciation, whereas the text-book was a record and an aide memoire.

(j) The conditions necessary for language teaching.

(k) The possibilities of English by Radio. There was evidence of the great help that the "personal" English lesson had given in many countries. In Sweden there had been started a system of radio-classroom co-operation, whereby lessons and exercises were given by the radio, and the exercises sent by the pupils to the broadcasting station for comment and correction.

A discussion followed, in which delegates suggested further topics, viz.:

(1) the testing of proficiency in English
(2) the stage at which English teaching should begin.

A Programme Committee was then elected (see Appendix II) and the meeting closed.

"THE OBJECTIVES IN ENGLISH LANGUAGE LEARNING"

Professor Gatenby.

Professor Gatenby, in opening the discussion, stated that there were two general aims (a) that of learning the language, (b) that of doing something with the language when learned. The ultimate aim was clearly the mastery of the language and a knowledge of its
literature, but the first objective was to lay the foundations so that a student might if he wished continue on one or a variety of paths.

There were subsidiary or special aims, such as fluency of speech, or the ability to read English books.

There were further, the student’s reasons, tied up with his objectives, for the learning of a language, viz.:

(a) the desire to pass an examination.
(b) the desire for a higher salary as a consequence of the extra qualification that an extra language would give.
(c) the need to read English books.
(d) the wish to become a teacher of English.

There were also what one might term false attitudes and aims in language teaching or learning, viz.:

(i) regarding language as a training for the mind, as a means of teaching logic and clear thinking.
(ii) learning a second language as a means of improving one’s own.
(iii) establishing and maintaining world peace.

A language must on the contrary be regarded as a tool, as an instrument of thought, and that instrument should not be used until fully fashioned. We should not expect 7 year old English boys to appreciate the marvels of English literature, though English boys of 6—7 years of age almost invariably know more English than the boy who has learnt English as a second language in a secondary school for five or six years.

To sum up, there is only one initial purpose in seeking to learn a language thoroughly, namely to speak, understand, write and read it. Nor should the language be put to work until the minimum requirement has been attained, that is fluent command of 2,000—2,500 words with a knowledge of the corresponding word structures.

There followed a general discussion. Professor Chawla (Delhi University) emphasised the importance of the English language as a medium for the obtaining of medical, scientific and technical information. He deprecated the present tendency in India to put the cart of literature before the horse of language. Professor D. C. Sharma (East Punjab University) doubted the possibility of retaining English as a spoken tongue. The rise of Hindi and the absence of Englishmen would, he thought, make it impossible to learn English through the spoken word. Was it not possible to reverse the order, learning to read and understand English first, and leaving writing and speaking to follow, later? Was it not also the fact that English literature rather than the English language, provided the inspiration, the drive to learn the language?

Professor Gatenby in reply suggested that the radio, the English film and gramophone records gave access, even in the absence of Englishmen as teachers, to English pronunciation. Further, in his opinion, the difficulties of the oral approach could be overcome by the trained specialist teacher. Michael West had proposed, however, that the sequence for India should be reading, speaking and writing, and he was prepared to accept that. He agreed with Professor Sharma on the value of inspiration; his wish was to avoid any system whereby the language was asked to do things before it was able, before as a tool, it was reasonably fully fashioned. If the oral approach could be persevered with for two years, the simplified classics, such as are found in the Michael West Series, might then be introduced with safety.

Professor Ayappan Pillai (Madras University) emphasised the factors which would depress the standard of English. Methods should be devised which would effectively meet a situation in which the hours for the teaching of English, the number of years devoted to it, and the training of specialist teachers, would all be at a minimum. The need was therefore
for methods whereby the maximum possible result could be obtained under the most difficult conditions.

The Chairman, Dr. L. R. Phillips, British Council, suggested that the conditions envisaged by Professor Pillai, different though they undoubtedly were from those in India to-day, were not worse than those found in many foreign countries where English was being taught satisfactorily.

Professor Krishna Rao (Rajputana University) spoke of the psychological obstacle. Part of his difficulty in the teaching of English was the overcoming of a psychological resistance to the teaching of English on the part of students who saw no use in learning it. He had convinced them by showing them that English represented the medium whereby India could avoid isolationism—could keep itself abreast of the world’s technical and cultural progress. He mentioned numerous economic and other difficulties, including the shortage of trained teachers and the resistance on the part of some of the parents, all of which worked against the maintenance of a satisfactory standard. Was it not enough that the student of the future should understand English and write it, without being able to speak it?

Mr. Vakil (Education Inspector, Ahmedabad) pointed to the drastic reductions in the time given to English, and asked whether, in view of the adverse conditions, more could be hoped for than a capacity to read English with understanding.

In winding up the discussion, Professor Gatenby reiterated his views, founded on his long experience, that to depart from the oral method was to court disaster, and to revert to the inefficient and wasteful methods which had produced 80 per cent. failure in other countries. The introduction of the oral method in Japan and Turkey, he stated, had produced a remarkable improvement in the standard of English.

"THE FUNDAMENTALS OF ENGLISH TEACHING"

Professor Gatenby

Professor Gatenby dealt first with the time required by the subject. It had been found that one period per day for 5 or 6 days a week was enough to enable pupils to achieve proficiency in 4—5 years, i.e., to achieve a knowledge of structures and a vocabulary of 2,000—2,500 words.

Where more time was available it had been found that 3—4 hours a day by the oral method with competent teachers produced proficiency in one year. At the other extreme, less than 4 hours a week allowed too much time for forgetting and necessitated overmuch revision. Four periods per week should be regarded as the minimum with five, or six periods per week giving correspondingly better results.

As to the number in the class it was generally agreed that 25 should not be exceeded and that better results were obtained with smaller numbers. Satisfactory results could however be obtained with classes of 40 and over, but they needed special methods and undoubtedly placed a considerable strain on the direct method teacher.

In general the earlier the child began to learn his second language the better. The ideal method would be for a child to learn his second language as he learned his mother tongue. That was in general impossible however. If English as a second language could not be begun at the primary stage then it should be begun as early as possible at the secondary school level.
There followed a general discussion as to what was meant by the first year secondary level. The Chairman suggested that since its interpretation depended on the region of India from which a delegate had come, he should make his recommendations in terms of the conditions in his region. Professor D. C. Sharma concurred.

Professor Gatenby then mentioned the three main age groups into which learners of a language could be divided.

(1) birth to 10+, which corresponded to learning by the natural process. At this period conditions were ideal for language learning. Ability to identify sounds and sound groups, power to remember them, and willingness to imitate were all well defined.

(2) 10+ to 16—17. At this period children were too old for the natural process, and too young for the intellectual one. Incentive was also lacking.

(3) 17 onwards. The disadvantages possessed by this group were less perfect hearing, less power to remember, great reliance on sight, difficulty in identifying sounds, inability to imitate. Such groups possessed however the power to reason, great determination, and a mind which could be made to do things.

From the above generalisations it was clear that although for practical purposes the secondary school period was that in which second languages were most often taught, it was ideally the most unsuitable period for such teaching.

Professor Gatenby then passed to a study of words and structures. Usually words were taught and forms, structures, neglected. Yet it was often far easier to teach words in groups than as individual entities. The child learning by the natural process learned structure and words together. The average textbook seriously neglected structure. The Decroly system taught words rather than letters. In the same way phrases were often more advantageously learnt than words. To learn fractions of units is in general a wasteful process. Dr. Palmer was quoted in this connection. "Progress in the study of living language is proportionate to the number of word groups perfectly mechanised, (i.e., fixed) by the student." The teacher should thus give drill in patterns, as well as drill in words.

Miss Rustomjee (Principal, Secondary Trading College, Bombay) quoted examples of education in Parsee schools where bilingualism was a reality at the primary stage.

Professor Gatenby instanced the success of the kindergarten section of the English Girls School, Istanbul, where twentytwo children speaking eighteen different native languages as their mother tongues were taught English intensively by the direct method by a trained Froebel teacher. English is not taught, yet that language is used throughout. There are drawing, painting, action games, action stories. When the children first go there is babel for three weeks, then a period of silence. Then the children begin to use English words and after 9 months are speaking English.

Mr. Narasimha Ayyangar (Lecturer in English, Government Training College, Rajamundry) pointed out the difficulties of teaching English early in the secondary stage. Was it not a better arrangement that the teaching of English should begin two or three years before matriculation, the student completing his knowledge at the Intermediate Stage. Further an early start at the secondary stage would make the provision of good teachers at that stage difficult.

Professor Gatenby, in stating that he was suspicious of postponement, thought that if possible a student should have learnt the language, i.e., be in possession of his 2,000—2,500 words, before he entered the university.

Mr. Ayyangar further suggested that the load on the secondary school student was already severe, and that care should be taken not to overload him when he was least able to bear it, by the introduction of another language in the curriculum.
Professor D. C. Sharma instanced the King George Academy, which taught four languages without producing apparent distress. Professor Gatenby stated that recent research had shown no evidence of bilingualism impairing mental development, though the acquisition of the two languages by this method was of necessity rather slower. There was evidence too that three or four languages could without serious overloading be taught simultaneously.

The Chairman said that he felt that the concensus of opinion seemed to indicate that they in general felt that the student should have a usable knowledge of English, i.e., 2,000—2,500 words, on entering the university. The implication was therefore that English teaching should start at least four years before matriculation and if possible earlier.

Mrs. Mudaliar (Lecturer in English, Lady Willingdon Training College, Madras) enquired whether Professor Gatenby was of the opinion that even with overlarge classes where a pupil's opportunity for speech in the classroom might not exceed a minute a day, learning by the oral method was possible.

Professor Gatenby and the Chairman indicated that, given expert teaching, this was possible.

Professor Gatenby then proceeded to the subject of "English as Speech." He said he talked of "speech" merely to stress that speech came first. It was not implied that speech alone was aimed at, but the insistence must always be in correct teaching on hearing, speaking, reading and writing.

Reading should begin after the fifth lesson when a certain number of words have been assimilated. Teaching should be oral, with a minimum of blackboard work. This process was somewhat modified by Michael West, who for India, advocated reading first. He used reading as a "fixing" process. In the classroom the children learnt by ear, imitated and identified. Children should be encouraged to "fix" by silent reading.

H. E. Palmer and V. Redman had, in their "This Language Learning Business," given a good analysis of what is meant by "language." The word could be interpreted to mean a code, a literature, conversation, as a means of communication, sounds and speech. Something of all of these was to be found in language teaching. They had then shown that of these definitions the first five were incomplete and that "speech" was the only satisfactory form as far as language teaching was concerned. Speech is an instrument of thought and we should master it as such.

Once having accepted this hypothesis we can remove the main causes of failure in language teaching. For the best way is the natural, unconscious way and this should be the basis of our teaching with certain artificial additions made necessary by the classroom environment. Fully to utilise this unconscious process the classroom should be a place of activity with language learning an accessory unconscious part of that activity. Practice was all important and was more vital than the demonstration of series of rules and exceptions.

Professor S. P. Sharma (Agra University) enquired about the merit of reading aloud and was assured of its use as a form of practice. Care should be taken that such reading aloud should not take too much time. Our method will always be sound if we make the learning of the second language analogous to the learning of the first.

There followed a discussion on the exact meaning of the expression "instrument of thought." Mr. Narasimha Ayyangar contended that the mother tongue should be the instrument and a second language merely a vehicle of thought. A number of speakers made contributions to this topic. Professor Gatenby further explained his thesis that although the mother tongue would always be the normal instrument of thought of a child, English would become his instrument of thought, if he were properly taught. For when he used English, even though he used it for only a few minutes a day and then too thought within the limit of the 2,000—2,500 words he had been taught, English would at such times be his instrument of thought.
Professor Gatenby.

The learning of a language in childhood is a natural process and the process of learning a second language is very approximately the same. And nature is slow, though men can to some extent speed up nature's methods.

An analysis of the natural method shows (1) that assimilation of the name with the object is a fundamental process (2) that learning was by sound and not sight (3) that the child learns common groups of words (collocations) and not merely individual words (4) that the greater part of learning is through activity (5) that the learning child is subject to constant correction by his parents and others (6) that the child is driven to learn his language by necessity (7) that the maximum number of teachers and the maximum amount of time and equipment are at his disposal (8) that he has the advantage of constant revision (9) that the whole process is full of variety and interest (10) that the child learns by speech.

In the classroom the environment and conditions are very different. Numbers 1, 2 and 3 can however be introduced into the classroom without modification. As regards (4), learning by action, such action is limited in the classroom but much can be done. If we cannot move to new environments we can make pictures of them and the child can thus become familiar with the words of the farm, the ship, the docks. In order to give variety and new words, teaching can sometimes be carried on in the open air. Number (5), correction, is given in the classroom and is frequently given by classmates. In the large class much correction is difficult. Correct and careful teaching can, however, materially reduce mistakes and see that they do not recur.

As for number (6), the incentive must be provided by the teachers' presentation of the advantages to be gained from learning the language. It is the teacher's duty to make the classroom a pleasant place. He must introduce humour, organise games, take an interest in his pupils individually. Moreover there are always plays to be read, games to be played, and songs to be sung.

Number (7), the problem of equipment, presented difficulties. Yet much could be done to make the classroom more like a home than a prison. However, books, pictures and decoration might with advantage be introduced, and they should be varied as often as possible.

Number (8), revision. The correct amount of revision fixes usage and is highly beneficial. Too much correction may be harmful. Over teaching, because of the ease with which answers are given, is a dangerous pitfall.

Number (9), variety and interest. Activity promotes interest and unconscious learning through the cinema, radio and records is a better and easier method than the routine of the classroom.

Number (10), teaching through speech, or the oral method, is the natural process. This is not to eliminate the teaching of reading and writing, but the insistence should be on speaking. Reading and writing may follow in the same lesson, but speaking must always take first place.

Professor Gatenby then proceeded to discuss the various methods which had been based on the natural method.

(1) Pure Direct Method. In this method, which was developed in France at the beginning of this century, the teacher first gives a description in the vernacular of the processes to be used and of the incentives to learn the language. He then proceeds in the foreign language, with no recourse to the vernacular at all.

The method was from the beginning dogmatic and inflexible. Sympathetically applied by the right teacher it could be highly successful, but it failed because experience has now
shown us that judicious recourse to the vernacular is sometimes necessary. Thus in the definitions of abstract terms in the language to be taught there is no certainty that the exact meaning has been caught and the method is in any case cumbersome and slow. The exponents of the method forget that the environment of the classroom is not the same as that of the home.

(2) Modified Direct Method. This is capable of giving good results in the hands of a good teacher.

Lawrence Faucett. The Faucett System.

Faucett, an excellent teacher, compiled his text books approximately twenty years ago. He used a limited and selected vocabulary of concrete words and images and did not overburden the child. In the first of the four books he introduced only two tenses.

He used 1,500 words derived from the Faucett-Maki list and added 500 words used in the classroom, together with a further 500 for use in story telling. Many of the words in the latter two groups were unsuitable. His list of 2,500 words was therefore not systematic, and most uneven. The course, with its hurriedly prepared unsatisfactory fourth book has been modified and much improved by the Oxford University Press and reintroduced as the Oxford English Course. In its revised form it is very usable but would have to be specially adapted to use in India, as it has been for certain other countries.

