CHAPTER I

INTRODUCTION

1.1. LANGUAGE

Language is the expression of ideas by means of which special sounds are combined into words, words are combined into sentences and combination of sentences gives answer to ideas and thoughts. Language is the set of human habits, the purpose of which is to give expressions to human thoughts and feelings especially to impart them to others.

1.2. MAN AND THE LANGUAGE

Man has rightly been called “a talking animal”. Man is gifted with the quality of speech, which differentiates him from other living beings. Language consists of words, idioms and syntax. Through language human beings think, feel, judge, and express. In producing this speech, man will utter some sounds. These sounds are conventionalized and recognized as common usage and provide the social aspect of a language. In short, language is speech.

Language and life are inter-related. The scope of language is widened with the widening scope of human activity. Today there is no activity, which does not find its expression in terms of language. No subject can be pursued, be it arts or science without using and understanding language. Human activity linked to language goes on widening in the manner of concentric circles.

Language is a socially shared code, or conventional system, that represents ideas through the use of arbitrary symbols and rules that govern combinations of these symbols (Bernstein and Tiegerman, 1989, P. 4). Therefore, it may be seen that language is a code.
whereby ideas about the world are represented through a conventional system of arbitrary
signals for communication (Bloom and Lahey, 1978).

1.3. FUNCTIONS OF A LANGUAGE

The main functions of a language are as follows:

1. **Expressive Function**: Language is a means of expression and communication. It helps people to express their feelings, emotions and ideas. It is also helpful to evoke similar feelings among the reader and the audience. Authors, poets and dramatists are successful in performing this function. They keep together language and life.

2. **Directive Function**: Language helps to perform an activity. It gives direction to one’s behavior e.g. asking the students to write on the black board.

3. **Social Function**: According to Ben Johnson, “Speech is the only instrument of society”. Thus language is used not only for giving and receiving information but also for interacting with each other by means of greetings, conversation, enquires discussion etc.

4. **Cultural Function**: Language is a part of culture. Both are inseparable. The content of every culture is expressible in its language.

5. **Referential Function**: It is also known as cognitive function. In this, speaker expresses what he feels and the meaning is derived on the basis of the context- as in conversation.

6. **Emotive Function**: Language is used to express one’s emotions. These emotions may be real or imaginative as in poems.

7. **Conative function**: The conative function of language finds its purest grammatical expression in the vocative and imperative sentences e.g. ‘stop it’.

8. **Poetic Function**: The poetic function of language combines certain sounds which are phonologically similar. They are called rhyming words.
9. **Phatic Function:** It is a device to prolong or discontinue a communication.

10. **Meta Lingual Function:** When the listener does not understand the code, he asks the speaker to explain it. The first language that was not understood is known as ‘object language’ and the language that was used to explain it is called ‘meta language’.

**1.4. IMPORTANCE OF ENGLISH**

“Whether one likes it or not, the English language has come to dominate several spheres of human activity. Even the French, German, Spanish, Italian, Chinese and Japanese governments have recognized the crucial role of English in global transactions… but most important of all is the relation that the English language is a ‘gateway to opportunity in every land’ in the crowded and interdependent world of ours” (The Editorial of the Hindu, 15th Oct.1994:12)

English is the language of modernization, of worldwide mobility, as well as upward social-cultural movement. Over 350 million people use English across the globe. One person out of every four persons in the world can be reached through English. 50 % of the world’s newspapers, scientific and technical journals, and over 60% of world’s radio stations use English as a means of communication. It is also the official language of the UNO. In India, English is a link language, serving to connect people of various regions and diverse background. It is the lingua franca of the people from east, west and south and north of India. It is the language used for communication among the central and state governments. Pundit Jawaharlal Nehru has described English as a major window on the modern world.

In terms of geographical spread, English already occupied an undisputed position in the world, and a steady expansion in its learning and use around the globe will see it taking an increasing lead over all other languages in the 21st century. It is estimated about three
billion users of this language are found all over the world though it is spoken by 1000 million people, that is about 16 per cent of world population (Competition success year Book, 2007: p.464). It is used as an official or semi-official language in over 60 countries. Over two-third of the world’s scientists write in English. About 80 per cent of the computers use English. Around 70 to 75 per cent of advertisements are used in this language. Over 5000 English news papers are published all over the world.

In our multilingual country, it has become a dominant force though it is spoken and understood by a little more than 100 million educated people. Despite this marginal figure, it has come to stay as a medium of imparting knowledge in about 350 central and state universities, 110 deemed universities, 25 IITs and IIMs. 26 research institutes and over 10,000 arts and science colleges and professional colleges all over the country. Among the news papers and periodicals published in as many as 101 languages and dialects (except Kashmiri) during 2004 – 2005, the second highest number of newspaper were published in English after Hindi.

