CHAPTER – 1

INTRODUCTION

1.1 PROBLEM STATED:

It has become the fashion of the day to decay the standards of proficiency in English in our schools. The performance of the students’ who are studying in government schools is not very good. Parents are despair of their children who learn English at schools, but have little or no command over the language .They compare them with the students of a decade or two ago, when correct and fluent English was spoken by all who were taught it in the schools .Teachers complain that the handwriting and spellings of their students are shocking, and that a steady decline has set in, they groan under the weight of the correction of written work of their pupils. Wrong usages and faulty grammar characteristics almost in every line they write. Principals and administrators are horrified at the pitiful ignorance of students of the higher classes who cannot understand simple questions put to them in English, and can rarely if ever, give a correctly framed answer. The student has read his text-books but scarcely any other book in English. They point out the deplorable results of the Board and University Examinations in which there are approximately 60% failures in English – the highest percentage of failures in any subject. This unhappy state of affairs exists in almost all the States in India, and is causing much anxiety to parents, teachers and administrators. In a survey done recently to know the employability, it has been resulted that half of the graduates are unemployed due to one
and other reasons. But most of them are unemployed because 90% of them don’t have a good command on English Language.

Rightly or wrongly, it is the teachers of English who are blamed for this lamentable plight, their teaching is said to be unsystematic and ill-planned, and their knowledge of English is poor and defective – many of the teachers are said to be unqualified.

To my mind, (the researcher’s this study) however, the attribution of falling standards and deterioration in English at the secondary or the senior secondary stage entirely to the teachers, is not the whole truth. The causes of such retrogression are rooted deeper and lay in the environmental, political and social forces that mound the educational system of today.

This study is in the nature of an evaluative survey of the teaching of English in its entirety at the senior secondary schools of Rajasthan. The scope of the study is limited to the teaching of compulsory English in non-English medium schools. It investigates the real causes and the problems that are obstructing the students to make learn or get a good command on English. Since, an authentic and graded syllabus (NCERT) has been applied in the government schools for last three years, but we are still awaiting the positive results.

It is proposed to determine on the basis of this study how the materials reflect the professed aims of the syllabus, how the teachers work through these materials in the actual teaching situation and the extent to which the nature and content of the examinations support the goals of teaching. As a result of the study it would be possible to assess the degree to which course design, individual teaching performance and the examinations conform to certain principles, policies and procedures.

1.2 REASONS FOR SELECTING THIS PROBLEM:
It is a well-known fact that English is the most widely used language and the chief vehicle of international communication in the world today. In the era of globalization, increasing trade, tour and travel diplomatic and professional relationships have made it imperative to learn and use the English language. The world over, whether as the mother tongue or the first language or the second language or as a foreign language, English is being used one way or the other. Today the compulsion of learning English is no longer merely political, but scientific and technological as well. With the internationalization of English there is a growing demand for high quality English language education around the globe, particularly in non-English speaking countries. Consequently, there is an increasing demand worldwide for competent English teachers and more effective approaches to teaching and teacher professional development. In Rajasthan, in a context of educational reform where communicative language teaching approaches have been adopted as a way to improve teaching, this study explores how teachers perceive and respond to this call for change in instructional practices. It examines the professional development experiences of a group of English as a Foreign Language (EFL) and English-Medium Subject (EMS) teachers working in the government and public basic educational sectors in Rajasthan. The research questions focus on teachers’ perceptions of change and improvement occurring in their teaching practices, their beliefs on the sources of change available to them, and the perspectives of school principals and professional development providers on teachers’ changed prospects. In this study, a multi-method approach is applied, with a teacher survey administered to 114 teachers; 39 teachers were from the urban schools and 75 from the rural schools.
India is one of those countries where English is taught on a massive scale. But, despite this, the situation is far from satisfactory. Over the years, it has been noticed that at least 80 percent of the entrants to the college lack even the basic competence in the use of English. The bare minimum that could be expected of them is the ability to make a right choice of concord, tenses, pronouns, etc. and the ability to write simple sentences and organize them in small, connected paragraphs. But unfortunately the students are nowhere near this bare minimum. Every year the incoming batches show a lesser command of English. After eight years of regular learning of English in Schools, this is a sad state of affairs. It was this that motivated the researcher to make an evaluative study of teaching at the senior secondary level. But in a poor country like India where even the basic aids (e.g. the chalk and the blackboard) are not always available, one cannot dream of expensive teaching aids. Since the textbook is the only and the most valuable tool available to the teacher of English in India, and since those who design the syllabus, If at all they do so, do not have any classroom contact with the students who the curriculum is supposed to be for, since the people to whom the job of textbook writing is assigned are not always the best ones, it was considered essential to make a thorough study of the available teaching materials, the textbooks, the supplementary readers, teachers' handbooks and students' workbooks.