A short discussion followed. Mr. Narasimha Ayangar asked what was meant by the suggestion that the child should use the word before he reads it. Was the teacher expected to invent new contexts for the twenty or so words introduced?

Professor Gatenby stated that only in the first five or six lessons would the textbooks be closed. Thereafter the books would be open, and the words and their contexts seen.

The Eckersley Method.

Eckersley, an excellent and experienced teacher of English, produced four graded textbooks, intended for the adult foreigner in London. The books cover a considerable amount of ground at a very rapid rate. They are not suitable for school use. The books are interesting and well arranged, but teachers seem to grow easily tired of teaching from them. There was no allowance for the use of the vernacular originally, but supplementary books with vernacular aids are now available for the first 9 lessons. With these, it is claimed, the adult pupil can learn without a teacher.

Michael West. The New Method Series.

The course consists of seven readers, and two primers. Its outstanding features are the abundant reading material available for every stage of learning from 500 words onwards. At this stage the pupil with his 2,000 word vocabulary can read a simplified version of the Mill on the Floss. Vocabulary is selected and graded. One failing is that little guidance is given to the teacher.

Dr. H. E. Palmer. The Standard Readers.

The oral approach using a modified direct method was developed by Palmer in Japan. Wherever possible the child was given the sound of the word. Only after the first 10 lessons did he introduce the child to the word in the book. The method was modified, with explanations in the vernacular, when used for adults.

The method depends on first hearing then speaking, but reading and writing follow very closely. The teacher is expected to use English throughout, but he is not prohibited from the judicious use of the vernacular. The method owed much to Gouin's general principles. In the later stages, for example at the third year stage, Palmer advocated sequential series of questions as originally introduced by Gouin. There was considerable use of the substitution table, with a tendency to overcomplication. The main structures were introduced, and practised. The International Phonetic symbols were given throughout as aids to pronunciation. The verb patterns were worked out and demonstrated. There was extensive
use of the lecture explique, i.e., the paragraph by paragraph explanation in English of reading material. Palmer and West together were mainly responsible for the Interim Report on Vocabulary Selection which listed 2,000 words together with the structures in which they were found. This is being revised and republished and is a valuable aid to the Secondary School Teacher.

Palmer’s original International English Course was suppressed by reason of copyright difficulties and has never been republished.


As originally prepared this course was for use by Arabic speaking adults but it is capable of adaptation. It is thorough and closely packed but tends to be uninteresting.

I. Morris.
A course in English used with considerable success in Palestine. It is excellent for young children. The method is straightforward and the vocabulary well chosen.

Walter Ripman.
A sound course with, however, a minimum of attention to method. It has had wide success. There is a version suitable for boys and girls. It might be suitable for India.

Berlitz Method.
A sound method extremely successful in the hands of a teacher who knows his work, and where the number of pupils is small.

Linguaphone Method.
This, consisting of a series of a gramophone records and companion handbooks, was primarily intended for the adult wishing to learn at home without a teacher. It is also helpful in senior classes in school and in training colleges. It is not suitable for general school use since the vocabulary includes some 10,000 words.

Robert Allen’s System.
Allen, a language master in Robert College, Istanbul, worked out an original system based on mathematical methods. He begins with the tenses and teaches them soundly. One of the features of the course is a system of signals for use by the teacher so that the pupils may follow such instructions as “Repeat that,” “There is something wrong with that sentence,” “Correct what he has said” without a word from the teacher, with a consequent saving in time and energy on the part of the teacher. Another striking feature of the method is the introduction of a mechanical device, rather like a slide rule, which allows quite complicated sentences to be made, but not one which is wrong in the order of its words.

The Gatenby System.
In response to requests, Professor Gatenby outlined his own method produced to replace the Faucett method in Turkey. Two books had been published and two were in preparation. The method had been developed in the Teachers’ Training College, Ankara.

Each book contains a selected vocabulary of 400–500 words. After the first ten lessons, lessons consist of passages of prose followed by short passages of conversation and include 40–50 questions on the texts. In the pupil’s book there are four exercises in each lesson, with some revision. There is also a teacher’s book in which every new structure is listed and material given for practising it.

The method includes some learning of conversation by heart and the use of substitution tables. The teacher is shown how to teach each new word by Direct Method. Set dictations are provided in the teacher’s book from Book 2 onwards. There are games and teaching devices. Lessons are so arranged as to be taught at the rate of about one a fortnight. The method was designed specifically for use in Turkey.
**Basic English.** Ogden & Richards.

The basic method contains 850 selected words with which all meaning can be expressed. The inclusion of derivatives of those words by the addition of —ed, —ly, etc., however, and the inclusion on international words, weights and measures, increase the real number of different words employed to a total of approximately 2,000. The teaching is by the direct method.

The weakness of the method lies in its dependence on nouns and prepositions. Thus only seventeen verbs called operators are to be found in the 850 words used in the method.

The method has been given extensive trials, and Professor Gatenby had persevered with it in 1931, in Japan. The difficulty lies in trying to teach a language from which essential words like "can" and "know" and many others have been omitted. The pupil learns an unreal language which has to be unlearned before he can speak or write standard English correctly. Simplified standard English as opposed to Basic English is the real solution.

The greatest drawback of this method is that a student who has learnt by no other seems to be unable to write acceptable English. All the beautiful Basic English we see has been written by skilled writers of standard English. And standard English can be attained by the student of Basic English only after he has followed a further two years’ course. "From Basic to Wider English," in which the artificialities of Basic are unlearned.

**The Traditional (Translation and Grammar) Method.**

Professor Gatenby, in tracing the origin and history of the Traditional Method, referred to the early teaching of Latin and Greek which produced persons able to speak those languages fluently. Teaching was by the direct method and it was for that reason that Latin in particular became the lingua franca of the whole of Europe in mediaeval times.

As the use of Latin in conversation declined, so the methods of teaching hardened into a set grammatical system. Lists of words were given with their English equivalents. These were accompanied by rules to be followed and translation exercises from Latin into English and — what was much more difficult from English into Latin.

Too early in this process the student was then introduced to the works of Virgil and Homer. These were deciphered rather than translated, with inadequate knowledge and a dictionary.

Such a method was later applied to the learning of modern languages, and all the early textbooks were modelled on the Latin and Greek ones. A modern language too, thus became a list of rules, of exceptions, of principal parts of verbs, and of exercises. A command of speech in the language was virtually unobtainable.

Thus the so-called translation in the traditional method is not really translation but deciphering, decoding, a system of meaning getting. As a method it is the most difficult of all, but for the majority of untrained teachers is the easiest method to use in the classroom. The language as a living thing is never really used; emphasis is on meaning, and both teacher and pupil see success when meaning has been reached.

There followed a long discussion. Mr. Thakar (Scindia School, Gwalior) emphasised the difficulties in India, and the impossibility of making bricks without straw. There was a need for trained teachers, textbooks and practical aids. If the Conference stimulated an interest in the need for those things, it would have done good work. Mr. Pavnaskar (Government High School, Drug, M. P.) concurred.

Mr. S. S. Aiyar (Principal, Dharma Prakash S. High School, Sion, Bombay) spoke of the high place held in India by the traditional method. It was, one might say, a method indigenous to India. A certain amount of formal grammar was a necessary part of any method which faced the facts in India. There was, to use a metaphor, a need to leave the
heights of Mahableshwar and ground one's feet on the plains of India. In Bombay for example, there was a directive that translation should be employed. He saw a clear need in general for the enunciation of a uniform policy throughout India in the matter of English teaching, and the British Council might help in this particular. Its help would, he was sure, be welcomed in the production and publication of textbooks for this country. In his opinion a judicious combination of the direct and indigenous methods was the best solution for India.

Professor Gatesby, in reply, agreed that a degree of grammar must be taught, but pointed out that it formed a part of direct method teaching. Grammar was an aid in the artificial atmosphere of the classroom. He did not accept the view that the instruction of formal grammar was necessary. He suggested that a committee might be set up to study the textbook problem in India. West's method might be highly suitable for India, but material suitable for this country would have to be prepared to supplement it.

The Chairman felt that to regard the standard of English in India to-day as a product of the traditional method was misleading. One had only to compare the standard of English in India with that found in foreign countries taught by the traditional method to realise that other powerful factors had been operative: the great gap between the two levels could not otherwise be explained. Those factors were clearly that the language had been used as an instrument of instruction and as a common currency. The traditional method had formed but a small part of the processes that had produced the high standard of spoken English current in India to-day.

Mr. Bhandari (Lecturer in English, Central Pedagogical Institute, Allahabad) asked whether in view of the immense difficulties one should not aim merely at a capacity to read and understand. Professor Gatesby felt that the aim should be higher: a minimum aim often resulted in a final standard even lower than the aim prescribed.

Continuing, Mr. Bhandari asked why oral instruction should take precedence for the first few lessons only. Why should it not continue? Professor Gatesby felt that the textbook could well be introduced after ten lessons: there would otherwise be a danger that it would not be referred to at all.

In response to Mr. Bhandari's further enquiry as to the most effective method of teaching intonation and pronunciation the speaker suggested that imitation, with special explanation for particular difficulties as they arose, was as effective as anything else. As to the introduction of writing, a point that Mr. Bhandari had raised, it should begin simultaneously with reading, i.e., after the first five or six lessons.

There followed a discussion, initiated by Mr. Palaniswamy (Lecturer in English, Teachers' Training College, Saidapet, Madras) on the choice of a script. Professor Gatesby felt that simplified cursive script would be assimilated by pupils with comparative ease.

In a discussion on the relation between the mother tongue and the second language, in which Mr. Bhandari, Mrs. Mudaliar, Mr. Thakurta (Principal, Krishnagar Government College, West Bengal), Mr. Vakil and others took part, arguments were advanced by the delegates tending to show that reference to the mother tongue in the matter of pronunciation and idiom might be beneficial. The insistence on translation in so many examinations, moreover, seemed to suggest that if only for this reason, translation must be systematically taught.

Professor Gatesby reiterated his conviction born of long experience, that every reference to another language whilst teaching English was prejudicial to progress. The object was not to establish lines of communication between the two languages, but rather to see that they were not formed. If translation was required by State, University and other examinations then it should be taught, but such teaching should be initiated as late as possible. Experiments in Japan had shown that pupils taught by the direct method and given only a short period of instruction in translation at the end of their course did better than pupils trained in the tradi-
ditional manner with translation as a regular part of their studies. Professor Krishna Rao gave a supporting instance.

In response to a suggestion by Mr. Thakurta that there was some evidence that reference to another language was an advantage, Professor Gatenby agreed that there was a certain amount of evidence that this was so but only at the adult stage. That is, when the student was able to profit by analysis and the intellectual approach, then he might profit by reference to the mother tongue. The average child had however, in general, not reached that stage nor did he in general reach it until he was some four or five years older. The normal boy of eleven was but at the end of the child stage.

Mr. Chakraborti (Assistant Master, Ballygunge Government High School, Calcutta) asked for more information on the use of the Linguaphone records in the classroom. Professor Gatenby said that he felt that in the more advanced classes the records might be a useful accessory, but they were not really for the classroom. They were intended for use in the home, for learning without a teacher. They were, however, as Mr. Vakil later suggested, good for the correction of pronunciation, and were excellent when used in the Training College.

Mr. Chaterji (Assistant Headmaster, Howrah Zilla School, Howrah, Calcutta) gave the Conference a statement of conclusions reached after twenty-two years of teaching. No system was, he felt, possible unless you had suitable persons to work it. There were a number of training colleges, but more were required. There were signs too of a future dearth of students, which would increase the present shortage of trained teachers with a knowledge and love of the English language. There was, too, an acute equipment problem, which needed urgent solution.

Everything considered he was sure that the speech method was sound, although he had found the introduction of a little vernacular advantageous.

Professor D. C. Sharma felt that the dearth of students would result in a compensating rise in standard.

Dr. A. V. Rao (Reader in English, Lucknow University) asked for information on the position of poetry in the four-year course. Professor Gatenby said that he felt that the real problem lay in finding poetry which in language and construction was sufficiently simple for inclusion. Where such poems could be found they should be included, as they gave examples of intonation and rhythm.

Mr. Deb (Assistant Headmaster, Bankra High School, Calcutta) returned to the translation method and asked whether in fact it was not sometimes safe to appeal to a boy's intellectual qualities and to invoke examples from the mother tongue. Professor Gatenby, in reply, said he clung to the tenet that the first 2,000—2,500 words should be mastered. There was no limit to the courses and variants that might be followed after this essential basis was complete.

Professor Ayappan Pillai asked whether Professor Gatenby implied, in his answer on poetry to Dr. Rao, that the study and appreciation of poetry should play no part in the secondary schools. Professor Gatenby said this was correct; for though poetry might well be introduced during the 1,000—1,500 word-stage, yet it was to be viewed as a variety of language rather than as material for literary appreciation.

Mr. Subramania Iyer (Teacher, High School, Chittur, Cochin) gave examples of the way in which the habits of intonation and of idiom were carried over from the mother tongue. He pointed out the many difficulties caused by the comparative absence of trained teachers, and hoped that the British Council would take active steps towards the establishment of training institutions. Professor Gatenby in welcoming this suggestion said that he thought that a first step might be the appointment of a British Council Linguistic Adviser in this country whose duty would be to suggest and advise on such matters.
Mrs. Mudaliar felt that a primary source of difficulty was the nature of the examinations imposed. Memorisation of long passages, the prominence given to a knowledge of figures of speech and one word answers as required in many examinations, were perhaps the most serious deterrent to progress in the teaching of English.

Professor D. C. Sharma pointed to the insistence on translation in the examination system. In the East Punjab, for example, translation was required at every stage, from the Middle School Examination to that of Master of Arts in the University. With due regard to the examination conditions in the country was it not possible that a synthesis of the direct and translation methods might not be the right solution for India?

Professor Gatenby, replying, gave the history of the establishing of the direct method in Japan, a country riddled with translation methods and with translation in examinations. The change-over had, he said, been successfully accomplished, and students taught by the direct method had in translation proved themselves not inferior to those who had studied it since the beginning of their language course.

Professor Dustoor (Allahabad University) pointed out the considerable difference between the teaching of translation and the teaching of a language through translation.

Mr. Ayyangar showed that translation was not always introduced as a means of teaching English. It was often used as a means of giving exercises in, and improving, the mother tongue.

Mr. Vakil thought the objection was not so much to translation as to literal translation. He felt, with a number of educationalists, that the best approach to language was the multiple approach and that translation, provided it was free, should form a part of the many methods used.

Professor Gatenby in closing the discussion reiterated his belief that to obtrude the vernacular was to take the pupil's mind off the task in hand. There was, he felt, no real place for translation in the first four years, unless the examinations imposed demanded it. Translation might, however, well find an honoured place after the 2,000—2,500 word vocabulary had been established.

"THE PRACTICAL AIDS TO TEACHING."

Professor Gatenby.

At the outset, Professor Gatenby invited Professor Krishna Rao to give an account of experiments on unconscious learning of which he had seen account in an American periodical. Professor Krishna Rao spoke of experiments carried on in America whereby children had listened unconsciously, in the drowsy period before the onset of sleep and in sleep itself, to gramophone records of language, multiplication tables, etc., with consequent benefit. He had made elementary experiments on children and thought that there was some evidence of success.