One cannot deny the fact that English language has occupied and occupies an important place in the intellectual world. In fact, English language has assumed a dominant position in the subcontinent. English has become the language of rulers of many countries and especially of higher education.

It will be apt to recall the words of Lord Macaulay here:” English stands pre-eminent among the languages of the west. Whoever knows the language has ready access to all the vast intellectual wealth, which all the wisest nations of the earth have created”.

1.5. ENGLISH AS A SECOND LANGUAGE

English is as much a part of the Indian linguistic scene as any other Indian language. Even today, several million people in India, Africa, Asia, Pakistan, Philippines and various other countries use English as a second language. In all these areas, English as a second
language enjoys great prestige and fulfils an essential role in the educational and economic life of the nation. It is called as a second language because it has become part of our national and socio-cultural reality. There is a constant pressure to use English in our educational system; in the court and civil services and in international business contacts. English is a language used by many countries as their broadcasting, newspaper and novels.

1.6. AIMS AND OBJECTIVES OF TEACHING ENGLISH

Regarding aims of teaching English, Thomson and Wyatt say “it is necessary that the Indian people should not only understand English when it is spoken or written, but also that he should himself be able to speak and write it”.

Objectives of Teaching English

Besides the general aims of teaching English the teacher should have definite, clear-cut aims in teaching each lesson. They should be clear, precise and expressive. Primary Level Objectives

At the end of standard VII/VIII a pupil should be able to:

1. Understand statements, questions, short talks and passages read out to him on a subject within his experience (within the scope of the syllabus), when read at careful conversational speed.

2. Ask and answer questions in speech relating to his experience and to what he has read (within the range of the syllabus).

3. Read with fluency (both oral and silent reading) and understand simple passages within the vocabulary and structural range of the syllabus.

4. Express himself clearly in writing with reasonable accuracy, within the linguistic range of the syllabus, on subjects within his experience.
Secondary Level Objectives

At the end of standard X/XI a student should be able to:

1. Understand a passage read out to him from the prescribed materials or a talk of the same linguistic level on a subject of general interest within his experience.

2. Ask sensible questions and reply intelligibly to questions based on the above.

3. Carry on a sensible conversation with clarity of expression on passages from the prescribed materials on a topic of the same linguistic level within his experience.

4. Arrange and present his ideas intelligently on a topic selected by him.

5. Read silently and understand the main ideas in a passage of simple English within the linguistic range of the syllabus and be able to reproduce them clearly and correctly in speech and writing in his own words.

6. Express himself in writing with relevance and clarity on:
   a. A subject of general interest within his experience
   b. A topic chosen from a subject within the curriculum
   c. Read on his own with the help of the dictionary and reference books for information, further study and enjoyment.

Higher Level Objectives

For a successful completion of the first degree course a student should possess an adequate command over English, be able to express himself in it with reasonable ease, understand lectures in it and avail himself of its literature (ECR, 1966, 1.57 p.5). From these, it may be understood that English Language Teaching should be a skill based one. Mastery of a language requires receptive ability as well as productive ability. Listening, speaking, reading, and writing are related to and supplement one another. The psychology of language learning also tells us that the four basic language skills, namely, listening, speaking, reading and writing, reinforce each other, and even for the development of a
single skill, some amount of emphasis on the other skills will be found beneficial (Baruah, 1991, P. 9).

1.7. STATUS OF ENGLISH LANGUAGE TEACHING IN INDIA

1.7.1. ESL learning before independence

Though the Charter Act of 1813 provided for an annual sum of one lakh rupees for the revival and improvement of literature and the encouragement of the learned natives of India and for the introduction and promotion of knowledge of the science among the inhabitance of the British territories in India, it did not mention English or the study of English as either the goal or a means of achieving the goals cited. With the arrival of McCauley English became the language of the government, education and advancement and he recommended that all funds should be utilized for imparting to the native population a knowledge of English literature and Science through the medium of the English language.

In 1837, Persian was replaced by English in the court of law. English became the official language of the administration. Lord Harding in 1844 announced that the people with the knowledge of English and western science would be given preference for employment. This trend in favour of English has its continued influence to this day.

In 1854, Wood’s Despatch which is popularly known as the “MagnaCarta of English Education in India made provisions for education to all the people. English and Indian languages were adopted as the medium of instruction, English for the socially elite and the regional language for the less privileged people. The English books prescribed for the studies were literary in nature.