Even if the textbook provides all the necessary material and guidance – text, vocabulary, grammar and exercises – still, the responsibility of their actual use rests with the teacher. About a few decades ago, many teacher training programs have been conducted in Rajasthan by the State Institute of Language Studies (SILS), but the researcher has a strong suspicion that the senior secondary school teaching was being carried out either by
academically unqualified teachers or by teachers, who had not been exposed to the modern methods of teaching. In order to verify this it was considered necessary to observe the actual teaching in progress. Another reason that motivated the researcher to visit some schools was to see whether the qualified and trained teachers were handling the books and the entire teaching the researcher to visit so many schools that motivated for visiting schools will be to see whether the qualified and trained teachers are handling the text books and the entire teaching operation as they are supposed to. Examination still dominates teaching to a great extent. According to L.A. Hill examinations are essential as a means of getting the teachers to teach what we want the students to learn. Since the entire future of our students still depends on the examination results, the evaluation of the examination papers is also considered necessary.

1.3 MAJOR QUESTIONS ASKED:

a) Are the teachers aware of the objectives of teaching English at the Senior Secondary Level?

b) Do the textbooks reflect the objectives professed in the syllabus?

c) Do the teachers work through the books according to the approach on which they are based?

d) Do the nature and content of the examinations support the goals of teaching?

e) Have the ELT programmes of the state made any impact on the teaching of English at the Senior Secondary level?

f) Do the teachers have the basic academic qualifications necessary to teach English?

g) Have the teachers been trained to effectively use the new techniques?

h) Is there any difference in the performance of ELT trained teachers and untrained ones?

i) Are the teachers aware of the considerations important for the writing of textbooks?

j) Are the teachers able to evaluate the existing textbooks?

k) Do the teachers have the ability to evaluate the existing examination system and suggest reforms?

l) Is there any difference in the quality of teaching going on in rural and urban schools of Rajasthan?

m) How do the students view the teaching to which they are exposed?

n) How do the students respond to the textbooks prescribed for them?

1.4 LIMITATIONS ENCOUNTERED IN THE STUDY:

It was deemed neither feasible nor necessary to contact teachers from all the district of Rajasthan; hence the study was limited to the Jaipur District. In Jaipur also it was not considered either necessary or economical to select all the schools for the purpose of research. Only twenty–five schools were selected for the purpose of this study, fifteen from Jaipur itself and ten from the rural areas. We may consider this study as
representative of the whole of Rajasthan because a common syllabus (NCERT) is followed in all districts. Even the competence of the teachers can be considered representative because they have had their training in different districts of Rajasthan and have worked in various districts because of inter-district transfers. The student population may also be considered representative because Jaipur being capital attracts students from all over state, including those from the tribal and backward areas.

The teaching of all the 114 teachers who had filled in the questionnaire could not be observed. An attempt, however, was made to observe the teaching of at least one teacher from each of the schools selected for the study. The lessons could only be recorded on an observation scheduled because the teachers would not allow the tape recording of their lessons.

A majority of the lessons were observed in the boys’ schools. Only three five girls’ school could be included in the study as the teachers of these schools were reluctant to allow the researcher to observe their lesson.

A short analysis was done only of those books that were being presently used in the schools. It was not possible or even useful to analyze the books that had previously been used and applied in the syllabus. Though, in present the NCERT syllabus has been applied in government schools, so it is not up to me (the researcher) to challenge the writer and content of the books, but the views of the students and teachers have been presented about the books after the survey.

The entire data could not be interpreted on a statistical basis because that would have required a different type of questionnaire construction. If the questionnaire had been
constructed differently; some important information might have been missed. Some part of the data, however, has been analyzed statistically.

1.5 METHODS AND TECHNIQUES: THE STUDY INVOLVES –

i. Field work which will include a questionnaire study (teacher questionnaire was administered 114 teachers and student questionnaire to 154 students); observation of lessons in the classes, informal interviews with the teachers and the students.

ii. A short analysis of the content of the textbooks and supplementary readers.

1.6 A SURVEY OF THE PREVIOUS STUDY

So far as the researcher knows no such evaluative study of English teaching in its entirety at the senior secondary level had been carried out earlier. The only dissertation somewhat similar to the present research is P.T. George’s M. Phil. Dissertation.


