

The present study is an investigation into the causes of failure or partial success of ELT in Pakistan. The study also suggests measures to remediate the situation. In a multilingual society like Pakistan English is taught as a second or foreign language. English, therefore, has been taught as a compulsory subject almost at all levels since Pakistan came into existence. However, ELT programmes either failed or partially succeeded in achieving the objectives in terms of developing learners' communicative competence in English. The researcher has attempted to identify the problems and make recommendations to resolve these problems.

Research procedure adopted for this purpose is based on action research. The data was collected and analysed by using observation, questionnaires and interviews as research instruments. Observations were based on the professional practice of the researcher. Three questionnaires were designed (a) for the students, (b) for the college teachers and (c) for the trainee teachers. The sample for the research was 214 students of intermediate studying at different colleges of Islamabad. 51 college teachers, 29 trainee teachers, and 07 teachers who were interviewed. The analysis of data revealed that the components of an ELT programme were not adequately and properly dealt with. The components examined in this study are (1) Needs, (2) Syllabus, (3) Objectives, (4) Methodology, (5) Materials, (6) Assessment, (7) Untrained teachers.

It has been suggested that needs are required to be analysed in depth, the syllabus should be functional, communicative and skill oriented; the conditions of second/foreign language learning/teaching should be kept in view while launching an ELT programme. Objectives need be clearly defined; criteria for selecting materials be observed for prescribing reading text; eclectic methodology be adopted; assessment procedure in terms of designing question papers be reviewed discouraging rote learning and aiming at assessing the language proficiency; extensive and comprehensive training programmes should be regularly conducted.