Professor Gatenby while maintaining that the idea was not a new one, said that, since much of language learning was unconscious, the suggestion might be further explored.

The Chairman stated that he had been in correspondence independently with Sir Cyril Burt, Professor of Psychology, University of London, on this matter. The frontier between our sleeping and waking life was readily penetrable, as was shown by the impact of
the physical experiences of heat and cold upon the subject matter of our dreams. He agreed with the speakers that investigation might be productive of important results.

Professor Gatenby then spoke on "**The Practical Aids to Teaching.**"

(a) **The Radio.**—The Radio is excellent for pronunciation and intonation. There were three main types of lesson:

(i) that employed by the B.B.C. at present. The lessons were entirely in English, and the texts were supplied about a month before the lesson was to be given, in a leaflet entitled "London calling Europe." The lessons were intended for adult learners and were largely in the form of conversations. The lessons were not intended, and were not very suitable, for school use. They were broadcast from London on the Short Wave.

(ii) the transcription service, in which the local radio stations broadcast English lessons from gramophone records provided by the B.B.C. Each course comprised 25 lessons, and a text, with grammatical commentary, was on sale before the lessons began, so that the lessons could be followed and help derived from them.

In Turkey, for example, the text and the grammatical commentary were turned into Turkish, booklets printed, and put on the market about 14 days before the course was due to begin. Each lesson lasted fifteen minutes. The record for any one lesson, which was in the form of a conversation, lasted for about 4 minutes. The normal procedure was thus to have an initial statement in Turkish by the announcer, followed by the playing of the record. After further comments on the lesson, the record was played again. The lesson ended with the comments of the announcer in Turkish. There had been many appreciations of this system said Professor Gatenby, and no complaints. So many questions had been received that some, along with the answers to them, had been included in the commentaries. This had greatly added to the interest of the lessons.

Poland, Italy and other countries had similar services. The records had been prepared by Eckersley. Although mainly for adults, the broadcasts could assist school children at the advanced stage.

(iii) **The Hornby Series.** These have been prepared for learners at the advanced stage the records being in the form of conversations with interpolated remarks by the teacher. One of the features of the course was the way in which the teacher prepared listeners for parts to which they should pay special attention: thus "Mr. Brown is now going to ask a question with a falling intonation", etc.

Professor Gatenby mentioned a new course in Sweden, a radio correspondence course in which pupils sent their written work to Radio House for correction. This facility removed a great burden from the shoulders of the teacher.

There was also the news at dictation speed, broadcast from London, which was useful as an exercise in dictation, particularly for Training College students.

The facilities already available in India and other forms of radio instruction were discussed.

(b) **The Cinema.** This was an important visual aid but it must be remembered that most of us do not remember or "take in" much of what we see. We remember by using rather than seeing. Thus the visual learning of a language is not complete. The language must also be used.

There were few films specifically intended for the teaching of English to foreigners
There were however films demonstrating speech sounds, phonetics and conversational English.

Where films with a good English commentary were shown there should be preparation before-hand, and continuation work afterwards. Films were good as accessories to the teaching of literature. Those of Henry the Fifth, Hamlet and a film on Grays Elegy were called to mind.

There were in project series of one act plays such as the Monkey’s Paw, in simplified English. They would be very valuable.

(c) **The Filmstrip.** Taking the place of the magic lantern, the filmstrip represented a portable compact way of showing pictures in the classroom. The majority of the material so far available was literary. They were most useful for university work.

Miss Rustomjee pointed out that it was possible to have excellent filmstrips locally made.

(d) **The Epidiascope.** For presenting pictures of a good size and that directly from book manuscript or other original its occasional use was excellent, especially at the elementary stage.

(e) **The Gramophone.** A very great number of records was available. They were excellent for pronunciation, and for the teaching of literature. A demonstration of such records was to take place later in the Course. Of particular interest was a new series of readings from Chaucer, in the pronunciation of Chaucer's own age.

Mrs. Mudaliar instanced the use of blank records whereby students could record their own voices. Professor Gatenby gave instances where such records had been of great benefit and a means of quickening interest in the pupil's own speech. The Chairman mentioned the wire recorder, lately developed in America, upon which voices could be temporarily recorded on a magnetised wire, the recording being later removed by demagnetization.

(f) **Wall Picture.** These were largely useful in the first two years of language teaching; their usefulness decreased with a knowledge of the language.

The pictures provided additional environments. Ideally pictures should be of familiar scenes of the country in which the language was being taught, with later progression to pictures of England itself. Pictures should be up-to-date, large, (at least 5 feet by 4 feet) and brightly coloured. Details must be easily seen from the back of the class.

Experiments had been made with placing replicas of the wall-pictures on the pupils’ desks. But this produced only a division of attention: the pupils may well look at either the wall-picture or at the replica, but not at both.

An elementary provision was that of an easel for the wall pictures. Otherwise, by using the blackboard as a stand, the teacher deprived himself of its use.

Wall pictures provide linguistic experience, new environments, new associations. Their main disadvantage is that they rely on sight alone. Imaginative use could partially overcome this limitation.

The teacher should not go too fast and should be certain that the knowledge of new structures was there so that the new words could be fitted into them.

The pictures were excellent for the practising of tenses. In addition to the present forms, past and future ones could be practised by varying the questions.

One of the difficulties was that the wall picture was seldom, if ever, related to a textbook. Wall pictures should be so related and descriptive handbooks and material should ideally be sold with them.
The normal method of use was as follows:

(1) the teacher draws attention to those objects in the pictures whose names are already known by the pupil.

(2) he then passes to the unknown.

(3) he shows no preference for the particular as opposed to the general. In some circumstances the general term can be taught first, in others the particular.

By various devices the use of wall pictures could be varied:

(a) the alternative question, e.g. "Is it black or white?" which forces a new word from the pupil.

(b) Palmer's "series" question (of various types) demanding a positive answer, a negative answer, and a statement, e.g. "Is this a bag?" "Yes it is." "Is it a mouse?" "No, it isn't." "What is it?" "It's a bag."

(c) varied question forms. The constant use of "What" was to be avoided. "Why," "How long," "When," and all other interrogatives, with "Do you think . . .?" and "If" forms of question should be introduced.

(d) question tags (isn't it, won't he, etc.), can be practised.

(e) the introduction of time situations to give practice in tense formation.

(f) the practice of grammar. All normal grammatical forms could, by suitable questions, be introduced.

An imaginative teacher could bring out the invisible qualities in a picture, the occupations of the persons shown, the changes brought about by the seasons, what people in the picture were thinking, were saying. Stories could be invented about the persons in the picture. Pupils could ask each other questions, the wall picture could be a subject for dictation, controlled composition and revision. The wall picture was thus second in usefulness only to outdoor work and games in the elementary classes.

Professor S. P. Sharma asked for information on the tenses that might be practised, and on the kind of pictures to be used. Professor Gateby gave specific suggestions as to tenses which might be practised. He thought that the class-room should be decorated and gay with plenty of bright pictures, but that the wall pictures when not in use should never be displayed. Their newness, their freshness, was a great asset.

Mr. Ayyangar referred to sequence pictures and asked whether they should be demonstrated together or separately. He gave an account of the use of wall pictures in schools with which he was associated and appreciated their value. Their overuse might, however, in his opinion, seriously reduce the time available for the normal course of the lesson as determined by the textbook.

Other forms of wall pictures, and the possibility of asking Indian art masters in schools to prepare suitable pictures, were discussed.

(g) The Walk, The Visit and Games.

(1) the Walk. This was an excellent activity, but care should be taken that the words likely to be met with should be presented to the pupils before they set out. New words, however, could be taught as object or situation cropped up.

(2) the visit to a place of interest. A sound means of impressing words and situations.
(3) games. There were many action games which could be made to teach interestingly such capacities as telling the time and reading the calendar. There was no collection of such games for foreign language teaching, and the publication of a book on the subject would come as a great boon to language teachers. This was a matter, thought Professor Gatenby with which a Research Institute might well occupy itself. A body of teachers could easily make a collection of such games. The needs of India were special and games should be invented which were suitable for it.

(h) The performance of plays. Plays represent the most practical means of teaching language in secondary schools. Students who are weak in the spoken language become quite fluent after a month of rehearsal for a play. The practice in speaking gives the necessary finishing touch.

One act plays are preferable. There is no need for an audience, but if a performance is polished enough to entertain an audience, there is no doubt that the presence of an audience puts the actors on their mettle.

There are difficulties in the matter of the distribution of parts but girls take boys' parts very well and boys enjoy taking girls' parts. The play chosen should have as many characters as possible and understudies, prompters, scene shifters should be nominated so that as many boys as possible may be occupied. There is no dearth of suitable plays. Nelson, Harrap and other publishers publish or produce lists of these from time to time.

(i) Group Work and Teams. Teams introduce the competitive spirit: members of teams often apply pressure to their poorer team mates with good result.

Group work is especially good for eliminating some of the disadvantages of the large class. A leader is usually appointed, who is responsible to the teacher. Dictation, revision and practice are among the functions which can ably be carried on by groups. The blackboard is a useful accessory and if stretching along one side of the classroom, can be used by two or three groups at the same time. Individual deficiencies are readily seen in the group method, largely because the teacher is forced to pass frequently from group to group. Experiments should be made on the constitution of the groups: it was in general unsatisfactory to group all the weak members of the class together.

This and other topics which had been discussed at the Conference were dealt with in an excellent article on Linguistics to be found in Chamber's Encyclopaedia.

"THE TRAINING OF LANGUAGE TEACHERS."

Professor Gatenby

Professor Gatenby said that his remarks would be confined to non-English teachers of English. The subject was of course very much wider that the three main groups of (1) native teaching native, (2) native teaching foreigners, and (3) foreigners teaching foreigners, each group being further divisible into sub-groups, with each sub-group having its own particular difficulties, and the technique for different age groups being very different.

As had been stated before there were four main reasons for failure to learn a language: (a) unsatisfactory classrooms, (b) unsatisfactory text-books, (c) wrong methods, and (d) untrained teachers. Of these the last is the most important since your trained teachers can improve classroom conditions, make the most of bad text-books and use correct methods. Once trained teachers were produced, conditions and results improved miraculously.
Professor Gatenby then passed to a description of the form of training that a Training College should undertake. There should be departments for general training, where students would learn the History of Education, Psychology, Ethics and other subjects, but there should be specialist departments also including those for training in the teaching of languages. There might also be a department of Linguistic Pedagogy where teachers teaching two or three languages could be brought together to take some of their courses under the same teacher.

In most foreign countries there were two main sources of trained teachers:—

(a) Graduates from the universities who received one year of training after graduation.

(b) Matriculates who received a three years' course of training.

Simplification was possible and effective if the one year of training in 
(a) coincided with the third year of training in (b). The speaker was aware that conditions in India did not even approximate to those he had mentioned, but he thought it best to give a description of an ideal situation to be striven for.

It was in the first place desirable that the authorities concerned should rigorously control entry to the Training College. Care should be taken that applicants with (a) deafness and speech disabilities or (b) an insufficient knowledge of the language were rejected. It was usually possible at this stage for the expert to discriminate between the candidate whose abilities would enable him to triumph over any language deficiencies in the three years of the course, and those who were unable to do so. There should be a further weeding out after six to twelve months if it became clear that the candidate, because of temperamental difficulties such as impatience and quickness of temper, was unsuitable. The Head of the Department should be able to divert such material to other more suitable channels.

The course should consist of lectures on method, phonetics and language (including literature). Ideally there should be one lecturer for each of these subjects. The qualifications of the lecturers teaching those subjects were as follows:—

(a) Method. An Englishman or a person with an Englishman's command of the language. He should have a sound knowledge of the methods of teaching English, and of the literature on that subject. He should have some experience of the teaching of English in one or more foreign countries, and also some appreciation of the difficulties of teaching a language not one's own, e.g., as when an Englishman teaches French. A knowledge of the vernacular is important so that the main difficulties peculiar to the mother tongue should be understood. The lecturer should preferably have written a textbook as this gave excellent insight into the difficulties. He should have a sound critical knowledge of the grammars and dictionaries available.

(b) Phonetics. In India the person chosen should be an Indian, for his first duty should be to teach the phonetics of the vernacular, before passing to a discussion of the phonetics of the foreign language.

There should be a phonetics laboratory in the College. The average student should be aware of the instruments and procedure of experimentation. A sound knowledge of the English sounds and an ability to pass them on was a prerequisite of success.

The trainee should be made familiar with the main varieties of English such as American and Scottish English. He should be made familiar with the rhythm and intonation of English speech, and with tendencies and changes in pronunciation. The teacher's voice was important. He must take care not to strain his voice in the early months, and learn to throw his voice without strain to the back of the classroom.

(c) Language and Literature. This should be taught by an instructor with an educated Englishman's knowledge of English. A mastery of elementary English was a sine qua non.
The first year of the three-year course was most important, and at this stage concentration should be on language. If trainees were weak, method might be dispensed with in the first year and the time thus made available given to language teaching. In general, to avoid boredom, other text-books should be used than those that the teacher would later use in the classroom. The embryo teacher must be familiar with the material of the classroom. He should be able to represent all pronunciation in the international phonetic script. Also, he should be given a sound knowledge of the life, customs and institutions of England and of other countries where English was spoken as a first language.

Where possible an Englishman, or a person with an equivalent command of the language, should be employed for instruction in composition.

Demonstration and Practice. The students' knowledge should not only be theoretical, it should be concerned with classroom technique. Every Training College should therefore have a secondary school attached to it: merely to practise on each other in the presence of the teacher was not enough.

Lessons should be prepared and demonstrated. The lecturer should not interrupt the trainee's lesson but take notes. There should be later discussion and criticism. The class should be good-humouredly co-operative. Such demonstration lessons by the trainees should start in the second year of the course.

Where there is no attached school, pupils should either be brought to the College, or the trainees taken to schools in the neighbourhood.

Most demonstrations should concern the early stages of teaching, i.e., the most elementary lessons, since it is in these that the Direct Method is applied without dilution.

The McNair Report on the Training of Teachers, produced about the same time as the Education Act, 1944, emphasised this need for practice. It recommended that one term in the third year should be spent by the trainee as a member of the staff of a school, and that after his training was complete he should spend a few weeks at a time in various institutions as a relief teacher.

The atmosphere of the classroom in the Training College should be as nearly as possible ideal. There should be wall pictures, maps, objects used in Direct Method teaching, gramophone, speech records, and song books. There should be one or two glass show-cases in which English stamps, coins, and books might be demonstrated. There should be blank albums for collections of cuttings. A class album, kept by individual students in rotation, was always a subject of interest. Above all the pointer, that most useful of classroom objects, should not be forgotten.

There should be instruction in the techniques of games, playground lessons, walks, excursions and improvisation.

There should be a good library with a special linguistic section with duplicate copies. There should be atlases, encyclopaedias and reference books. Specimen text-books, readers, fiction and biography, journals and newspapers should be included. Books on linguistic pedagogy were all-important. A good system was to paste a series of questions in each book, and make each student answer at least one question. Normally one such book could be read and studied in a fortnight.