1.6.1 A Summary of George’s Dissertation -

George begins by giving a critical account of the teaching of English in pre-Independence era, and dwells on the advantages and disadvantages of the approach. He then draws attention to the advent of the structural approach to meet the needs of our students in the changed circumstances. The structural approach is studied critically against the background of English language teaching in India. George analyses two textbooks and shows that the structural approach as it is practiced (in 1970) is not conducive to the employment of interesting and worthwhile themes and the use of language in a natural and contextualized manner in textbooks. While analyzing the textbooks he keeps in view the themes, characters, the use of language, repetition patterns, and lapses of language control. He feels justified in making a generalization that lessons written primarily for themes tend to be more interesting and have fewer faults of characterization and language than those written primarily to illustrate or repeat language points.

George strongly feels that some of the methods of the structural approach are not fully suited to the Indian schools, and that in practice this approach tends to hold-back the development of reading ability.

On the basis of an analytical study of the structural approach, George thinks that rigid gradation, a detailed syllabus and an emphasis on repetition are the most serious hindrances in the production of textbooks. He feels that rigid gradation is of no use because structural-gradation is essentially flexible. Linguistically valid gradation of structural items is enormously large and there is no method of selecting one of them in
advance of textbook construction. George therefore proposes that sequencing of the structural items should be left to the individual authors because final sequencing should evolve only during course construction. He further suggests that the structural syllabuses, without any loss of learning, can be made less detailed than at present and that purely lexical and idiomatic items and minor structural points should be omitted from the syllabus.

George makes an attempt to show grounds for relaxing structural control after three or four years of English; for making the teaching of English more dependent on the pupil’s book and less on the teacher’s book and aids of various kinds. He makes a plea for the reading ability to go ahead of the oral work after the elementary stage. He thinks that the readers glossed and annotated partly in the mother tongue can prove very useful.

The only similarity that George’s thesis has with the present research is in the analysis of the textbooks. Even this analysis is not on the same lines. George lays more stress on interesting themes and characters and finds that the structural approach is a hindrance to interesting themes. The present research analyses the textbooks in a diminutive form. Moreover, George questions the validity of the structural approach and begins with a strong conviction that this approach cannot lead to the production of interesting textbooks. But the present research does not question the approach on which the textbooks are based.

Not only does the teaching material not question the approach on which the textbooks are based. Also, the present is different from George’s in that it evaluates the entire English Teaching operations. Not only does the teaching material not question the approach on which the textbooks are based.

1.7 SOME THEORIES OF LANGUAGE LEARNING AND ACQUISITION:
As the present study work is discussing about an evaluative study of learning and teaching of English as a second language. There are so many theories of learning a second language. Before doing the study, some theories have been discussed so that they could be implemented in the real life situations to learn a second language.

The term acquisition was originally used to emphasize the non-conscious nature of the learning process, but in recent years learning and acquisition have become largely synonymous. The distinction between acquiring and learning was made by Stephen Krashen (1982) as part of his ‘Monitor Theory’. According to Krashen, the acquisition of a language is a natural process; whereas learning a language is a conscious one. In the former, the student needs to partake in natural communicative situations. In the latter, error correction is present, as is the study of grammatical rules isolated from natural language. Not all educators in second language agree to this distinction; however, the study of how a second language is learned / acquired is referred to as second-language acquisition (SLA).

Research in SLA "...focuses on the developing knowledge and use of a language by children and adults who already know at least one other language... [and] a knowledge of second-language acquisition may help educational policy makers set more realistic goals for programmes for both foreign language courses and the learning of the majority language by minority language children and adults.”¹

Language acquisition vs. language learning

There is an important distinction made by linguists between language acquisition and language learning. Children acquire language through a subconscious process during which they are unaware of grammatical rules. This is similar to the way they acquire their first language. They get a feel for what is and what isn’t correct. In order to acquire language, the learner needs a source of natural communication. The emphasis is on the text of the communication and not on the form. Young students who are in the process of acquiring English get plenty of “on the job” practice. They readily acquire the language to communicate with classmates. Language learning, on the other hand, is not communicative. It is the result of direct instruction in the rules of language.