Government of India’s resolution on Educational Policy (1904) and the Indian Universities Act of 1904 traced the defects in the system of higher education. The findings included among other things the educational institutions failure to develop the critical
faculty of students; the instinct for memorization was usually strong and the system of education placed very great importance on examinations.

Michael Sadler’s Commission in 1917 stressed the need for drawing a distinction between practical training in English and the study of English literature. The commission recommended that improved methods of teaching English should be adopted and highly trained teachers of English should be appointed. However, Sadler’s recommendations were not implemented.

With the upsurge of nationalism, the teaching and learning of English was seriously affected. By 1930, majority of schools switched over to the regional language as the medium of instruction. The change in the medium of instruction was sudden and no steps were taken for the preparation of teaching material in regional languages. No one was able to define clearly the roles and functions of the English language in the changed context.

In India, before independence, English teaching was marked by the grammar translation method as advocated by practitioners like Franz Ahu (1796 – 1865), a German schoolmaster and H.G. Ollendorff (1803-1865), another German who stressed on ‘accuracy’ and ‘using full sentences’. The goals and priorities of English education in colonial India showed that literary text became the very staple of English teaching representing both models of good writing and instructions of the grammatical rules of the language.

1.7.2. ESL learning from Independence to early 1980s:

With the advent of Independence, the nation should have redefined the goals and priorities in Education and in English education as in every other sphere of activity. But English education in post-colonial India has been only a continuation of the colonial experience. After Independence, the question of language became more emotional. Prime Minister Nehru declared that it was government’s policy to shake India free of English within a generation; but he declared again:
“… For an indefinite period – I do not know how long- I should have; I would have English as an associate, additional language… I would have it as an alternative language as long as people require it and the decision for that; I would leave not to Hindi knowing people, but to non-Hindi knowing people”. (From the speech delivered on Aug 7, 1959)

In reality, English is still the language that examines students in the universities, conducts foreign affairs, and transacts business with the world outside.

The first Education Commission appointed in free India was the RadhaKrishnan Commission in 1948. It recommended the continuance of the study of English though it accepted Hindi as the federal language. The Secondary Education Commission (1952-53) under the chairmanship of Dr. A. Lakshmanaswami Mudaliar recommended the study of regional language, namely Hindi and English at the higher secondary and university levels. In 1966 the Kothari Commission observed “It should be the responsibility of English units to adjust their teaching to the needs of the different categories of students and to ensure that they are all given at least that essential command over the language which will enable them to use it efficiently as a library language” (The Kothari Commission, 1966:529) Two major recommendations with regard to the study of English were:
a) English should be the medium of instruction in all major universities and 
b) Special units should be set up for teaching English as a language skill, as distinct from teaching it as literature.

1.7.3. Implementation of the Structural Approach

The structural syllabus prepared by the London school was brought to India by the British Council and introduced in India in 1952. The Madras English Language Teaching (MELT) Campaign adopting a ‘Snowball’ scheme planned in conjunction with the British council attempted to train 27,000 teachers of English at the primary level.
The All India Seminar on the Teaching of English held at Nagpur in December 1957, constituted the first move to suggest the revision of the syllabus for teaching English at school on a national level and the structural approach was accepted. The seminar favoured that a syllabus based on the structures would be more conducive to the efficient teaching of English in India at present than one of the more traditional types (Report of the All India Seminar, Nagpur 5.12.1957 to 20.12.1957). The vocabulary approach which was being adopted previously was found to be ineffective because mere mastery of words won’t lead to adequate command over language and leads to undue emphasis on terminology of grammar and not on language. So a more scientific and effective method of teaching was required and the Structural Approach was suitable to teach the fundamentals of the language effectively. Based on the Seminar’s report, the structural syllabus was adopted in all states.

1.7.4. The Study Group Report – 1967

A study group under the chairmanship of Prof. V.K. Gokak was appointed to examine the position of English whether Hindi or any other modern Indian language would replace English as the medium of instruction. The group recommended changes in the compulsory English course and suggested a course on the functional aspects of the language at two levels, namely a skill based course with emphasis on spoken English at higher level. The group also recommended the institution of special courses in English to meet the needs of various categories of learners.

1.7.5. The Study Group Report – 1971

It extended the argument in favour of English for special purposes and suggested a number of measures for the successful implementation of the 1964 Education Commission Report. The group also foresaw a situation when the learners without any previous knowledge of English would seek admission to the colleges at least in some parts of the country and suggested a number of courses for such learners. But no concrete steps have
been taken towards achieving these objectives. Further the question of using English, as a library language does not arise because majority of the learners at the tertiary level cannot comprehend even simple texts.