Whatever foreign language a trainee was to teach, a prerequisite was a good knowledge of his own tongue. Pupils were apt to ask awkward questions based on the mother tongue. They should be adequately answered. In the Training College, therefore, there should be facilities for advanced study of the vernacular.
The ideal number of trainees in the method class was 10—15. If that number was exceeded adequate demonstration and practice became impossible. The language and phonetic classes might be larger.

The embryo teachers must learn the methods of persuasion in the classroom. They must be taught to expand the material they had been given. They must be taught the methods of private study.

Playreading and radiolistening were better done in groups than by the whole class. A useful exercise was the writing of plays, each individual being responsible for a part of the play, or for a character. Play reading and acting developed the voice, and made for self-assurance.

Trainees should be made familiar with the use of the epidiascope, the filmstrip projector and the cinema. Nor was the task ended when the course was over. Knowledge must be maintained and extended. English people should be associated with to keep the language in practice.

Training produced great changes in a teacher. The difference between the keenness and professional attitude of the trained teacher and the lack of interest of the untrained teacher in some countries was very striking.

Teachers should not be neglected when they leave the College to teach in isolated towns. They should be written to, and in Turkey there existed a scheme whereby such teachers were visited and stimulated, helped and encouraged by a British Council Officer. Books and gramophone records could be lent, and periodicals regularly passed on. Summer Courses were excellent as refresher courses.

A discussion followed. Professor D. C. Sharma asked for further information on the gain to a lecturer on methodology from compiling his own textbook. Professor Gatenby showed how much could be learnt in the matter of word frequency, structure and word teaching, by such a compilation. Professor S. P. Sharma asked for information on the value to a teacher of a knowledge of variants of Standard English, and what part mannerisms played in the classroom. Professor Gatenby thought, in the matter of variants, that the teacher must be able to answer the queries that always arose on this subject. As for mannerisms, he thought that an effort should be made to eliminate them, although a pleasing personality could carry them off.

Was there the need, continued Professor Sharma, for what one might call a desk-side manner in the classroom. Professor Gatenby said that he thought the teacher must learn, and be fluent in the jargon and patter of the classroom. He should learn the many dozens of phrases that constitute the technical conversation matter of the classroom.

Mrs. Bhatia (Principal, Municipal Girls’ Higher Secondary School, New Delhi) expressed the view that the three-lecture ideal was at the moment impossible of attainment in Indian Training Colleges, where specialised training of the teacher as Professor Gatenby had outlined was a state of affairs seldom if ever realised, and if realised would immediately result in a dearth of teachers.

Miss Rustomjee asked whether the Training Colleges described by the speaker were resident or non-resident, as the opportunities in the two cases were very different. Professor Gatenby stated that they were resident, an arrangement which allowed for tutorial classes and meetings in the evenings.

Mr. Aiyar saw the advantages of Training Colleges but doubted if such institutions as had been described were possible in present day India. He thought that a practical solution would be for teachers to be trained in the schools, with the heads of those schools responsible for such training. Professor Gatenby said that the only difficulty would be in finding trained
teachers who were competent to pass on their knowledge to the trainee in the classroom. But given such teachers, the suggestion was not impracticable.

Mr. Bhandari asked what number of periods should be devoted to the various subjects in the Training College. In reply Professor Gatenby suggested 6—8 periods a week for pedagogy and 20 periods a week for language. Mr. Bhandari further asked:

(a) what examinations should be given to the trainee.
(b) what place the ability to draw and sketch should play.
(c) the place and frequency of the demonstration lesson.

Professor Gatenby in answer to (a) said that no examination was given for teaching practice, the standard being assessed by frequent observations of the trainee's performance in the classroom. There was a written examination consisting of a theory paper, in which questions on practice were included. With regard to (b) he encouraged such abilities: the sketch on the blackboard was an important part of direct method teaching. Neither should ability to sing be overlooked.

He dealt more fully with question (c) on demonstration lessons. These should not be given by the trainee in his first year when emphasis in his training was on language. In the second year three periods a week should be devoted to practice which would include demonstration by the teacher. Each week the whole class should prepare to demonstrate a lesson, and trainees should demonstrate their prepared lesson, before the teacher, about once a week. The instructor seldom demonstrated whole lessons; he might demonstrate for a few minutes when a new point of special difficulty arose: usually he would demonstrate the teaching of such a point a week before it actually arose.

Mrs. Mudaliar asked what his chances of success were when the total time devoted to the course was only 25 hours a year, as was the case in some institutions in India. Professor Gatenby thought that under such conditions the trainees must be allowed to do a good deal of reading for themselves, concentration in the class room being on practice and demonstration.

Mr. Chakrabarti questioned the advisability of devoting time, as Professor Gatenby had suggested, to variations of accent and pronunciation. In reply Professor Gatenby said that he did not wish to suggest that much time should be devoted to the subject: he nevertheless thought that attention should be drawn to it.

Mr. Vakil spoke of the difficulties in his own province; of 9,000 teachers only 3,000 or less were trained. Much as teachers might want to be trained they were debarred by the lack of room in the Colleges, and by financial considerations. Could not value be gained from a reduced course of 3 months? Was it not better to give a smattering, than nothing at all? Professor Gatenby in welcoming the suggestion pointed to the Institute of Education in London, where intensive three months courses were arranged. If courses were so shortened concentration should be on theory and demonstration.

Professor Dustoor (Allahabad University) raised two points:

(a) the desirability of weeding out from the English of this country the Indianisms which were widespread and may be said to have taken firm root in our English speech or writing. In any case was it not desirable to place in the hands of trainees in the Training Colleges a book which brought together the most common Indian divergences from Standard English?

(b) was there not a clear danger that the English of the future in India might be an Americanised version of that language. There were many forces tending to produce such a result. Large sections of the Commonwealth, for example Canada and Australia, spoke a language in some features resembling American more than English. The flood of American best sellers and the vogue of American comic strips in India, constituted a threat to the maintenance of the standard language.
Professor Pillai felt that Indianisms were natural and inevitable. Other speakers supported this view. Professor Gatenby in agreeing thought that the English spoken in a foreign country was bound to bear the imprint of the environment in which it found itself. But it would be a good thing to acquaint the trainee with the deviations from Standard English in this country.

Coming to the seriousness of the danger of American influence on the language, Professor Gatenby said that cultured American was much nearer standard English than was generally realised and that the number of Americans speaking that language was increasing. The great factor which would preserve the English language was, he thought, its literature. Professor D.C. Sharma in agreeing with Professor Gatenby felt that the differences between good written American and good standard English were slight.

Professor Pillai thought that standard English was a stable element: it had been spoken for two hundred years in India and was a part of India's inheritance. There might be Americanisms, but their influence would be short-lived.

Professor Chawla thought it inevitable that although standard English would be the aim in India, the local idiom should remain a part of the language.

Mr. Aiyar thought that a more obvious influence was American spelling. There were many signs of its influence in India.

Mr. Ayyangar, in returning to the subject of Teacher Training, said that it should be appreciated that in South India at least, the training of the graduate teachers was very different from that of the matriculate teacher. The graduate course was in general not as strenuous as it might be on the practical side, and the trainee was not taught the technique of the elementary stages. He agreed that a unified system of teacher training was an ideal, but practical considerations demanded that training for the teaching of English should be reserved for the Graduate Training Colleges, that it should be taken out of the hands of the schools or the colleges dealing with persons entering at the matriculation level. It was in any case impossible to get the trained teacher in sufficient numbers for the early secondary stages. Nor was it possible, for economic and other reasons, to force the graduate teacher to teach at those stages. These considerations all pointed to the need for a late start in English teaching with graduate teachers responsible for teaching throughout.

At a later session Mr. Ayyangar put forward his ideas on the practical solution of the problems with which the country was faced. He agreed that the teaching of English would only bear the fullest fruit if the problem of teacher training was solved. His concern was to fit such teaching and training into the system as it existed today.

The post-primary course in education consisted of a three-year Middle School Course, a three-year High School Course, a two-year Intermediate and a two or three-year Degree Course, according to whether Honours were or were not taken. He enumerated his main conclusions on English teaching, viz., that:—

(a) English should continue,
(b) it should not be the medium of instruction,
(c) the hours devoted to it should be 6 hours per week in school and 8 hours per week at the College stage,
(d) the standard aimed at should not be lower than that achieved at present,
(e) the standard should be achieved by better training organisation,
(f) the scheme should not be wrecked for lack of funds,
(g) there was a need for uniformity throughout the country with only minor local variations,
(h) no suspicion should be entertained that in spite of such teaching the mother tongue would not be given its right place in the life of the country,
(i) nothing should be done to encourage the suspicion that the curriculum was overweighted,
(j) the natural process must be supplemented to give the best results.
With an eye to these considerations he envisaged a four-year pre-matriculation English Course, beginning in the last year of the Middle School. English should be optional and not compulsory during those four years. Those intending to proceed to the university should opt for English, as it was not intended to drop English at the university stage.

In the four years the vocabulary of 2,000—2,500 words with their structures should be taught. For the teaching of English classes should be divided into batches of 20, promotion being from batch to batch, not as in other subjects from year to year, such promotion being independent of annual promotion.

At the Intermediate Stage there should be English teaching in both years, the object being to widen and consolidate the knowledge acquired in the pre-matriculation stage. The transition from school to College would then be made less sudden. Teaching at this stage should be practical, *i.e.*, a student should at the end of it be able to pick up a scientific book and comprehend it. This was possible only if a complete speaking mastery had been achieved.

The advantage of such a scheme was that it made possible the teaching of English at all stages by graduate trained teachers. It was educationally unsound to have matriculated teachers in the early stages of English teaching and a late start such as he proposed was the only way to avoid such an arrangement. A second advantage was that considerable wastage was prevented, since large numbers of students would not be burdened with a further language. Thirdly, the late start would tend to increase the effectiveness of such aids as the cinema, etc., since the pupils would be older and better able to appreciate them.

"PRONUNCIATION, PHONETICS AND INTONATION."

Professor Gatenby.

Before asking Professor Gatenby to begin his remarks on "Pronunciation, Phonetics and Intonation" the Chairman (Dr. L. R. Phillips) welcomed the return of Mr. D. K. Hingorani to the Conference after illness, and the secondary school masters of the nearby holiday camp, whose attendance he was very glad to note.

Professor Gatenby in introducing his subject said that the basic principles of phonetics was that one sign or symbol should represent one sound. Such a convention was particularly valuable where spelling was anomalous, as in the case of English.

The inconsistency of spelling in English was a great sorrow to all educationalists. The need for reform was admitted; the means of provoking reform constituted the difficulty. A possible solution might be that countries like India, using English as a principal language, should make changes and thus induce reforms from the outside.

There were many systems of phonetics, the most widely used being the International Phonetic System. It had the advantage not possessed by some of the others that it was stable; changes such as those contemplated by Professor Daniel Jones, were not favoured by teachers of English as a foreign language.

The advantages of learning and teaching phonetics were that

(a) it enabled a student to pronounce words without having heard them.
(b) it made obvious differences of pronunciation which might otherwise escape notice.
(c) it gave a sound addition to one's general knowledge.
It was suggested that the teacher should have a sound working knowledge of the subject. For the pupils it was enough that they should know the names of the speech organs, such as tongue, lips, teeth, palate, vocal chords.

Professor Gatenby then proceeded to a discussion of the sounds of English, showing the manner in which consonants and vowels were produced, and giving examples of their variants.

The sentence:—"The poor young boy took back many loads of rich earth from here to his garden, and I shall always recall the pleasure it gave me to see his rare flowers, and the true joy with which he offered some to me." contained, said the speaker, all the consonants, the 7 short vowels, the 5 long ones, and the 8 diphthongs of the English language.

There was a danger of representing English sounds in terms of any vernacular script. It was impossible to evolve any satisfactory transference of sounds between two languages and the process led to confusion.

In using phonetics the teacher should not always represent words phonetically in terms of standard pronunciation if it differed from his own. He should rather phonetically represent his own speech.

In a further discussion of the sounds of English, Professor Gatenby showed how certain sounds normally stated as not occurring in English, did in fact from time to time appear. One of the few exceptions was the voiceless L which does not exist in English, although it does in Welsh.

In several languages consonants were inserted to prevent vowels coming together. This device was used in English to some extent, as in the preservation of n in phrases like "an ass," as against "a donkey," and the intrusion of r in such sentences as "India and Burma," which latter was, however, to be avoided.

The "a" and "an" forms frequently gave trouble; an unicorn, an unique, etc., should be avoided. "An" should be used before "h" when that "h" is not sounded. "An habitual" and "an historical" were justifiable as the first syllable is not accented.

Professor Gatenby then passed to modern tendencies in English pronunciation, giving examples of the older pronunciations of words and the forms in which the vowels were now heard. These included modern variations of the long "o" diphthong, changes in the pronunciation of final "ly" and "ty," and in the lengthening of digraph "ae," etc. The treatment of consonants too was changing.

Professor Gatenby concluded with a few hints on the correction of sounds made by the pupil. A good device to remove carry-over habits was to try a few Indian words with the Indian vowel replaced by say, a nearly equivalent English one. The difference was then very easily marked.

There followed a short discussion on the subject. In response to a suggestion by Mr. Ayyangar that changes in the phonetic system violated the principle of one sign, one sound, Professor Gatenby said that the International System had remained substantially unchanged, and that it was the system most followed.

Professor Gatenby in passing to the subject of Intonation, said that was a skill difficult to acquire after childhood. The carry over of intonation forms from the mother tongue was only avoided by the bilingual child.

Phonetics included the study of pronunciation and intonation. Meaning was often
conveyed by the latter. There were, for example, three ways in which “I beg your pardon” could be said, the difference of meaning being in each case conveyed by intonation. Intonation gives meaning and feeling. Each language sings, and the singing quality is intonation. In some languages, as in American negro speech, intonation was all important, pronunciation being virtually disregarded. This disregard of pronunciation as opposed to intonation was particularly noticeable when attempts were made to write down the cries and calls made by birds and animals. In all such cases the intonations tended to be the same, though the syllabic content differed enormously. Ogden’s failure to realize this fact led to the inclusion of onomatopoeic words which he thought international. These had later to be removed.

In reading in the classroom, rising and falling intonations should be practised. Emphasis on the verb frequently reverses intonation.

Professor Gatenby proceeded to a discussion of the influence of the anomalous finite, and other factors, on intonation. A recent article in English Language Teaching gave excellent examples of such changes.

intonation was yet another reason why words should be taught in their collocations, for their intonation in the word structure was then taught as well. One of the weaknesses of silent reading was that it neglected intonation.

There followed a discussion. Mr. Pavaskar asked for details of books on the subject. Professor Gatenby referred him to sections of the standard books by Ripman and Palmer. The articles on this subject in English Language Teaching were also most valuable.

Professor Krishna Rao asked whether poetry did not help intonation more than prose. Professor Gatenby felt that prose could be intonationally equally interesting. The difficulty with poetry was always that it might be beyond the linguistic capacity of the children. It should not be introduced before the 1,000 word limit.

In reply to a query by Professor S. P. Sharma, Professor Gatenby said that the memorising of nursery rhymes was excellent.

Mr. Vakil asked whether bilingualism really achieved the separateness that Professor Gatenby claimed for it. Anglo-Indians were brought up bilingually, yet their speech often betrayed only too clearly the influences of the vernacular. Professor Gatenby, in reply, thought that their accent was derived from their teachers rather than from the mother tongue.