Language Learning Strategies (LLS):

Language Learning attracted the attention of the researchers in early 1980s. Tarone (1983) attempted to define LLS as “an attempt to develop linguistic and socio linguistic competence with target language – to incorporate these into one’s inter language competence.”1 Rubin (1987) went still further to define LLS as “strategies which contribute to the development of the language system which the learner constructs and affects learning directly.”2 Oxford (1992-93) in her seminal work defines LLS as “specific actions, behaviors, steps or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies are tools for self – directed involvement necessary for developing communicative ability.”3
Theories of second-language acquisition are various notions and hypotheses in the field of second-language acquisition about how people learn a second language. Research in second-language acquisition is closely related to several disciplines including linguistics, sociolinguistics, psychology, neuroscience, and education, and consequently most theories of second-language acquisition can be identified as having roots in one of them.

In the 1970s the general trend in SLA was for research exploring the ideas of Corder and Selinker, and refuting behaviorist theories of language acquisition. Examples include research into error analysis, studies in transitional stages of second-language ability, and the "morpheme studies" investigating the order in which learners acquired linguistic features. The 70s were dominated by naturalistic studies of people learning English as a second language.

By the 1980s, the theories of Stephen Krashen had become the prominent paradigm in SLA. In his theories, often collectively known as the Input Hypothesis, Krashen suggested that language acquisition is driven solely by comprehensible input, language input that learners can understand. Krashen's model was influential in the field of SLA and also had a large influence on language teaching, but it left some important processes in SLA unexplained.

2. Ibid.
3. Ibid.
The 1990s saw a host of new theories introduced to the field, such as Michael Long's interaction hypothesis, Merrill Swain's output hypothesis, and Richard Schmidt's noticing the hypothesis. However, the two main areas of research interest were linguistic theories of SLA based upon Noam Chomsky's universal grammar, and psychological approaches such as skill acquisition theory and connectionism. The latter category also saw the new theories of process ability and input processing in this time period. The 1990s also saw the introduction of socio-cultural theory, an approach to explain second-language acquisition in terms of the social environment of the learner.

1) **Semantic Theory** - For the second-language learner, the acquisition of meaning is arguably the most important task. Meaning it is the heart of a language, not the exotic sounds or elegant sentence structure. There are several types of meanings: lexical, grammatical, semantic, and pragmatic. All the different meanings contribute to the acquisition to the meaning of generally having the integral second language possession -

i. Lexical meaning – meaning that is stored in our mental lexicon;

ii. Grammatical meaning – comes into consideration when calculating the meaning of a sentence; usually encoded in inflectional morphology (ex.-ed for past simple, -'s for third person possessive)

iii. Semantic meaning – word meaning;

iv. Pragmatic meaning – meaning that depends on context, requires knowledge of the world to decipher; for example, when someone asks on the phone, “Is Mike there?” he doesn’t want to know if Mike is physically there; he wants to know if he can talk to Mike.
2) **Socio-cultural Theory** - Socio-cultural theory was originally coined by Wertsch in 1985 and derived from the work of Lev Vygotsky and the Vygotsky Circle in Moscow from the 1920s onwards. Socio-cultural theory is the notion that human mental function is from participating cultural mediation integrated into social activities.

3) **Universal Grammar Theory** - From the field of linguistics, the most influential theory by far has been Chomsky's theory of Universal Grammar (UG). The UG model of principles, basic properties which all languages share, and parameters, properties which can vary between languages, has been the basis for much second-language research work. From a UG perspective, learning the grammar of a second language is simply a matter of setting the correct parameters. Take the pro-drop parameter, which dictates whether or not sentences must have a subject in order to be grammatically correct. This parameter can have two values: positive, in which case sentences do not necessarily need a subject, and negative, in which case subjects must be present. In German the sentence ‘Erspricht’ (he speaks) is grammatical, but the sentence ‘Spricht’ (speaks) is ungrammatical. In Italian, however, the sentence "Parla" (speaks) is perfectly normal and grammatically correct. A German speaker learning Italian would only need to deduce that subjects are optional from the language he hears, and then set his pro-drop parameter for Italian accordingly. Once he has set all the parameters in the language correctly, then from a UG perspective he can be said to have taught Italian, i.e. he will always produce perfectly correct Italian sentences.
4) **Input Hypothesis Theory** - Learners’ most direct source of information about the target language is the target language itself. When they come into direct contact with the target language, this is referred to as ‘input’. When learners process that language in a way that can contribute to learning, this is referred to as ‘intake.’ Generally speaking, the amount of input learners take in is one of the most important factors affecting their learning.