The Central Institute of English was established in November 1958 with the following objectives:

1. To improve the standard of teaching English in India, to provide the study of English language and literature, to organize research in the teaching of the subject to train teachers and to undertake and facilitate advanced courses.
2. To hold examinations and grant academic awards and distinctions or titles to persons.
3. To prepare suitable textbooks at various levels, and
4. To undertake and provide for the publication of journals and periodicals.

The Central Institute of English and Osmania University jointly sponsored a seminar from 16th January to 19th January 1969 to identify the objectives, design syllabus, and evolve method of teaching English at the pre-university, B.A, and M.A levels in order to make the courses relevant to the needs of learners in the Indian universities. Language skills in place of literary texts were emphasized.

At the tertiary level, the UGC sponsored five Zonal workshops for syllabus reform in Mysore, Kurushetra, Lucknow and Shillong respectively. A national workshop on syllabus reform was held at the Central Institute of English between March 24 and 27, 1977 during which the reports of the zonal workshops were presented. The working Committee for syllabus reforms recommended major reforms for adoption by the universities including courses to meet the special needs of the tertiary level learners. They can be broadly listed as follows.
a) Courses for learners with inadequate command of language;

b) Courses for learners seeking admission to professional courses in Agriculture, Engineering, Law, Medicine etc.,

c) Courses for persons who are about to seek employment and who require skills in English, and

d) Courses for the teachers of English at the secondary level” (adapted from syllabus Reform in English; 1977; 150-151)

Despite the recommendations of the national workshop, there has been no attempt to revamp the current ESL classroom practices.

1.7.6. ESL after 1980s

The National Policy on Education and the Programme of Action (1986) merely reiterated the 1968 National Policy and stated that the policy would be implemented more energetically and purposefully. The Acharya Ramamoorthy Commission appointed to review the 1986 National Policy on Education submitted its report in 1990. The report made a frank analysis of the problems in the implementation of the three language formula which had stood the test of time. On the question of language media for higher education, the commission is for a smooth change over from English to the regional languages. Another important suggestion made by the National Policy of Education attaches much importance to the idea of autonomous colleges, which had its beginning in the Kothari Commission report.

One more report to be mentioned in this present discussion is the one by the Curriculum Development Centre (CDC) which was set up by the University Grants Commission in 1987 and which submitted its recommendations in 1989. Referring to the General English Course, the CDC Report has the following to say: “The syllabuses of the General English and Special English course generally do not clearly specify objectives. The
syllabus framed for these do not seem to take into account learner’s needs and interests; in fact, no attempt to make a systematic assessment of the learner needs has been reported” (CDC Report, 1989: 17-18).

This report, thus, talks about learner’s needs and learner centered teaching for the first time and the need for institution level attempts to be innovative in the language teaching is stressed now: “With increasing awareness of the importance of learning process more learner oriented or enquiry oriented teaching methods should be introduced in the instructional system which enables the learner to engage himself in creative and divergent thinking, problem solving, self-learning and to explore new avenues of communication, productive work as well as innovation through such methods as simulation, games, project work and the like”

The focus in ESL teaching has shifted from the teacher and the content to the learner and the learning. With the development of modern gadgets, especially computers, the learner centered approach has gained more relevance and is expected to play a vital role in the ESL curriculum process.

1.7.7. ELT- The Road Ahead In India

ELT in India has come a long way from year 1880 when only 60% primary schools used English as the medium for teaching. Up to 1940, the grammar-translation method flourished and the spread of English remained confined to education and office circles, yet again in a haphazard manner. By 1970 structural linguistics started making its presence felt in Indian classrooms in the shape of drills and exercises. Around this time, all professional courses began to be taught in English, which had also become established as a library language and a subject for independent study. As compared to its establishment as an autonomous subject in other English as first language countries around 1940, ELT emerged as an autonomous subject in India as late as 1980.
Similarly, the language laboratory also became a part of the ELT paradigm around 1985. Computer Assisted language Instruction reached most classrooms in 1960 but it came to Indian classrooms around 1985; at present, in some places it has evolved into CALL or Computer Assisted Language Learning.

Communicative Language Teaching (CLT) reached both regions (India and the West) between the years 1970-1980, with the difference that the Indian context was not ready for CLT. Hence, it took around two decades to gain acceptance among learners and teachers. Language –Literature integration gained recognition among teachers around the same time. India after 1995 has made up for the slow elephant years by boarding the apex of the ELT cone with a generous mix of so many methodologies that come under the generic category of the Communicative Approach.