"Simplified English."

Professor Gatenby.

Professor Gatenby, before proceeding to the subject of Simplified English, asked the indulgence of the meeting with regard to another subject. The suggestion had been made that English should become a voluntary subject. He felt that such a course was a policy of despair. Had one ever heard of arithmetic being made a voluntary subject? The experiment had been carried out in Japan and Turkey without success. As an observer from outside he urged that maximum effort must be made to retain English, always with due regard to the claim of the mother tongue. To deprive an Indian child of any opportunity to learn English would, he thought, be a retrograde move.

Professor D. C. Sharma, whilst agreeing with the speaker, felt that where the study of English had been made optional it was not so much a policy of despair as an appreciation of the realities of the situation. English was suffering a temporary eclipse, but the tendency in
some parts of the country, as for example in the East Punjab, was for the subject to remain compulsory. There was in practice a real and persistent demand for English.

Mrs. Bhatia gave evidence from facts acquired from pupils and teachers which agreed with that statement.

Mr. Ayyangar said that since English was to be retained in the universities, the option at the pre-matriculation level was not a real one.

Miss Rustomjee pointed to some of the difficulties. Specific examples could be quoted of children who learnt Gujarati, their mother tongue, in the first year, began Marathi in the third year, Hindi, the national language, in the fifth and English, as an optional subject in the seventh. In the eighth year they would probably learn Sanskrit.

Mr. Aiyar said that Bombay was the pulse of India. There English had been made an optional subject. He was sure that such a decision was taken by thoughtful, intelligent persons in authority who had a full appreciation of the facts of the situation in their minds. He felt too that there was an ethical factor involved. It was difficult to justify ethically he thought, any system which compulsorily forced a foreign language on any child in the state.

The lecturer then passed to the subject of “Simplified English.”

Foreign Language learning was a long and tedious process. In the schoolroom it was especially difficult. To obviate some of the difficulties a simplified language had been introduced by experts, and was taught by a modification of the natural process.

Professor Terman in America had discovered that an 8 year old American child uses a vocabulary of 3,600 words, the American child of 14 uses a vocabulary of 9,000 words, the Average American adult uses a vocabulary of 11,700 words, and the Superior adult uses a vocabulary of 13,500 words.

Thus the child of 8 roughly adds 1,000 words a year up to the age of 14. The average adult only adds some 3,000 words more.

If therefore we could all speak a foreign language as well as a child of 8 speaks his own, we should have a satisfactory command of the language. Even the 2,500 word vocabulary of a child of 5 would be enough for normal purposes. It is on this basis that the experts have produced limited vocabularies. Much research has been done to discover the order of frequency of such words: most modern textbooks limit their vocabularies to the first 2,000—3,000 of these words. Equipped with these and their corresponding structures, the learner can describe most things and can easily proceed to enlarge his vocabulary. Such a simplified vocabulary does not make teaching easier; indeed the Direct Method is more difficult than other methods. It does, however, make the process surer.

Words are roughly divisible into structural words, and content words, i.e., words we talk with, and words we talk about. It has been estimated that there are some 300 structural words in English, verbs, prepositions and the like.

Structural words must be known, but their use must also be known. The hundreds of forms in which they appear must be systematically learnt. Many of the words so learnt are general, not specialised words. The boy learns “come” not “approach” “draw near.”

To the 2,000—3,000 words mentioned must be added such words as are peculiar to the pupil’s environment. Thus India has many words describing its peculiar conditions, and these should be included in the words to be learnt in the first four years.

A further problem is the order in which the structural words should be introduced. Some constructions are assimilated early by the child in the natural process, and some late. Thus a child of 11 will use only 5 per cent. of the connectives as opposed to the 20 per cent. which the adult usually uses. The order in which structures are naturally absorbed, i.e., the age order
must be taken into account in any simplified system. For a child does not imitate all it hears, but only selects what necessity compels it to use.

A simplified system does not imply a system composed of words of one syllable. Children learn polysyllabic words easily and like to use them.

Sounds and intonation have to be learnt in all their variations. The mere provision of a limited vocabulary is not enough. Words must be taught in their collocations; for colloquial speech units constitute the basis of a language. Poetic and archaic expressions should not be taught. Grammar should be introduced only to solve difficulties; it must not create them. A negative memory must be inculcated, that is, the student must know when sentences and phrases sound wrong.

Our knowledge of constructional frequencies is not so complete as our knowledge of word frequencies. Thus nursery rhymes contain many words not found in the first 2,000 words. Such rhymes have a clear appeal of their own however, and the teacher who insists on their removal from the course of study is a slave to the word count. A great many common collocations are often omitted from the textbooks. They should be taught according to a rough order of frequency.

In teaching from any textbook constructed on these principles, the teacher should never adhere too rigidly to it. The textbook provides the bare minimum of material. He should use the natural phrase. He should resist the tendency in the early stages to confine himself to the present tenses of verbs.

Finally, Simplified English must be correct standard English. Nothing should be learnt that would have to be unlearnt.

There followed a discussion. Miss Rustomjee stated that she had listed 400—500 words like “telephone,” “radio,” etc., which are not be found in the 2,000 word-list but which were known to every Indian City-child. Professor Gatenby observed that all English words already in the vocabulary of the child, even though they might not be in the first 2,000, should be regarded as known, and used.

Mr. Chatterji asked for a clearer definition of structure in the sense that the lecturer had used it. Professor Gatenby said that by structure he meant the standard patterns of words.

Mr. Ayyangar said that he thought the 2,000-word list illusory, as many words had many meanings. Could not a method be expressed in learning units, when the false impression given by word counts could be avoided. Professor Gatenby said that Dr. Palmer had considered this possibility. He agreed that the definition of progress in terms of words learnt was open to objection. In most systems however different semantic varieties of a word were counted as separate even though the spelling might be the same.

Professor S. P. Sharma asked how the mingling of two or more languages could be avoided. There was a tendency to bring in the other language when difficulties arose. Professor Gatenby felt that the complete separation of the languages throughout the learning period was the only certain preventive.

Mr. Ayyangar pointed out that in many cases in India, the mother tongue and English were taught by the same teacher. Was there any specific disadvantage in such an arrangement? Professor Gatenby said that he felt that there was no special difficulty but as a general rule greater specialisation made for better teaching.

In answer to Mr. Bhandari’s enquiry as to how one could compile a list of the 400—500 words peculiar to India, the lecturer suggested that a questionnaire might be sent round to colleagues and friends, and the list compiled from the answers.
"TENDENCIES IN PRESENT DAY ENGLISH IN INDIA."

Professor P. E. Dustoor.

Professor Dustoor stated that he wished to review tendencies in Indian English. He did not wish to talk about "babu" English, nor did he wish to suggest that the deviations which he was about to consider were common to everybody or were to be encountered all the time. One could recall the names of many Indians whose English was faultless by the best British standards.

The lecturer then pointed to widespread current deviations from Standard English in the matter of (a) Pronunciation, (b) Spelling, and (c) Vocabulary and Structure.

Among illustrations of (a) he cited the most commonly heard pronunciations of "healthy," "wealthy," "tuition," "dais," "academic," "benevolent," "gross," and "extemore."

As examples of (b), he drew attention to the forms commonly taken, for instance, by "in spite of," "all right," "in charge," "athlete," "philanthropy" and "until."

The largest number of instances were cited to illustrate (c). Here the deviations were further roughly subdivided. There were, first, such patently indefensible illogicals as "a thin end of the wedge," "as best as you can," "a printer's devil" (for a printing error), "a Frankenstein" (for a Frankenstein monster), "outlook of life," "the alphabets of a language." Then there were more easily excused usages like "take a person into confidence," "have the courage of conviction," "to congratulate one for something," "to dispose of a thing" (or "dispose it off"), "to pick up a quarrel," "such men who . . . ," "to avail of . . . ," "to stress on something," "since a fortnight," "since times immemorial," "with a view to do." Particularly noticeable, said the lecturer, were the numerous instances in which plurals were used for the singular: thus, "to be in one's elements," "this year's summer vacations," "a letter of congratulations," "buntings," "were taken prisoners," "add insults to injuries," "to have great regards for," "describe in details," "have up one's sleeves," "pay him in his own coin," "speakers after speakers." Of peculiar interest were what the speaker called Gravitational cases or deviations caused by the pull of the other tongue, the English usage in every such case being made to conform to the structure of the corresponding native idiom. Among the examples of this class were "to make friendship with," "to give a speech," "to come on the throne," "what to say of ... ," "to be angry on," "reading at school." Another set of illustrations—such as "to crack jokes," "the fair sex," "I shall thank you to . . . ," "in the teaching line," "from Bengal-side"—drew attention to expressions that were not wrong in themselves but were nevertheless unhappy in their contexts from being old-fashioned or misapplied. Finally, there were coinages and constructions created to express peculiarly Indian circumstances or situations: for example, "interdine," "English educated," "cousin-brother" and "freeship."

In conclusion, Professor Dustoor referred to the practice in Indian schools of introducing pupils to English literature before they have a sufficient grasp of the language, which was like teaching them to run before they could walk. This was responsible for many of the divergences indicated. He also touched upon the many unconscious parallels offered by Indian English to American English; however, since in India, English was acquired in the classroom and was moreover used as a second language and not as a mother tongue by Indians, there could not be the same degree of inevitability about the growth of Indian English as there was about the growth of American, Canadian or Australian English. Nevertheless, he emphasised, it was but natural that the English of Indians should show signs of an Indian accent of the mind in style and imagery.

Professor Pillai emphasised the complexity of the English tongue, a language which many Englishmen found difficulty in mastering. There were for example differences of accentuation in part derived from French influences on the language in its formative period, which made for difficulty. He felt however that Indians had achieved a high standard in English, and that they had good cause to be proud of that achievement.
Professor D.C. Sharma thought that too great an emphasis on the mistakes might induce a reluctance on the part of Indians to speak English. "Be a fool a million times, and yet act," quoted Professor Sharma. We should not be deterred by Indianisms. Good Indian idiom would some day be a recognised part of Indian English.

Professor Dustoor in closing the discussion reiterated his opinion that a ventilation of the mistakes was a necessary preliminary to their understanding and eradication.

Professor Gatenby, in warmly thanking Professor Dustoor for his contribution, pointed to similar mistakes made in England itself, and in every foreign country. Such mistakes often came from a neglect of structure in the teaching. It was possible that mistakes of pronunciation might be corrected by an early use by teachers of the phonetic script. One method of eradication was for the teacher to construct a paragraph containing the correct forms. This might be given to the pupils to be learnt by heart or as dictation. Specially constructed drills might similarly lead to their eradication. Each teacher should keep a register of such mistakes: the common ones then quickly became apparent and could be concentrated on. It was possible too to print the correct forms and place them on the walls of the classroom, till they were learnt. A special period might be devoted to corrective exercises. The publication of the result of Professor Dustoor's researches, concluded Professor Gatenby, would give teachers a valuable means of removing such mistakes.

Professor Krishna Rao referred to C.K. Chittur's "College Composition," in which a chapter was devoted to Indianisms similar to those described by Professor Dustoor.

"THE PSYCHOLOGY OF LANGUAGE LEARNING"

Professor Gatenby.

Before the meeting began Mr. D.K. Hingorani asked permission to thank those who had helped him on the occasion of his illness, and particularly Mr. Littler whose assistance had been unspiring and invaluable.

Professor Dustoor stated that he had received a letter from Professor S.C. Deb, Secretary to the All-India English Teachers' Association, in which he had invited members of the present conference to the next meeting of the Association to be held in Agra in December. The report of the conference now being held would be considered by the Association.

The Chairman thanked Professor Dustoor for his communication and offered to the Conference in Agra such amenities as the British Council in Agra had to offer.

Professor Gatenby then opened his talk on "The Psychology of Language Learning."

By Psychology was meant, in this connection, the study of the reaction of the pupil. Psychology was an important part of any teacher's training. Care should be taken that the trainee's introduction to the subject was not too general: its application to specialist departments was very important.

Certain influences were now well known. The power to learn by heart appeared earlier in the child than the ability to reason. The capacity to imitate declines with age, as does the capacity to pretend, which in a child is considerable. Later, at the ages of 16—17, 18 methods used for children were inapplicable. The pupil of that age liked to be treated as an adult and was averse to learning from elementary material.

The younger child was also far better at self-expression. It was far easier to get children to talk early than later on. At 12 years or thereabouts it is too late to play on their sheer imagi-
nation, but by that age they have reached a stage when intelligent fiction interests them. Such fiction should be suitable for youth; it should be adventurous, and contain the promise of their future.

After a good deal of experience the lecturer thought that the moral side should not be stressed. Let the reward of virtue and the punishment of crime be lessons implied rather than over-emphasised.

As to the choice of suitable reading material, it should be similar to that which the children could enjoy in their mother tongue. One should see to it that children were asked to read material suited to their age: the lecturer had been present on occasions when girls of 16 had had to read and recite stories suitable for a child of 3. Simplified versions should be scrutinised. They need not always convey the spirit of the original: thus simplified versions of Alice in Wonderland and Gulliver's Travels very rightly did not contain the satire and criticism which appealed to adult readers.

The power of imitation of sound declines with age. The younger a person is the more able he is to remember and imitate. Girls were better than boys on the whole, although adult women seemed in language learning slower than men. Care should be taken to give material suitable to the sexes: boys were at home in the atmosphere of games, adventure, exploration; girls were interested in sewing, dress, decoration, etc. A teacher should try to study individual tastes. Group work was valuable. The teacher wherever possible should play on the natural propensities of the children. Thus young children were most inquisitive, and use should be made of that fact. They should be encouraged to read letters received by the teacher, and to write letters to the teacher with the understanding that they may be later read to the class. Simplification of a news item from a newspaper was always of interest because of its topical nature.

When children had to learn new mental concepts with no equivalent in their own language, e.g., such words as Christmas, Easter, etc., they should be explained in the vernacular.

In learning by the natural process there was an incubation period when there was absorption, but no reproduction. This had been allowed for by Palmer in his earliest methods. The average course left no time for this but it was undoubtedly beneficial.

In children there was a period of assimilation which must be allowed for. Plenty of time must be given and immediate results were not to be expected.

Language learning consisted in the formation of habits, correction being the superimposition of correct habits over incorrect ones. Such learning consisted of several distinct processes:

(a) the ear impression which produced the auditory image.
(b) the realisation of the semantic value—the association of meaning. (But this might come at a later stage.)
(c) the effort to reproduce the sound by the use of the speech organs.
(d) the visual stage—the appreciation of the written word.

The lateness of the visual stage could be well understood when it was realised that the sound was a symbol, and the written word a symbol of that symbol.

In the adult the visual image comes first. If the word is said to one's self the auditory image is appreciated, provided that the pronunciation is known; hearing however may have no place in this process. There is thus a puzzled interval between the seeing of the word and the coming of the meaning. In many adults the process ends at the visual stage, the auditory image stage never being reached. Adults seem to cling to the written word as an anchor, as an artificial means of recall.
Association may have two meanings in language teaching \(a\) association of name with object \(b\) association of ideas with the name, the thought train conjured up by the word itself. This latter is difficult for the foreigner to achieve for some words have a wealth of association that penetrate to the very roots of our culture. Thus the word "gold" has a host of such associations connected with our hopes and fears and longings and ambitions, our love of beauty even our belief in a future life. "Realms of gold," "The Golden Age," "Love of gold," "Golden Gates," "Streets paved with gold," "Golden hair," "The Golden rule" are a few examples that leap to the memory. The establishing of such associations is the work of the university: language is an intricate network of association and giving meaning is only the beginning of that process.