5) **Monitor Model** - Other concepts have also been influential in the speculation about the processes of building internal systems of second-language information. Some thinkers hold that language processing handles distinct types of knowledge. For instance, one component of the Monitor Model, propounded by Krashen, posits a distinction between ‘acquisition’ and ‘learning.’ According to Krashen, L2 acquisition is a subconscious process of incidentally ‘picking up’ a language, as children do when becoming proficient in their first languages. Language learning, on the other hand, is studying, consciously and intentionally, the features of a language, as is common in traditional classrooms. Krashen sees these two processes as fundamentally different, with little or no interface between them. In common with connectionism, Krashen sees input as essential to language acquisition.

6) **Interaction Hypothesis** - Long’s interaction hypothesis proposes that language acquisition is strongly facilitated by the use of the target language in interaction. Similarly to Krashen’s Input Hypothesis, the Interaction Hypothesis claims that comprehensive input is important for language learning. In addition, it claims that the effectiveness of comprehensible input is greatly increased when learners have
to negotiate for meaning. The process of interaction may also result in learners receiving more input from their interlocutors than they would otherwise. Furthermore, if learners stop to clarify things that they do not understand, they may have more time to process the input they receive.

7) **Output Hypothesis** - In the 1980s, Canadian SLA researcher Merrill Swain advanced the output hypothesis, that meaningful output is as necessary to language learning as meaningful input. However, most studies have shown little if any correlation between learning and quantity of output. Today, most scholars [citation needed] contend that small amounts of meaningful output are important to language learning, but primarily because the experience of producing language leads to more effective processing of input.

8) **Competition Model** - Some of the major cognitive theories of how learners organize language knowledge are based on analyses of how speakers of various languages analyze sentences for meaning. Mac Whinney, Bates, and Kliegl found that speakers of English, German, and Italian showed varying patterns in identifying the subjects of transitive sentences containing more than one noun. English speakers relied heavily on word order; German speakers used morphological agreement, the intimacy status of noun referents, and stress; and speakers of Italian relied on agreement and stress. Mac Whinney et al. interpreted these results as supporting the Competition Model, which states that individuals use linguistic cues to get meaning from language, rather than relying on linguistic universals. According to this theory, when acquiring an L2, learners sometimes
receive competing cues and must decide which cue(s) is most relevant for determining meaning.

9) **Connectionism and Second-Language Acquisition** - Connectionism attempts to model the cognitive language processing of the human brain, using computer architectures that make associations between elements of language, based on frequency of co-occurrence in the language input. Frequency has been found to be a factor in various linguistic domains of language learning. Connectionism posits that learners form mental connections between items that co-occur, using exemplars found in language input. From this input, learners extract the rules of the language through cognitive processes common to other areas of cognitive skill acquisition. Since connectionism denies both innate rules and the existence of any innate language-learning module, L2 input is of greater importance than it is in processing models based on innate approaches, since, in connectionism, input is the source of both the units and the rules of language.

10) **Noticing Hypothesis** - Attention is another characteristic that some believe to have a role in determining the success or failure of language processing. Richard Schmidt states that although explicit meta-linguistic knowledge of a language is not always essential for acquisition, the learner must be aware of L2 input in order to gain from it. In his ‘noticing hypothesis,’ Schmidt posits that learners must notice the ways in which their interlanguage structures differ from target norms. This noticing of the gap allows the learner’s internal language processing to restructure the learner’s internal representation of the rules of the L2 in order to bring the learner’s production closer to the target. In this respect, Schmidt’s
understanding is consistent with the ongoing process of rule formation found in emergentism and connectionism.

11) Process Ability Theory - Some theorists and researchers have contributed to the cognitive approach to second-language acquisition by increasing understanding of the ways L2 learners restructure their inter language knowledge systems to be in greater conformity to L2 structures. Process ability theory states that learners restructure their L2 knowledge systems in an order of which they are capable at their stage of development. For instance, In order to acquire the correct morphological and syntactic forms for English questions, learners must transform declarative English sentences.

12) Automaticity - Thinkers have produced several theories concerning how learners use their internal L2 knowledge structures to comprehend L2 input and produce L2 output. One idea is that learners acquire proficiency in an L2 in the same way that people acquire other complex cognitive skills. Automaticity is the performance of a skill without conscious control. It results from the gradated process of proceduralization. In the field of cognitive psychology, Anderson expounds a model of skill acquisition, according to which persons use procedures to apply their declarative knowledge about a subject in order to solve problems.