The context of the whole teaching situation started changing around the year 2000. Socio-economic factors played a major role in this change that is dynamic even today. The liberalization of the Indian economy led to the entry of many international brands into the learner’s mindset. Call centers, shopping malls and trade fairs, all need young personals, fluent in English. There is a mushroom growth of institutes and academies of the third category above, offering the whole range of proficiency in English from clearing the IELTS to speaking fluently. The Internet has played a major role in creating a resource rich environment by giving a wide range of exposure to English. Becoming web savvy has emerged as the need of the day and this is possible only through English.

1.8. COMPONENTS OF ENGLISH LANGUAGE CURRICULUM

The English Language curriculum consists of three potential components. They are

i. Purpose of language teaching
   a) Communication as general purpose
   b) The underlying demands on the learner
   c) The initial contribution, which learners may bring to the curriculum.
ii. Methodology

a) The process of teaching and learning
b) The roles of the teacher and the learner
c) The role of the content within the teaching and learning situation

iii. Evaluation

The place of evaluation of learner progress and evaluation of the curriculum.

1.9. FACTORS INFLUENCING THE EFFECTIVENESS OF THE ENGLISH CURRICULUM

The learner and the teacher are the most important factors influencing the effectiveness of the English language curriculum.

The Learner

Learner is the center of the curriculum. They must be given opportunities to reconstruct their experience, study its possible meanings and interpret its significance. The curriculum is considered as a way of enabling learners to learn how to learn by their own effort. Thus the entire system revolves round them and is primarily constructed for them to learn and grow, to build on knowledge, skill and experience to become sensitive to the existing social, cultural, economic and political order, to question the given and create a better. If this is the underlying current of the system, then it is imperative that the system actively involves the learner in policy making, formulating purposes, planning and developing curriculum, evaluating learner exercises etc. In the views of Richards and Rogers (1986:23) the design of the instructional system will be considerably influenced by how learners are regarded. But in reality, there is very little scope for the learners, despite the recommendation of the Curriculum Development Center in English that a learner focused and learning oriented
approach is necessary. The recognition of the importance of relating the teaching of language to the particular needs has been made as early as 1921 by H.E. Palmer

Within the scope of the curriculum development, several learner-associated factors can be identified and they appear to contribute to the success or failure of curriculum. They are learner needs, learner interests, learner investment, learner participation, learner preparation, and learner centeredness and learner empowerment.

1.9.1. Learner Associated Factors

Learner Needs

Learner needs ought to be the fundamental criteria for determining the objectives of a curriculum. Learner-needs refer to ‘needs’ from the learners’ perspective and not the ‘needs’ as perceived by others engaged in curriculum construction process. It is essential that curriculum developers carefully study and analyze learner needs as perceived by learners. Contemporary input in ELT theories treat ‘need analysis’ as an important curriculum development. Need analysis is largely concerned with identifying general and specific language needs that can be addressed in developing goals, objectives, inter-alia, in a language programme. Any formulation in need analysis, unless it is backed up by actual data from the learners, is bound to be a theoretical abstraction. It is because of this aspect that one finds an unbridgeable gap between learner’s needs as formulated in the theoretical models and learner needs as observed in the classroom practice. If the teacher is imaginative and professionally committed, he can help the learner bridge the gap. The extent to which the learners perceive the curriculum as relevant to them determines the nature of the effectiveness of the curriculum.

Learner Interest

Learner interest is a notable factor in curriculum development, especially in the areas of content and methodology. It could serve as a motivating factor to make learner
respond to a curriculum. Their response can be treated as their way of realizing the curriculum. The nature and degree of response would determine the nature and degree of the success of curriculum, in a way. Further, “it can help the teacher get a feel for the nature and intensity of his students’ desire to learn the target language” (Ian Tudor, 1996:46). For example, the skill based language teaching may be considered here: The classroom interaction is seen as playing a significant role in the imparting of language skills. This can happen only if the learner is interested and motivated enough to engage in interaction. Thus learner interest can be seen as a means to make the curriculum effective.

**Learner Investment**

Contribution of the learner to the curriculum is known as learner investment. Students should be involved in curriculum development. By virtue of their active social nature and past experience, learners will be able to influence the consequences of any curriculum. Learner investment can be seen as that which the learner brings with him to the class. It includes the experiences, consciousness, competencies and background of the learner. It is a powerful factor influencing curriculum development and affects the learner’s performance in the classroom.

**Learner Participation**

Learner participation is one of the controlling factors in curriculum implementation. It controls and directs the way in which the curriculum would unfold in the classroom. Given the same instructional materials, methodology and the teacher, the learning experiences of one learner would differ from that of another learner mainly because of the nature of learner participation. In this context, learner participation is mainly mental, cognitive as different from physical, interpersonal, interactional participation. Thus at one level, learner participation can be seen as the product of learner investment. At another
level, learner participation can be seen as a dialogue between the teacher and the learner, one learner and another, the learner and the environment and so on.