Language learning can be compared to photography. You release the shutter, which gives meaning, you develop and fix, which is the function of practice.

To turn to the psychology of the teacher, it had been said that teachers were easily identified by their manner. Teachers, it had been stated, were peremptory, impatient, given to fault finding, inclined to carry their omniscience outside the classroom, inclined to "lay down the law." Many were ashamed of their profession and disliked being identified with it.

The profession was not one to be ashamed of. It required characteristics of the highest order. It was a noble calling, demanding qualities of the highest order, mental and moral, and involving that sacrifice of self in willing service which moulds the highest characters. If the conditions under which a teacher works tend to produce undesirable features, then the conditions should be changed, and the teacher himself should resist them. In some countries the authorities realise the narrow restrictions of the teacher's routine, and from time to time grant a sabbatical year, that is one in which he is free to do as he will. But few governments admit that the profession of teaching is as important as that of the doctor or lawyer. They do not allow untrained doctors to practice, but anybody may teach.

The qualities of the good teacher are

\(a\) personality, a gift of the gods. Your teacher is an actor on the stage, a public speaker before an audience. He must dominate, but not domineer, attract and not repel, invite but not coerce, persuade but not threaten, encourage and not dishearten. He must speak clearly, but not harshly, be cheerful, not melancholy and frowning. He must be sympathetic and understanding, adjusting his speed to that of the class. He should rarely express strong disapproval, and should see in failure a reflection of the fault that must be in himself. He must be a confident leader, inspiring trust in those whom he leads. That part of his personality which is not attractive should be concealed.

\(b\) punctuality, both at the beginning and at the end of the class. He should not continue after the period has ended.

\(c\) originality. He must add to the material in the textbook.

\(d\) proficiency. He must know English, and be able to speak it fluently.

Discussion:

Mr. Pavaskar mentioned the insistence by inspectors on the use of the dictionary. How far should it be encouraged? Professor Gatenby thought there was no place for the dictionary in the first 2,000 words. Its use could be avoided by never giving new work as homework, but constructive work using old material.

In response to Mr. Pavaskar's further enquiry as to how active vocabularies could be increased, Professor Gatenby suggested that the remedy lay in activity, such as play acting or competitive speech making.

Mr. Bhandari asked:

(1) how the presentation of simple words and sentences could be made to appeal to the child of 11, who not infrequently thought such elementary work nonsense.
(2) how one could deal with different levels of ability found in the same class.
(3) how the Project Method could be applied.
(4) how supervised supplementary reading should be used.

Professor Gatenby in reply suggested—
(1) that Direct Method drill normally lasted only for two or three lessons: after that the class began to read simple passages. Boredom should and could be avoided. Allowing the children to ask questions made for variety.

(2) that differences of ability in the same class could be overcome by breaking up the class into sets or batches of approximately the same ability. This meant the provision of one teacher for each batch. Extra help might be arranged for dullards: the bright boys could sometimes come to their assistance.

(3) that the most obvious application of the Project Method lay in teaching another subject through the medium of English.

(4) that the child should be left largely to his own devices in the matter of supplementary reading, the teacher assuring himself that the material was suitable and making himself available so that the child might come to him with his difficulties. Should it be thought that he was slacking then the child might be set questions on the text.

Mrs. Mudaliar outlined a scheme used at the nursery stage for children of 5, whereby they were given nursery rhymes and games for the first term, and an assortment of two or three textbooks during the next. The method was successful.

Mr. Subramania Iyer asked for information on the way in which the batch system could be reconciled with the end of year class examinations. Various solutions were suggested.

Mr. Hingorani referred to the magnitude of the problem of the demand for teachers. Some 200,000 teachers were required. Was it wise in the circumstances to expect too much of our teachers. Professor Gatenby, whilst conceding this, thought that the ideal should not be lost sight of.

Professor D. C. Sharma referred to two types of teacher, the extravert and introvert types. Which of these exercised the deeper and more lasting influence? Professor Gatenby suggested that good specimens of either could give successful results.

There followed a discussion, initiated by Mrs. Agrawala, (Principal, M. S. College, Bikaner) on the part moral training should play in the classroom. The consensus of opinion of the meeting was that moral training should be present, but that its representation should be implicit rather than expressed. The example of the teacher, and the influence of the home environment, were considerable factors.

Professor Dustoor spoke on the second kind of association mentioned by Professor Gatenby. Sir Denison Ross, in his book “This English Language” had referred to the great store of private idiom possessed by every language without the mastery of which one’s knowledge of a language was incomplete. Through literature, too, which was the fine flowering of language, one came to an understanding of the finer points of language.

Professor Pillai while agreeing with Professor Gatenby on the importance of personality in the teacher, advanced the thesis of Launcelot Hogden that the likelihood of finding the requisite numbers of teachers of the high qualities prescribed was so slight that more reliance should be placed on mechanical aids in the classroom.

Professor D. C. Sharma asked for information on the place of abridged editions of classics at the Intermediate and B.A. stage. Certain abridged versions like Brown and Walker’s texts had a very considerable vogue. Professor Gatenby said that he did not like abridge
ments and condensations, but was a great believer in collections of extracts, as well as in anthologies. The reading of simplified editions should, he felt, end with the 2,000 word stage. Thereafter the student should read graded extracts.

Miss Rustomjee referred to the demand for original texts even at the pre-matriculation stage, a demand which she encouraged.

Mr. Ayyangar thought that much of Scott and Dickens was dull and that “potted” versions had a place in the teaching of literature. Much depended on the judgment of the man who abridged.

Mr. Vakil mentioned how he had used the incubation period, as advocated by Palmer, with good effect. Professor Gatenby said that the time factor nowadays prohibited its use, valuable though it undoubtedly was.

Mr. Ray (Deputy Chief Inspector, Secondary Education, West Bengal) mentioned the vocabulary ranges in reading, writing and speaking, and asked whether the first should be stressed, or whether their ranges should be coterminous. Professor Gatenby was of the opinion that the reading vocabulary was bound to be bigger than the writing, and both larger than that used in speech. One should try to add to all three.

``BILINGUALISM."

Professor Gatenby

A person able to use two languages with almost the same facility was a bilingual. The true bilingual learnt both languages by the natural process.

The state of true bilingualism was rarer than was generally supposed. Thus most Belgians were not bilingual, but unilingual, with a very good second language. This was true of Finland. This was also true of Canada and to some extent of South Africa. Germany was not bilingual although at one time it was claimed there that on the visit of a unilingual English professor for example, the university he was visiting could switch to that language.

The natural bilingual absorbs separately the social and speech habits of both languages, e.g., he may learn one language in the classroom and one at home. The tendency in true bilinguals to keep their languages in separate compartments was very marked. This should be recognised in teaching the bilingual child. If for example the parents speak different mother tongues, each should always talk to the child in the same tongue. Examples were given.

J. G. Weightman, in his book "On Language and Writing" had tried to show that your true bilingual thinks in ideas unclothed in language: that in expert translation for example the best translator takes an idea, strips it of language, then clothes it in the other language. Sir Denison Ross, himself a brilliant linguist, also believed in the ability to think without language. Your linguist can thus stand in a central position and branch out into any language he has occasion to learn. His mother tongue does not bother them, because he instinctively assumes that it is only one of many ways of exploring reality.

The problems of bilingualism have been examined and interesting conclusions drawn. In "The Bilingual School" by E. G. Malherbe are found the following figures. In South Africa 66 per cent. of the whole population speak both official languages as opposed to only 13 per cent. in Canada. In South Africa the two language groups are interspersed and not geographically separated. The 1936 figures showed that 16 per cent. spoke Afrikaans only, 64 per cent. spoke both Afrikaans and English, whilst 19 per cent. spoke English only. Women were less bilingual than men.
As subjects both languages are taught to all children. As medium of instruction only the home language, that is the language the child understands best, is used in the lower standard. The other language may be introduced as a medium at a later stage.

Two types of school have been evolved:

(1) the Unilingual Medium School, where Afrikaans and English speaking children are segregated into separate schools and where only one language is used as a medium throughout, except when teaching the second language as subject.

(2) the Bilingual Medium School, where English and Afrikaans speaking children go to the same school, and provision regarding the medium of instruction is made in three ways:
   (a) a parallel-class system consisting of English medium classes and Afrikaans medium classes,
   (b) the dual-medium system by which both mediums are used alternately in teaching one subject or one medium is used for teaching one subject and the other for another to English and Afrikaans pupils in the same class,
   (c) a combination of the above, (a) being more common in the lower classes and (b) more common in the upper.

It should be noted that the home language principle is an essential part of the scheme. Other countries have different criteria. Thus in Canada the medium is determined according to the child’s religious affiliation and in Switzerland by the town in which he lives.

In India bilingualism is a problem related more nearly to another Indian language, regional tongue or national language teaching than to English teaching.

In Wales there was a problem similar to that existing in South Africa. There was an effort to increase an interest in Welsh against a certain degree of apathy. In three quarters of the area of Wales, Welsh is still the home language of the very large majority of the inhabitants. It is considered the duty of the secondary school to make the language known to every secondary pupil, whether his home language is English or not. Of a population of 2½ million, about 100,000 speak Welsh only, 1½ million speak English only and between 8 and 9 hundred thousand are bilingual. The position is not very hopeful for Welsh. There are few secondary schools where Welsh is the language of instruction; there is a tendency for it to be the second language, especially in examinations. In most secondary schools English is the exclusive medium after the third year. Very few non-Welsh speaking children take Welsh as their second language.

All the evidence so far collected shows that there is no foundation for the popular belief that bilingualism results in imperfect knowledge of one or both languages and that the bilingual child is gravely retarded in his general education. In South Africa it has been found that——
   (a) in their first language, there is no loss on the part of those attending a bilingual school;
   (b) the highest degree of bilingualism is attained by bilingual children attending bilingual schools;
   (c) there is no loss in “content” subjects, indeed in bilingual schools the results in these are consistently better than those obtained by comparable pupils in unilingual schools;
   (d) dull children are not penalised in bilingual teaching: in fact they do better proportionately than the higher intelligence groups.

Similar results were obtained in an experimental school of language learning in Madrid, where children were taught four languages from the kindergarten on. There it was found that there was no detrimental effect provided that three principles were observed:
   (a) the principle of one environment, one set of situations, one teacher, one tongue;
   (b) the principle that no artificial animosities—religious or political, were present;
the principle that all learning was through spontaneous, informal or play methods.

Discussion.—Professor D. C. Sharma asked whether a method whereby the mother tongue was taught in the first three years, a second language being taken up in the fourth or fifth year, was satisfactory. Professor Gatenby said that evidence collected in South Africa seemed to indicate that the two languages should be taught together.

Then followed a discussion on the medium of instruction to be used in the universities. The general concensus of opinion was that as the regional tongue was in general the medium in the secondary schools, the logical conclusion was that it should be continued as the medium of instruction in the universities.

Mr. Hingorani referred to the importance of English in the future educational system of the country, as was evident from the recommendations of the University Commission. The exact place of English in the Secondary education of the country would, he said, be soon defined by the Secondary Education Commission to be set up by the Government of India shortly.

He, however, pointed out certain real difficulties. There was no provision for English Teaching at the Primary Stage. And at the Secondary stage English would soon become the third language in order of importance. Therefore unless teaching methods were radically improved there was real danger of English ceasing to interest the Indian student at the Secondary stage. Besides, Professor Gatenby had emphasised that bad teaching of English was worse than no teaching at all and that the teaching of English at the initial stage should be entrusted only to the best trained teachers. In this connection the problem of finding an adequate supply of teachers especially trained in the latest methods of teaching English was indeed very formidable.

In view of these difficulties Mr. Hingorani enquired as to the possibilities of success of courses of English beginning at the university stage and run by highly trained teachers.

Mr. Vakil questioned the validity of the arguments advanced for bilingualism. Psychological tests had been carried out to determine the linguistic factor in intelligence, and these tended to prove that bilingualism was a hindrance. Professor Gatenby thought that the concensus of evidence was that there was no interference provided that both languages were taught by the natural process.

"EXAMINATIONS."

Professor Gatenby.

Professor Gatenby said that he wished to launch a discussion rather than to contribute to it. There were clearly problems concerning examinations in India of which he was ignorant. He submitted a few general observations.

Examinations should be tests of knowledge and not of ignorance, tests of what was known. It must not be assumed that students had a natural bent for examinations: they must be taught (1) how to answer questions both at school and at the university stage and (2) timing in examinations. Too many students devoted too much time to one or two questions instead of dividing their time evenly between questions of equal weight.

The oral examination was an important part of the examination system. There existed also the semi-oral examination, where the students were asked the questions orally and gave written answers. In oral examinations it must be remembered that remarks and statements
are a normal part of conversation. The student should be trained to carry on a conversation rather than to answer questions. A sound oral examination could be given in 5 or 6 minutes. There was no need to keep the examined pupils apart from the rest during the examination as long as the questions and conversations were varied from student to student.

Otherwise examinations should be set on the normal pattern. When free composition was set there should be a good choice of subject. Examinations should not be too long, and papers should never exceed 3 hours in length. Longer papers should be subdivided.

When holiday reading was set, a set of questions should accompany each book.

In the Training Colleges in Turkey examinations were normal features. There was a written paper in theory and practice. The law made it necessary for every student to pass in the practice of teaching. There was in addition an estimate mark which was taken into consideration. This assessed the students’ character, ability and so on.

Students should be prepared for the type of question they were to expect, though not the substance. Students should be instructed in the terminology of the examination. Some students for example, when asked to “write notes on” a subject, gave answers written in a kind of telegraphese.

Invigilation was best done from the back of the classroom. It was only fair to students that temptations such as are provided by proximity to other candidates, or of books and bags, should be absent.

The papers set should be straightforward. The papers should not be given back after correction in serious examinations, although they could be given back with great profit after class tests.

Proportion and understanding were necessary in the setting of papers. Questions carrying identical marks should, roughly speaking, demand answers of uniform length.

**Discussion:**

Mr. Chakrabarti wished to know the place of the objective test in examinations. Professor Gatenby said he was undecided as to their usefulness. In practice, when carried out properly, the traditional methods placed students correctly enough, although many doubts had been cast on the system.

Miss Rustomjee thought the main advantage of the new kind of tests advocated by the University Commission Report lay in the automatic nature of the marking. With regard to oral examinations, the large numbers of students to be examined made for difficulty. Perhaps a system of peripatetic examiners might provide a solution.

Mr. Hingorani asked for information on the relative value of a series of periodical internal tests spread over the whole period of a course of study as against a comprehensive crucial examination at the end only. There followed a long discussion on this subject. Professor Gatenby thought the crucial examination a more comprehensive test: others felt that such examinations induced pre-examination cramming and hysteria and increased the element of chance. Professor D. C. Sharma saw two disadvantages in them: they were unreliable and distorted and vitiated the teaching. He thought the essay type of answer too prevalent and the impressionistic method of marking too inaccurate. He valued Professor Gatenby's suggestion that essays should be marked in terms of language, style and thought or content. This was a system he himself advocated. He hoped that the unique gathering that was represented at the Conference would make a positive recommendation to that effect.