13) Declarative / Procedural Model - Michael T. Ullman has used a declarative/procedural model to understand how language information is stored. This model is consistent with a distinction made in general cognitive science between the storage and retrieval of facts, on the one hand, and understanding of how to carry out operations, on the other. It states that declarative knowledge
consists of arbitrary linguistic information, such as irregular verb forms, that are stored in the brain’s declarative memory. In contrast, knowledge about the rules of a language, such as grammatical word order is procedural knowledge and is stored in procedural memory. Ullman reviews several psycholinguistic and neuron-linguistic studies that support the declarative/procedural model.

14) Memory and Second-Language Acquisition - Perhaps certain psychological characteristics constrain language processing. One area of research is the role of memory. Williams conducted a study in which he found some positive correlation between verbatim memory functioning and grammar learning success for his subjects. This suggests that individuals with less short-term memory capacity might have a limitation in performing cognitive processes for organization and use of linguistic knowledge.

1.8 THE RESEARCHER:

My interest in conducting this research stems from my personal philosophy and conceptualization of teaching as well as who I am and my life experiences as a learner and a teacher in Indian educational settings. I believe that teaching is a sacred profession, a prophetic mission worthy of all possible means of support. Through my eyes, I see teachers as messengers to humanity and ‘agents of change’ (Fullan, 1991; Wallace, 1991). I am convinced that a better future for generations around the world lies in effective teaching that aims at “the development of a mind to learn” (Wells & Claxton, 2002, p. 2), so that learners become able to address the uncertain demands of their time and their ever-changing world and communities. This research, I feel, is one way of actualizing me as a learner of English language, as it may directly or indirectly contribute to the enrichment of
teachers and teaching. Considering that the researcher is the instrument of his or her own research (Kavle 1996), I introduce myself here and reveal aspects of my identities and relationship with the research context. First of all, my interest in this research stems from my academic and professional identity as a teacher, a teacher educator and a researcher in the field of second language education. I have a good understanding of my research context and I can relate it to different kind of students who want to learn English due to academic or some other reasons. I have had a few years of teaching and educational experiences in the rural and urban Indian context (especially in Rajasthan) and thus have the knowledge of the students of Hindi medium students involved in this study. I have a sense of the weaknesses and the drawbacks of the present educational system which is not up to the mark or don’t fulfill the requirements of developing the language skills. What might take to pursue change or improve, not only at the individual teacher’s level but to adopt some learning techniques of a foreign language as well? Hence, it is through an array of live experiences that I became accustomed to the social, academic, and professional culture investigated in this work. I approached this investigation with context-specific experience and a strong theoretical and practical knowledge base established through my graduate and post graduate studies in Rajasthan University.

Like most of them, I learned English as a foreign language through the ‘Grammar Translation’ method; like others, I have also been immersed in English as second language learning and teaching settings; and like the teacher participants in my study, I have teaching and work experience in educational institutions.

Although challenging at times, I did my best to maintain objectivity and separate my personal knowledge of the context from knowledge generated by the participants while
recognizing that my background allowed me to develop important insights from the data. During the 2 years of data collection, I was continuously in touch with the schools, the syllabus and the policies of government.

1.9 RESEARCH ORGANIZATION AND OVERVIEW OF THE PRESENT STUDY:

The thesis comprises seven chapters. The first chapter, as usual is introductory, defines the problems, assumptions, theory of second language learning and survey of the previous study.

Following the introductory part, Chapter two gives the essence of English Education in India during and after the British rule. First of all, on a large scale, the global presence of English has been discussed. It also describes the importance and need to learn this language as a second language or a foreign language. The aims and objectives of teaching this language in Indian context have been described in this chapter. Some common problems of English language teaching and learning have been highlighted.

Chapter three deals with the origin and history of Secondary Education Commission in India. What role Secondary Education Commission played in Indian Educational system with specific reference to English language teaching in our country has also been discussed in this chapter. Status of English in Rajasthan in present Scenario is debated in detail with facts and figures.

Chapter four contains a short analysis of all teaching materials: the textbooks, the supplementary readers. It also draws attention to the importance of the textbook in foreign
languages teaching and the efforts being made for the improvement of text books at the national and state levels.

**Chapter five** describes about the field work done during the survey. The responses which are collected from the teacher questionnaire and the student questionnaire are discussed in detail, along with the information of informal talks with teachers and students.

**Chapter six** gives some specific solutions to resolve the current problems of teaching English in the state. Other useful suggestions and recommendations have been given to get advancement in the field of learning and teaching second language.

And, **Conclusion** has been drawn in the last chapter of the thesis.