**Learner Preparation**

It is a concept, which came into curriculum discussion in the context of ‘learner-centered curriculum’. It involves preparation of the learner to take up more responsibility for his learning. It could be used to mean the preparation of the learner for new roles in the process of learning. Learner attitude and expectations are largely determined by the existing practices within a curriculum. If a curriculum has to be successfully introduced, the learner has to be prepared for it. This could be in terms of objectives, rationale, intentions, teacher-learner roles and the like. Without adequate preparation, the learner might feel threatened by the demands of the curriculum.

Hence the curriculum should focus on two things: learners and learning process. How a learner learns is as important as what a learner learns. It relies on the cognitive skills the learners already have and their ability to think inductively and it is based on a conscious awareness of the intellectual process. This process of awareness development and preparation is generally referred to as “learner training” (Ian Tudor, 1996:35) Ellis and Sinclair describe the learner training as being “… to help learners consider the factor that affect their learning and discover the learning strategies that suits them best so that they may become so effective learners and take on more responsibility for their own learning (1989:2).

Learner preparation could, therefore, be defined as the process by which learners are helped to deepen their understanding of the nature of language learning and to acquire the knowledge and skills they need to pursue their learning goals in an informed and self-directive manner. The learners need to be given opportunities to think, act/react, discuss,
debate and brainstorming and this process becomes a process of discovery for the learners: discovery of new ideas and new language forms to express these ideas.

**Learner Centeredness**

The emerging concept of learner centeredness needs to be examined briefly in its historical perspective. It is the manifestation of the basic principle of humanism, which is embodied in Asher’s Total Physical Response, Curran’s Community Language Learning, Gattengo’s Silent Way and Lozanov’s Suggestopaedia and also the communicative language teaching trends, which viewed language as a system for expressing message and achieving functional and communicative goals in real world interactive situation. Learner centeredness should not be taken as a label that is attached to a single, clearly delimited school of thought with unambiguous definitions and a clear programme of action. Further, it should not be seen as the product of a single, coherently structured school of thought but rather as a confluence of a number of differing perspectives of language teaching. On the other hand it means that language teaching will be more effective if teaching structures are made responsive to the needs, characteristics and expectations of learners and if learners are encouraged to play an active role in the shaping of the study programme.

**Learner Empowerment**

An educational approach to language teaching should help learners develop the understanding and insight which will allow them to pursue their language study in an informed and self-directive manner. The ultimate goal of learner centered approach to teaching is learner empowerment which is realized by means of language education. Language empowerment should be the result of language education. It should enable learner to assume an active role in their language study and use the language effectively.
**Learner Training and Learner Involvement:**

Learner training involves the initiation of learner into the process of language study, and learner involvement refers to the direct participation of learners in the shaping of their study programme at any level from the provision of materials for a specific learning task to negotiation of assessment procedures or study mode. Learner training will lead to learner involvement.

**1.9.2. Teacher Associated Factors**

The teacher is one of the most important factors influencing the effectiveness of the curriculum. The teacher factor includes teacher personality, teacher participation and teacher preparation.

The teacher’s personality is considered as a strong dynamic force which determines and changes the atmosphere of the classroom. Teachers by their experience and active social nature influence the consequences of their curriculum. They are deeply involved in the classroom activities.

**Teacher Participation**

The teacher plays multiple roles as a need analyst, facilitator, counselor, guide, group process manager etc., He is the negotiator between the learner and the object of learning and so on. The teacher is expected to be efficient to adapt and exploit the resource to the classroom situation. The relation between the teacher and the learner is a complex one. They influence each other. In fact the teacher has more influence on the learner. Teacher attitude and behaviour influence the classroom atmosphere. Teacher plays a very important role in the teaching-learning process. She learns with the students and tries her best to satisfy the needs of the students.
Teacher preparation

The teacher is being prepared in such a way so as to meet the needs and expectations of the learners. It does not end with the teacher-training programme. It continues even after the training. It is based on the view that it is necessary for the teacher to be exposed to various ways of approaching curriculum content, methodology and evaluation, the learner and the environment. This is required to help the teacher explore, extend and develop his repertoire of teaching experiences. This can also be seen as a process of teacher development. This process is essential for preparing the teacher to face the challenges of a curriculum.

Teacher Development

Teacher is a continuous learner. Teacher development means an overall understanding of the professional requirements of the teacher. As a mediator between theory and practice, the teacher’s role is multifaceted in that they are not only practitioners of activities in the classroom but also continuously interact with the theory and practical aspect during their professional career. Teacher development is a pre requisite for effective curriculum development. In-service programmes such as seminar, symposium, workshop etc., will help the teachers keep themselves up to date and they will be able to meet the needs of the present generation. In the era of technological revolution the role of the teacher is being viewed as a facilitator of learning or creator of learning environment. He is not only a disseminator of knowledge but also a guide for life.