Professor Dustoor took the opposite view, he maintained that careful overall assessment in the right hands was a sufficiently sound assessment, and that, on the other hand, it was not possible to assess language, style and content as though they were three entirely unrelated
values. He agreed, however, that there was too much emphasis on the essay type of answer, and thought that there should be more objective tests.

The discussion then turned to the relative merits of the internal and external examination systems, and the degree to which the personal opinion of the teacher or the principal should enter into the final assessment. Professor Gatenby thought that the personal opinion should carry weight in borderline cases. Professor Dustoor submitted that where, as in his Department at the University, large numbers of candidates had to be examined, it was very difficult to avoid the absolutely impersonal and dispassionate mode of assessment. Indeed, in most Indian Universities, at least 50 per cent. of the examiners had to be external, i.e., not associated with the department of teaching concerned; and even the so-called internal examiners did not in most cases know the candidates personally as did a school teacher. This system worked very well on the whole; it certainly discounted narrow and parochial viewpoints and demanded more from the candidates than what they had covered in the classroom.

Mr. Hingorani asked for information on the value of grading as opposed to marks. Other speakers were agreed that the ranking system as practised in the universities was unfair, and indeed the consensus of opinion was that it had little to recommend it.

Mr. Vakil recounted the evils of the examination system in India, and spoke of schools under his control where the complete modification of the system had had very satisfactory results. These schools had adopted objective tests and had found them excellent. The coverage of such tests was much larger than that of the essay type of test. The tendency to cram would be offset by making the final examination merely the final monthly test. With such a system, and with full allowance made for the work done in the term, both teacher and student benefitted.

Professor Chawla took the opposite view. The final comprehensive examination was a test of long-period assimilation. Periodic tests should be given due recognition however.

Mr. Thakar mentioned the system in use at the Scindia school where 50 per cent. of the promotion marks were on the basis of periodic examinations and the other 50 per cent. on that of the final examination.

Mr. Aiyar in stating that public feeling was strongly against external examination at the pre-matriculation stage, pointed to the difficulty of a system in which a central board examined 60,000 candidates. Weight should be given to the internal examiner and the school concerned should be given full responsibility in the examination of the student.

Mr. Chatterji thought that for uniformity of standards the external system must be adhered to. He was supported by Miss Rustomjee, who pointed to the enormous variation in standard in secondary schools.

Mr. Sur, (Principal, Central Pedagogical Institute, Allahabad) in agreeing that the external examination must remain, spoke of the importance of the periodical examination, and of the place of the objective test in those examinations. He thought these tests only suitable at the pre-matriculation stage however. In America there was a growing scepticism regarding their usefulness in a universal manner for all purposes, e.g., their use is being limited more and more to special cases.

Mr. Bhandari summarised the discussion and recommended:

1) that oral tests should form a vital and integral part of examinations to the intermediate stage, and that in such tests the teacher should work with the external examiner.

2) that for matriculation the allotment of marks should be:
   40 per cent. to progress reports, monthly tests, etc.
   40 per cent. to the external or final written examination.
   20 per cent. to the oral examination.
(3) that for the home examinations, better known as the annual promotion examinations, the allotment of marks should be as follows:—
30 per cent. to the annual written examination.
30 per cent. to the oral examination.
40 per cent. to progress reports, monthly tests, etc.

Mr. Ayyangar, in speaking of a symposium with which he was associated, mentioned a recommendation that the examination board should be decentralised. Such decentralisation would reduce the number of examiners and improve their standard, as well as the standard of the examinations they administered. He felt that the headmaster should be trusted, and that the benefits would be seen in ten to fifteen years time. The inspectors might well co-operate.

He thought the framing of the objective test very difficult—so often only the form and not the spirit, of the examination was changed.

Mr. Chakrabarti spoke of the use of the cumulative record card in London, and recommended its use in India.

Professor S. P. Sharma spoke on the defects of the teaching of literature in the university. He thought that the present method of teaching by means of "cover-the-ground" courses reduced deliberate personal choice to the minimum. No attempt was made to see the literature of a period in relation to its economic, social and cultural environment. These tendencies were responsible for poor results in examinations as the students' preparation seldom went beyond mechanical memory work and vague appreciation.

These defects could be eradicated if the proposed course of study were made more manageable. All teaching of literature should aim at (a) improving reading ability, and (b) training taste. Properly supervised tutorial work both at the B.A. and M.A. stages was essential. The tutor's opinion about the student's worth should have a definite place in the final assessing of a student's work. There should be a viva voce for all Final degree examinations, and it should be conducted in association with the tutor.

Professor Dustinor agreed that, while retaining the final comprehensive examination, they should seek to take into account the tutor's report on each candidate. Where, however, numbers were large and tutors correspondingly numerous, the difficulty was assuring uniformity of standards among the tutors. Perhaps this difficulty could be overcome if the tutors were available for consultation by the viva voce examiners.

Other Activities.

Educational and other films were shown throughout the Conference by a Film Unit of the British Information Services, sent from Bombay.

Language teaching and other speech gramophone records were played (see Appendix III).

The use of the film strip projector was demonstrated.

Additional Lectures were given by Professor Gatenby, Linguistic Adviser to the British Council in Turkey, on "Japan;" by Mr. Henry L. Littler, Regional Representative of the British Council in Calcutta, on "Ethiopia;" and by Dr. L. R. Phillips, Representative of the British Council in India, on "The Social Welfare State" and "Turkey."
Acknowledgments

Our warm thanks are due to the Ministry of Education, New Delhi, for their active interest, and more especially for their aid in obtaining from the State Railways' concessionary warrants for the travel of the delegates.

Much of the success of the Conference was due to the Vice-Chancellors of the Universities, Directors of Education and others with whose active assistance delegates were nominated and informed: to the Superintending Engineer and the Executive Engineer, Poona Division and their staff for their great assistance, and to the Bombay Government for the loan of Government House, Mahabaleshwar, over the period. The High Commissioner's Office, New Delhi, the Deputy High Commissioner's Office, Bombay and the British Information Services co-operated to the full and did much to make the Conference a success.

Our acknowledgments and thanks are due to Professor P. E. Dustoor, for his painstaking and detailed scrutiny and correction of the text.

In conclusion this report would not be complete without a mark of gratitude to Professor Gatenby, without whose assistance the Conference could not have been held, to the delegates for their keen interest and many contributions, and to the British Council staff who assisted.

SUMMARY.

A. The objectives of language teaching.
   1. Best results were obtained when English was taught orally in the order speech, reading, writing, although in the case of India, the order reading, speech, writing was feasible.

   2. The language should be taught first to a standard of 2,000—2,500 words with the corresponding structures before the teaching of literature is begun.

   3. Psychological, economic and other factors combined seem likely to produce a serious deterioration in the standard of English in India in the future.

B. The fundamentals of English Teaching.
   1. Given proper conditions and teaching, one period a day, for 5 or 6 days a week, was enough for a pupil to achieve a knowledge of structure and a vocabulary of 2,000—2,500 words, in 4-5 years.

   2. The earlier a child began to learn a second language, the better.

   3. Learning was by the natural process until the age of 11, and by the intellectual process from 17 onwards. The secondary school period was ideally the most unsuitable period for the teaching of a second language.

C. English as Speech.
   1. Speech was the medium through which a language was learned by the natural process, and should be that used in the classroom.
2. The unconscious assimilation of language as speech, followed by reading and writing, should be the rule in the classroom.

D. The Methods of Teaching English.

1. Methods of Teaching English included the Direct Method, the modified Direct Method and the Traditional (Translation and Grammar) Method.

2. The modified Direct Method, which permitted the judicious use of the mother tongue, was most suitable for the child at the secondary school stage.

E. The Practical Aids to Teaching.

1. The radio was excellent for pronunciation and intonation.

2. The Cinema was an important visual aid, but there must be preparation of the material to be seen before the film, and continuation work afterwards.

3. The filmstrip, the epidiascope and the gramophone were useful aids.

4. Large, easily seen wall pictures of suitable subjects and brightly coloured, were of primary importance as an aid in the first two years of language teaching.

5. Valuable variety was imparted by walks, visits, games and the performance of plays.

6. Group work reduced the difficulties introduced by large numbers in the class, and team work introduced a valuable competitive element.

F. The Training of Language Teachers.

1. Training Colleges should provide general training in the History of Education, Psychology, Ethics and other subjects, and the opportunity of specialist training, including that in the teaching of languages.

2. Entry should be rigorously controlled, with later diversion to other channels of unsuitable material.

3. In the specialist department for language teaching there should, if possible, be a specialist to lecture on each of the three subjects, Method, Phonetics and Language and Literature.

4. Concentration should be on language in the early stages.

5. The course should be for three years for trainees entering at the matriculation stages and one year for graduates.

6. Emphasis throughout should be on the practice of teaching. Opportunities should be provided in schools attached to the College.

7. The number of pupils in each method class should not exceed 15.
8. The trainee should be provided with opportunities for research. The College should contain apparatus and the normal aids to teaching.

9. Liaison with the trainee should be maintained after he has left the College.

G. Phonetics and Pronunciation.

1. Phonetics enabled a student to pronounce words seen but not heard and to distinguish shades of difference in pronunciation.

2. A sound basis of progression to the phonetics of a second language was a sound knowledge of one's own.

3. Intonation gave meaning and feeling and was an essential part of language. Words should thus be taught in their collocations.

H. The Psychology of Language Learning.

1. The power to learn by heart, the capacity to imitate and the ability to pretend, declined with age.

2. Care should be taken that textbooks, methods and reading material were suitable to the age of the child. The interests of the sexes were different, and should be catered for.

3. In children there was a period of assimilation, which should be allowed for.

4. Language learning by the natural process consisted in the formation of habits set up by a sequence of processes starting with the auditory image, passing through the association of meaning and the effort to reproduce, to an appreciation of the written word.

5. Words set up a train of association penetrating to the roots of the culture of the country with which the language was associated. A perfect knowledge of such associations was part of a complete knowledge of a language. The establishing of such associations was the work of the university.

6. The successful language teacher should possess sound personality, originality, and proficiency in the language to be taught.

I. Bilingualism.

1. Bilingualism was possible, and was not a retarding influence, if:
   
   (a) both languages were absorbed unconsciously by the natural process at an early age.
   (b) the environment, situations and teaching of each language were kept separate.
   (c) no artificial animosities, religious, political or other, were involved.

J. Examinations.

1. The examination should be a test of what was known, and not of ignorance.

2. Instruction in the mode of answering examination questions should be given by the teacher.

3. The oral examination was an important part of examination in language.
GENERAL RECOMMENDATIONS.

1. That with due regard to the claims of the mother tongue and the national language the teaching of English as a foreign language should be maintained, in the best interests of the cultural, scientific and international future of the country.

2. There should, as far as possible, be a uniform policy in regard to the teaching of English in the country.

3. That the teaching of English should begin at least four years before matriculation and if possible, earlier; and that during that period teaching should concentrate on a mastery of the words and structures of a selected vocabulary of at least 2,000—2,500 words.

4. That the direct method should be used as the only method calculated to give a sure foundation in the language, the occasional judicious use of the mother tongue being permitted during such language instruction.

5. That if a reasonable standard of English is to be maintained
   (a) teachers must be trained in the use of language teaching methods, with special emphasis on the direct method.
   (b) classes should not exceed 40 and, if possible, should be smaller than that number.
   (c) six periods, of not less than forty minutes duration each and evenly distributed over the week, should be minimum.
   (d) suitable textbooks and sufficient quantity of suitable supplementary reading material should be provided for the pupils, and reference material for the teacher.
   (e) practical aids such as wall pictures, gramophone records and the radio, should be utilised as far as possible.

6. That an Institute of Research in English Language Teaching, co-ordinating the work of English Departments of Training Colleges, and drawing on the experience of teachers, should be set up with the object of investigating the special needs of English language teaching in India.
APPENDIX I.


Mrs. S. Agrawala, Principal, M.S. College, Bikaner.
Mr. S. S. Aiyar, Principal, Dharma Prakash S. High School, Sion, Bombay.
Mr. S. Narasimha Ayyangar, Lecturer in English, Government Training College, Rajamundry.
Mr. C. S. Bhandari, Lecturer in English, Central Pedagogical Institute, Allahabad.
Mrs. K. Bhatia, Principal, Municipal Girls' High Secondary School, New Delhi.
Mr. S. N. Chakrabarti, Assistant Master, Ballygunge Government High School, Calcutta.
Mr. P. N. Chatterji, Assistant Headmaster, Howrah Zilla School, Howrah, Calcutta.
Prof. S. S. Chawla, Hindi College, Delhi University, Delhi.
Mr. G. S. Deb, Assistant Headmaster, Bankra High School, Calcutta.
Prof. P. E. Dustoor, English Department, Allahabad University, Allahabad.
Mrs. G. K. Gulati, Headmistress, Elgin School, Bikaner.
Mr. C. G. Subramania Iyer, Teacher, High School, Chittur, Cochin.
Prof. V. S. Krishnan, Professor of English, Nagpur University, Nagpur.
Mr. S. Palaniswamy, Lecturer in English, Teachers Training College, Saidapet, Madras.
Mr. R. R. Pavnaskar, Government High School, Drug, M.P.
Prof. V. K. Ayappan Pillai, Professor of English, Presidency College, Madras.
Mr. G. N. Ray, Deputy Chief Inspector, Secondary Education, West Bengal.
Dr. A. V. Rao, Reader in English, Lucknow University, Lucknow.
Prof. Krishna Rao, Dungar College, University of Rajputana, Bikaner.
Miss Amy B. H. J. Rustomjee, Principal, Secondary Training College, Bombay.
Mr. D. K. Sen, Lecturer, Presidency College, Calcutta.
Mrs. N. Shanmugasundram (Mrs. Mudaliar), Lecturer in English, Lady Willingdon Training College, Madras.
Prof. Dewan Chand Sharma, Chairman, Department of English, East Punjab University, Hoshiarpur, East Punjab.
Prof. S. P. Sharma, St. John's College, Agra University, Agra.
Mr. Ramanikanto Sur, Principal, Central Pedagogical Institute, Allahabad.
Mr. N. G. Thakar, Head of English Department, Scindia School, Gwalior.
Mr. S. K. Guha Thakurta, Principal, Krishnagar Government College, West Bengal.
Mr. J. A. Vakil, Education Inspector, Ahmedabad.
Mr. S. P. Varma, Divisional Superintendent of Education, Jabalpur Division, Jibalpur.

APPENDIX II.

PROGRAMME COMMITTEE.

Prof. D. C. Sharma, Chairman, Department of English, East Punjab University, Hoshiarpur, East Punjab.
Prof. V. K. Ayappan Pillai, Professor of English, Presidency College, Madras.
Prof. P. E. Dustoor, Department of English, Allahabad University, Allahabad.
Mr. Ramanikanto Sur, Principal, Central Pedagogical Institute, Allahabad.
Miss Amy B. H. J. Rustomjee, Principal, Secondary Training College, Bombay.
Mr. Subramania Iyer, Teacher, High School, Chittur, Cochin.
Mr. P. N. Chatterji, Assistant Headmaster, Howrah Zilla School, Howrah, Calcutta.
APPENDIX III.

Gramophone Records available at the Conference.

Education Act 1944. Hardman.
Canterbury Tales, Chaucer
Poems by Wordsworth.
Poems by Wordsworth.
Talks on English Speech.
Cardinal Vowels.
English Pronunciation.
Everyday Sentences in Spoken English.
Sloane School Shakespeare.
English Talks for Schools.
Four Quartets, T. S. Eliot.
Children's Verses.
Poems by C. Day Lewis.
B. B. C. English by Radio
Essential English.

Recorded Sound.
COL. DX. 1572-3
COL. DX. 1601-2.
COL. DB. 2672-4.
Linguaphone.
Linguaphone.
Linguaphone.
Linguaphone.
Linguaphone.
Linguaphone.
H. M. V. C. 3568-603.
H. M. V. C. 3850-3.
H. M. V. C. 3764-6.
L. T. S.
Longmans Green.

APPENDIX IV.


Members of the Secondary Teachers' Sub-Committee:—
Mr. S. S. Aiyar (Elected President).
Mr. R. R. Pavnaskar—(Elected Secretary and Reporter).
Mrs. G. K. Gulati.
Mr. P. N. Chatterji.
Mr. N. C. Thakar.
Mr. S. N. Chakrabarti.
Mr. G. S. Deh.
Mr. G. G. S. Iyer.

In the new set-up in India, consequent on the attainment of Independence, English has naturally lost its position of dominance. Nevertheless, English will still have to be learnt (out of choice) for various reasons. It is indispensable for higher studies, as a means of international intercourse, and above all, to keep abreast with the daily evolving world thought.

The Secondary Teachers' Sub-Committee in view of the importance of English in India in the world of to-day makes the following recommendations as regards the teaching of English in the Indian Secondary schools.

1. The aim in the teaching of English should be to give the pupils a practical command over English so that they may be able to express themselves in English satisfactorily in respect of the common matters of daily life. By the end of the secondary stages, the pupils should also acquire the ability of understanding books in simple English dealing with the various aspects of life, e.g., social, economic and political, etc. This ability may be added to at the Intermediate stage to enable students to carry on higher studies through English.
2. In the new set-up, at least five years will have to be devoted to the teaching of English with at least six periods per week. This period is barely enough to cover a Simplified Course in English with a vocabulary of 2,500 words and their structures. These should be so thoroughly fixed in the minds of the pupils that they attain practical mastery over English as concerned with the common matters of daily life. The study of literature as such will naturally have little time or scope at the secondary stage.

3. To achieve this object of giving practical command over English in five years, very expert teachers will be required. So the teachers even for the lowest forms should be graduates in English, both special and general, especially trained for its teaching. During the transitional period, trained under-graduates of not less than ten years' standing in the teaching of English may be employed, but steps should be taken to replace them by trained graduates as early as possible.

4. Refresher courses should form part of the normal training of teachers. Refresher courses should also be provided all over India for fitting teachers now teaching English to teach the language in the new set-up.

5. New text-books will have to be especially designed. They must cover the Simplified course vocabulary of 2,500 words with their structures in a series of five books. The atmosphere and environment of the lessons should be mainly Indian, and the books must be written on the most modern lines as regards content, presentation and exercises.

6. (a) If a State agency sponsors the writing and publication of these text-books, secondary school teachers of English should have adequate representation on the body constituted for the purpose.

(b) Wherever the State does not undertake this work, we suggest the State Secondary Teachers organisations should undertake this task.

7. The Examination System, at least in respect of English, needs a thorough overhaul. The questions should be such as truly test how far a pupil has mastered the Simplified English Course, and how far he can express himself satisfactorily in regard to matters of everyday life, and how far he can understand simple English.

The question paper should be of the following general form:
(a) It should ask for a composition of reasonable length.
(b) It should test the pupil's power of comprehending the meaning of a passage by suitable questions.
(c) It should contain questions on vocabulary and structures.
(d) Formal grammar will form part of the test, but it will just cover the elements of formal structures necessary for a practical command of English.

8. We feel it necessary to point out that in view of the great disparity between State and States in regard to the teaching of English, it is essential that a uniform policy is laid down by the Government of India for all the States in regard to the duration of the Course in English, the standard to be aimed at, and the training and status of teachers.

9. For the success of new methods and new courses the condition of the life and work of secondary teachers must receive due consideration.

(Signed) S. S. AIYAR, 
Chairman, 9-5-50.

R. R. PAVNASKAR, 
Secretary and Reporter, 9-5-50.
APPENDIX V.

Report submitted by the Sub-Committee of Training College Staff.

Miss Amy B. H. J. Rustomjee—(Chairman).

Mr. S. Narasimha Ayyangar (Secretary).

Mrs. K. Bhatia.

Mrs. Mudaliar (Mrs. S. N. Sharmmugasundram).

Mr. S. C. Bhandari.

Mr. S. Palaniswamy.

The Sub-Committee has great pleasure in submitting the following report on the working of Training Colleges and on teacher training.

1. Foreign language teaching is a highly specialized job and requires a fairly high ability. Therefore the need for attracting the best type of graduates for this work by offering better pay and prospects is obvious.

2. The Committee wish to emphasize that a specialized training in foreign language teaching is essential, for the harm that an untrained teacher can do in this subject is far greater than in the other subjects of the curriculum. The duration of the course of training should extend to one academic year after graduation.

3. The Committee wish to point out that a degree in arts is not in itself to be considered a passport for admission to the language teacher training, for whereas a degree in history or science or any other subject is an indication of a teacher’s equipment for teaching his subject, it is not an indication of his language ability. It is therefore considered desirable to permit both bachelors of science and bachelors of arts to seek admission and to associate the Head of the English Department in a training college with the selection of trainees for the English section. In making such a selection no considerations other than the candidates’ language ability should prevail.

4. It is observed that in many training Colleges the lecturer in English has to take charge of the training of far too many trainees. A lecturer-trainee ratio of 1 to 10 seems to be most desirable and in any case it should not be more than 1 to 15. Also the practice of associating teachers in high schools with the work of criticism, guiding and estimating the teaching practice of trainees should not be encouraged. Every trainee should be required to put in at least 30 periods of teaching practice. A part of it should be continuous. Every trainee should be required to teach the lower classes.

5. The classroom for the English department should be well equipped for the holding of demonstration and practice lessons and for group work. The following minimum equipment is recommended.

(i) a wireless set, (ii) a gramophone, (iii) gramophone records, (iv) a duplicator, (v) wall pictures, (vi) books of reference, books on the latest methods and sets of text-books, (vii) a wire-recorder, (viii) pictures and objects to help in the early lessons, (ix) charts, (x) a blackboard along the length of the whole wall.

Such material supplied to educational institutions should be exempt from sales tax and customs duty.

6. Every training college should have a model school staffed with teachers under the control of such training colleges.

7. Every training college should provide facilities for conducting experiments and research in the teaching of English. Similarly the fresh trained teacher should not be interfered with by Headmasters when carrying out new methods.
8. It may be pointed out that the demand for teachers of English is not likely to be fully met by the present training institutions; for while English continues to be a compulsory subject in the school curriculum, “Methods of teaching English” is only one of several optional subjects. It is therefore suggested that a three months’ (concurrent) course might be organised, in which teachers who have already qualified themselves in the teaching of other subjects might get an additional training in the teaching of English.

There should be compulsory re-training at short refresher courses of all English language teachers every three or four years.

9. Even the inter-provincial exchange of English teachers might be helpful in spreading fresh ideas.

10. The qualifications of a lecturer in English in a Training College should be the following:

(i) A B.A. (Hons.) or M.A. degree in English language and literature.
(ii) A teaching degree with specialization in methods appropriate to the teaching of English.
(iii) At least three years’ experience in a high school.

11. It is desirable to associate Lecturers in English in the Training Colleges with the work of Text-Book Committees. In certain provinces they are not permitted to write textbooks; such restrictions should be removed.

12. The possibility of instituting a highly specialized advanced course for Training College Lecturers and of deputing suitable persons for higher training and experience in foreign countries might be explored.

13. The language teachers should have a smaller amount of teaching periods than other subject teachers, as they need a great deal of time for correction and preparation.

14. Lastly, in making these recommendations, the Committee desire to stress the need for a fairly uniform system of language teacher training throughout the country.

S. Palaniswamy.
S. Narasimha Ayyangar.
Mrs. N. Shanmugasundram.
K. Bhatia.
C. S. Bhandari.

APPENDIX VI.

Report of the Sub-Committee of University Professors on the future teaching of English in the University classes.

Professor Dewan Chand Sharma (Chairman).
Professor M. R. V. Krishna Rao (Secretary).
Professor V. K. Ayappan Pillai.
Professor P. E. Dustoor.
Dr. A. V. Rao.
Professor S. S. Chawla.
Professor V. S. Krishnan.
Professor S. P. Sharma.
Mr. D. K. Sen.
The changes that will take place in the study of English in the Secondary Schools consequent on its being taught only as a second language for four or five years, require careful and urgent attention of the Indian Universities in regard to the teaching of that subject in the Intermediate and Degree classes. If English is to be taught only as a second language in Secondary Schools, it is obvious that the present syllabuses, methods of teaching and examination will have to undergo considerable modification. Otherwise the teaching of English in the Universities will be utterly unrelated to the English learnt by the student in his High School. We have therefore considered what changes would be necessary in the teaching of English in the Intermediate and Degree classes in the light of the changes that will inevitably be made in the study of that language in the Secondary Schools.

It is estimated that a student who passes the High School Examination will be equipped with a vocabulary of a minimum of about 2,500 words which should enable him to understand the language adequately. Though it is quite possible that some students entering the University will have command of a larger vocabulary than the average minimum, we have assumed that such instances will not be many. The courses recommended in English therefore are intended to enable the student to carry on the study of English from where he would be leaving it at the High School.

1. We consider that it is not only advisable, but essential that a student of the Intermediate classes should study English compulsorily as a language.

2. Since the equipment of the student entering the University would be comparatively meagre, we feel that teaching English Literature would be a fruitless waste of time and energy. We therefore recommend that all books prescribed for the compulsory study of English for the Intermediate student should aim at equipping him with means to use the language to the best advantage. We consider that one or two books in Modern English prose will serve that purpose well.

3. If English is to be taught and studied as a language in the Intermediate classes, the questions set in examination papers should also be such as would test the candidate's knowledge of English only as a language. We are, therefore, of the opinion that any questions on literary criticism, or appreciation involving the study of English Literature are out of place. We recommend that the candidates be examined in two papers, one a composition paper with questions on the prescribed texts and the second paper containing questions on the principles of English grammar and composition. One question in the second paper should be a translation exercise from the regional or national language into English.

4. For such students as are keen on studying English Literature, there should be provision for the study of English Literature as an optional subject for the Intermediate Examination in Arts. Such candidates may be examined in two papers, one on Poetry and Drama, and the other on Prose and Rapid Reading Texts.

5. We think that a minimum of four periods a week would be necessary for the teaching of compulsory English to the Intermediate classes.

6. We are of the opinion that the study of English should be made compulsory for all students of the Degree classes. We are aware that there is a wide diversity of practice in regard to the study of English as a compulsory subject by students belonging to the Science Faculty in the Indian Universities. Yet we are definitely of the opinion that the advantages which would accrue to the student offering Science for his Bachelor's degree by a study of the English language, far outweigh any little extra burden he may have to bear.

7. We recommend that there be two papers in compulsory English for the Bachelor's degree examinations, one containing questions on the prescribed texts and the other on English idiom and usages, and English composition. A question on translation from the regional or national language into English may be included in the second paper, but there should be no questions on critical appreciation.
8. For students who desire to offer English Literature as one of their optional subjects for the B.A. examination, we suggest that there should be three papers—one on poetry, drama and prose.

9. In view of the suggested changes in the study of English as a compulsory language in the Intermediate and Degree classes, we feel that there should be a corresponding change in the present methods of teaching it. It is necessary that English teachers, particularly those teaching the Intermediate classes, should be specially trained by a short course in the methods of teaching English as a language. If the Colleges cannot afford to send their English teachers to undergo a regular course of such training, they should at least send them for short refresher courses, to be conducted under proper direction and guidance.

10. We do not think there will be much to teach through lectures on prescribed texts to the degree classes. One or two lectures a week should be sufficient to teach the prescribed texts. We consider that it is very necessary that students should be engaged in Tutorial classes in batches of not more than 20 where they will be trained in the use of the English language.

11. We recommend that candidates appearing for the Degree examinations be examined orally also, where the ability of the student to speak and read the language will be tested. This is essential if English is to be learnt as a living language and the students are to derive any benefit from its study.

12. Before concluding we should like to touch on the subject of prescribing books in English written by Indian authors. We feel it is desirable to include amongst the texts prescribed some books dealing with Indian themes or having an Indian background. Though generally the ext-books prescribed should be selected from among those written by modern English writers, we see no reason why books written by Indian authors should not be prescribed if they are good specimens of modern English. The chief aim of studying English by a University student is to become familiar with modern English and to use it to good advantage. This should be borne in mind when prescribing text-books for compulsory study.

(Signed) D. C. SHARMA,
Chairman, 9-5-50.

APPENDIX VII.

Report of the Sub-Committee of Educational Administrators.

Mr. S. K. Guha Thakurta—(Chairman).
Mr. D. K. Hingorani.
Mr. R. K. Sur.
Mrs. S. L. Agrawala.
Mr. D. N. Ray.
Mr. S. P. Varma.
Mr. J. A. Vakil—(Secretary and Reporter).

1. As it appears that for some time to come English will continue to be the medium of instruction in some subjects at the University stage, it is considered desirable that the C. A. B. E. should lay down a uniform standard to be attained at the end of the pre-university stage and the minimum number of years to be devoted to the teaching and learning of English during this stage.

It is also further considered that the learning of English as a school subject should not be postponed to a stage later than the beginning of the post-primary stage.
2. This committee is of the opinion that since in the present set-up the teaching of English has been eliminated from the primary stage, eight to nine periods per week constitute the irreducible minimum for securing the same standard of attainment in English as obtained at present in this country within six to seven years of the secondary school stage even with the adoption of improved methods of teaching.

3. The training of English teachers should be more specialised and intensive than at present. Provision should be made for specialized courses of training for all teachers of English. Admission to the specialised courses should be restricted to those who have a sufficient background in the language.

4. Towards the end of the High School stage more emphasis should be laid on comprehension and composition.

5. To facilitate the teaching of English, schools should be provided with modern equipment and special aids—wall pictures, a gramophone and reference works in the language should form an invariable part of the English teachers’ equipment.

6. The present system of Examinations in English should be suitably modified so as to discourage unintelligent memory work and to test ability in comprehension, composition and speech.

7. It is desirable that Inspecting Officers should have specialised in modern methods of teaching foreign languages in order that they may be able intelligently to assess and evaluate the teaching of English in the schools inspected and in order further that they may give efficient guidance and encouragement to the teachers concerned.

(Signed). S. GUHA THAKURTA
(Chairman), 9-5-50.

J. A. VAKIL,
9-5-50.
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Produced by THE BRITISH COUNCIL
Printed by ROXY PRESS, NEW DELHI.