1.10. SIGNIFICANCE OF THE STUDY

The primary manifestation of language is speech and the teacher’s main concern is to train his pupils to communicate by means of spoken language. With this objective, English is being introduced at college level. But despite years of learning, students fail to communicate fluently in English. Our students are not able to compete with the students of
international standards. The investigator attributes deficient teaching-learning procedure to this failure. In this study, the investigator wishes to study about the teaching and learning techniques followed in the colleges affiliated to Manonmanium Sundaranar University. This study also aims at finding answer to the following questions-

- What is the methodology followed by the teacher in the classroom to teach English?
- Does the teacher bear in mind the curricular objectives of the lesson while teaching?
- Does the classroom situation conducive for language learning?
- Does the curriculum meet the needs and expectations of the learner?
- Is the evaluation technique appropriate to assess the curricular expectations?
- Do the learning techniques adopted by the learners affect their language skills?
- Is there any discrepancy between the curricular expectations and attainment of the objectives? If so, why?

The present study identified the factors that challenge the attainment of language skill by the students. The study also discovered the gulf that exist between the curricular objectives and attainment of the students and suggest the ways and means to bridge the gulf.

1.11. STATEMENT OF THE PROBLEM

“A STUDY ON THE TEACHING AND LEARNING OF ENGLISH AS A SECOND LANGUAGE AT THE DEGREE LEVEL IN THE ARTS AND SCIENCE COLLEGES AFFILIATED TO MANONMANIUM SUNDARANAR UNIVERSITY, TIRUNELVELI”

1.12. OPERATIONAL DEFINITIONS

Teaching

Teaching means to give instruction to know or be able to do something. It means to help the students learn by imparting knowledge to them and by setting up a situation in which students can and will learn effectively.
Learning

Learning refers to a relatively permanent change in behaviour that is the result of past experience; either produced incidentally or through institutionalized learning through teaching.

English as a Second Language

English learned by non-English speaking students as a second or a foreign language.

Degree Level

It refers to the first degree usually a bachelor’s degree carrying such designatory letters as B.A and B.Sc.

Affiliated

Affiliation means attaching an institution with a larger organization.

Manonmanium Sundaranar University

Manonmanium Sundaranar University is situated at Abishekapatty, Tirunelveli. The arts and science colleges affiliated to M.S. University are 58 in number.

1.13. OBJECTIVES

1. To study the English language teachers’ opinion about the teaching and learning of English as a second language at the degree level.

2. To find out the level of perception of teachers towards ESL curriculum with regard to Aims and Objectives, Curriculum, method of teaching, Acquaintance with A.V. Aids, Classroom Activities, teacher’s views on evaluation, Teacher’s Difficulty, Professional Development, self assessment and Curricular support for teachers and assessment of teachers about students.

3. To find out the influence of background characteristics over the level of perception of teachers towards ESL curriculum and its dimensions.
4. To find out significant difference in the perception of teachers towards ESL curriculum and its dimensions with regard to background characteristics.

5. To find out the relationship between the perception of teachers and ESL curriculum and its dimensions.

6. To study the opinion of the first degree students regarding the teaching and learning of English as a second language.

7. To find out the level of perception of students towards the ESL curriculum with regard to aims and objectives, curriculum, method of teaching, classroom activities, learner participation, use of A.V. Aids, students difficulty and Teacher motivation.

8. To find out the influence of background characteristics over the level of perception of students towards ESL curriculum and its dimensions.

9. To find out significant difference in the perception of students towards ESL curriculum and its dimensions with regard to background characteristics.

10. To find out the relationship between the perception of students and ESL curriculum and its dimensions.

1.14. HYPOTHESES

1. The level of perception of teachers teaching English in Arts and Science colleges affiliated to Manonmaniam Sundaranar University towards ESL curriculum is not high.

2. The level of perception of teachers teaching English in Arts and Science colleges affiliated to Manonmaniam Sundaranar University towards various dimensions of ESL curriculum is not high.

3. The level of perception of teachers towards ESL curriculum with regard to gender is not high.
4. The level of perception of teachers towards various dimensions of the ESL curriculum with regard to gender is not high.

5. The level of perception of teachers towards ESL curriculum with regard to community is not high.

6. The level of perception of teachers towards various dimensions of ESL curriculum with regard to community is not high.

7. The level of perception of teachers towards ESL curriculum with regard to educational qualification is not high.

8. The level of perception of teachers towards various dimensions of the ESL curriculum with regard to educational qualification is not high.

9. The level of perception of teachers towards ESL curriculum with regard to length of experience is not high.

10. The level of perception of teachers towards various dimensions of the ESL curriculum with regard to length of experience is not high.

11. The level of perception of teachers towards ESL curriculum with regard to locality of college is not high.

12. The level of perception of teachers towards various dimensions of the ESL curriculum with regard to locality of college is not high.

13. There is no significant difference in the perception of teachers towards ESL curriculum with regard to gender.

14. There is no significant difference in the perception of teachers towards ESL curriculum and its dimensions with regard to gender.

15. There is no significant difference in the perception of teachers towards ESL curriculum with regard to community.
16. There is no significant difference in the perception of teachers towards ESL curriculum and its dimensions with regard to community.

17. There is no significant difference in the perception of teachers towards ESL curriculum with regard to educational qualification.

18. There is no significant difference in the perception of teachers towards ESL curriculum and its dimensions with regard to educational qualification.

19. There is no significant difference in the perception of teachers towards ESL curriculum with regard to length of experience.

20. There is no significant difference in the perception of teachers towards ESL curriculum and its dimensions with regard to length of experience.

21. There is no significant difference in the perception of teachers towards ESL curriculum with regard to locality of college.

22. There is no significant difference in the perception of teachers towards ESL curriculum and its dimensions with regard to locality of college.

23. There is no significant correlation between perception of teachers towards ESL curriculum and its dimensions.

24. The level of perception of students towards ESL curriculum is not high.

25. The level of perception of students towards various dimensions of ESL curriculum is not high.

26. The level of perception of students towards ESL curriculum with regard to gender is not high.

27. The level of perception of students towards various dimensions of the ESL curriculum with regard to gender is not high.

28. The level of perception of students towards ESL curriculum with regard to major subject is not high.
29. The level of perception of students towards various dimensions of ESL curriculum with regard to major subject is not high.

30. The level of perception of students towards ESL curriculum with regard to community is not high.

31. The level of perception of students towards various dimensions of ESL curriculum with regard to community is not high.

32. The level of perception of students towards ESL curriculum with regard to locality of college is not high.

33. The level of perception of students towards various dimensions of ESL curriculum with regard to locality of college is not high.

34. The level of perception of students towards ESL curriculum with regard to father’s education is not high.

35. The level of perception of students towards various dimensions of ESL curriculum with regard to father’s education is not high.

36. The level of perception of students towards ESL curriculum with regard to mother’s education is not high.

37. The level of perception of students towards various dimensions of ESL curriculum with regard to mother’s education is not high.

38. The level of perception of students towards ESL curriculum with regard to medium of instruction at higher secondary level is not high.

39. The level of perception of students towards various dimensions of ESL curriculum with regard to medium of instruction at higher secondary level is not high.

40. There is no significant difference in the perception of students towards ESL curriculum with regard to gender.
41. There is no significant difference in the perception of students towards ESL curriculum and its dimensions with regard to gender.

42. There is no significant difference in the perception of students towards ESL curriculum with regard to major subject.

43. There is no significant difference in the perception of students towards ESL curriculum and its dimensions with regard to major subject.

44. There is no significant difference in the perception of students towards ESL curriculum with regard to community.

45. There is no significant difference in the perception of students towards ESL curriculum and its dimensions with regard to community.

46. There is no significant difference in the perception of students towards ESL curriculum with regard to locality of college.

47. There is no significant difference in the perception of students towards ESL curriculum and its dimensions with regard to locality of college.

48. There is no significant difference in the perception of students towards ESL curriculum with regard to father’s education.

49. There is no significant difference in the perception of students towards ESL curriculum and its various dimensions with regard to father’s education.

50. There is no significant difference in the perception of students towards ESL curriculum with regard to mother’s education.

51. There is no significant difference in the perception of students towards ESL curriculum and its various dimensions with regard to mother’s education.

52. There is no significant difference in the perception of students towards ESL curriculum with regard to medium of instruction at higher secondary level.
53. There is no significant difference in the perception of students towards ESL curriculum and its various dimensions with regard to medium of instruction at higher secondary level.

54. There is no significant correlation between perception of students towards ESL curriculum and its dimensions.

1.15. DELIMITATION

1. Only 18 Arts and Science colleges affiliated to M.S. University were selected for the study.

2. Only 925 ESL students and 81 English teachers were used as sample for the present study.

3. The autonomous colleges have not been taken in to consideration for this study, as these colleges have separate academic bodies, syllabi, examination board and examination system.
1.16. REFERENCES