CHAPTER VI

FINDINGS, DISCUSSION AND RECOMMENDATIONS

6.1. MAJOR FINDINGS

6.2. FINDINGS REGARDING TEACHER’S OPINION ON ESL CURRICULUM

1. Regarding the aims and objectives of ESL curriculum 38.27% teachers say that the aims and objectives of ESL curriculum are not clearly defined and that the curriculum is nothing but a list of text books with a modal question paper. About 30.86% of the teachers say that the aims and objectives are clearly defined. Similarly 30.86% of the teachers say that the aims and objectives are vague.

2. Regarding the framing of objectives 39.51% of the teachers say that the aims and objectives are framed by subject experts. 30.86% of the teachers say that they are framed by experts, faculty members and senior students. 29.63% of the teachers say that they are framed by experts in consultation with faculty members.

3. About 39.51% of the teachers acknowledge that the aims and objectives are reviewed whenever the university changes its syllabus. 30.86% of the teachers say that the aims and objectives are reviewed on the basis of the directions of the UGC. 29.63% of the teachers say that they are reviewed at regular intervals.

4. 41.98% of the teachers say that the aims and objectives reflect the need of the learner to some extent and about 34.57% of teachers think that they reflect the needs of the learners to very great extend.

5. Regarding the curriculum about 45.68% of the teachers say that the ESL curriculum enables the students to perform well in the examination. 30.86% of the teachers say that the ESL curriculum enables the students to achieve mastery in all language skills. 23.46% of the teachers say that it enables the students to achieve grammaticality in language use.

6. Regarding the speciality of the ESL curriculum, 38.27% of the teachers opine that the ESL curriculum prepares the students for life. 35.80% of the teachers say that it promotes creativity and critical thinking. 25.93% of the teachers say that it prepares the students for the examination.

7. About 34.57% of the teachers say that the ESL curriculum suits only for high achievers and 34.57% of the teachers also opine that it suits only average achievers. 30.86% of the teachers say that it suits all categories of learners.
Fig. 6.1.
Response of teachers regarding Aims and Objectives of the ESL Curriculum

Fig. 6.2.
Response of teachers regarding the use of ESL Curriculum

ESL Curriculum enables the students to

- Achieve mastery in all language skills 31%
- Achieve grammaticality 23%
- Perform well in the examination 46%
8. About 40.74% of the teachers say that the curriculum is based on traditional approach. And 29.63% of the teachers claim that the ESL curriculum is based on structural and communicative approach.

9. About 35.80% of the teachers say that the university updates the curriculum by consulting and obtaining feedback from the students. 33.33% of the teachers say that the university updates the curriculum by consulting the subject experts. 30.86% of the teachers say that the curriculum is updated by obtaining feedback from the teachers.

10. About 38.27% of the teachers say that other university departments are consulted in syllabus formation only some times.

11. Regarding the number of hours 38.27% of the teachers say that there is no need to increase the hours. 35.80% of the teachers say that the number of hours of English class should be increased.

12. About 38.27% of the teachers acknowledge that the prescribed textbook satisfies the criteria of a good textbook and it is attractive and free from mistakes. About 37.04% teachers say that the prescribed textbook does not satisfy the criteria of a good textbook. 24.69% of the teachers say that it is not attractive and has certain mistakes.

13. Regarding English text books 38.27% of the teachers say that literary aspects dominate the text to a certain extent and 37.04% of the teachers say that literary aspects dominate the text book to a great extend. 24.67 percentage teachers say that they are not at all dominated by the literary aspects.

14. 35.80% of the teachers say that the criteria for the selection of the content for English text book should be to foster national outlook. 35.80% of the teachers say that the content of the text book should enable the students to develop communicative competency. 28.40% of the teachers want it to develop social responsibility among the students.

15. Regarding the textbook, 50.62% of the teachers say that the English textbook caters to the needs of communicative competency of the students. 28.40% of the teachers say that they foster scientific attitude among the students. 20.99% of the teachers say that they enable the students to solve life problems.
16. 34.57% of the teachers say that the prescribed texts are fit for teaching both individuals and groups and same size of teachers opine that the texts are fit only for teaching groups. 30.86% of the teachers say that they are fit only for teaching individuals.

17. Regarding the non-detailed text 37.04% of the teachers say that they facilitate learner’s fast reading to a greater extent. 34.57% of the teachers say that they facilitate learner’s fast reading to a certain extent only.

18. Regarding the existence of remedial grammar exercises 35.80% of the teachers say that the content of the text is integrated with remedial grammar exercises. 34.57% of the teachers say that the text has no remedial grammar exercises.

19. 38.27% of the teachers feel that the texts are written according to the latest approach to a certain extent. 33.33% of the teachers say that they are not written according to the latest approach.

20. Regarding the method of teaching, 37.04 percentages of the teachers say that they teach the lessons having in mind the clear objectives of the lessons. 34.57% of the teachers say that they keep the objectives in their mind to some extent only.

21. 35.80 percentages of the teachers say that while teaching they focus their attention on content of the text. And again 35.80% of the teachers say that they focus on grammatical structures. Only 28.40% of the teachers say that they focus on developing all the four skills of English language.

22. 35.80% of the teachers create situations in the class to teach English 30.86% teachers say that they use dramatization and 33.33% teachers say that they use explanation and illustrations.

23. Regarding the medium of communication 38.27% of the teachers say that to interact in the class students use both Tamil and English. 30.86% teachers say that the students interact in English. And 30.86% teaches say that the students interact in their mother tongue.

24. Regarding the medium of instruction 35.80% of the teachers say that they use only English as their medium of instruction and 35.80% of the teachers say that use bilingual method. 28.40% of the teachers teach English language through the medium of Tamil.

25. About 41.98% of the teachers teach the prescribed text only and about 30.86% of the teachers use clippings from journals and 27.16% of the teachers claim to use the materials prepared by themselves.
26. Regarding the steps taken by the teachers for testing of spoken English emphasized by the syllabus, 37.04% of the teachers claim that they conduct viva-voce examination, about 32.10% of the teachers claim that they judge the skill of the students from their actual observation. 30.86% of the teachers claim that they create situations in the class for the students to interact.

27. Regarding the facility available in the college to improve the spoken English skill of the students 44.44% of the teachers say that they have language lab in the college, 29.63% of the teachers claim that they use interactive CDs in the class and 25.93% of the teachers acknowledge that they have no such facilities in the college for improving the spoken English skill of the students.

28. Regarding the steps taken by the teachers to improve the spoken English skill of the students 38.27% of the teachers claim that they emphasize regular newspaper reading, 33.33% of the teachers claim that they made the students interact in the class.

29. Regarding the benefits of interactive classroom 33.33% of the teachers claim that their interaction improves the fluency of the students and 33.33% of the teachers claim that it improves their vocabulary.

30. Regarding the opportunity provided to the students to speak in the class 34.57% of the teachers claim that they always provide opportunity to the students to speak, 33.33% of the teachers say that they rarely give opportunity to the students to speak in the class and 32.10% of the teachers acknowledge that they never provide opportunity to the students to speak.

31. Regarding the techniques of learning 41.98% of the teachers claim that they always teach the techniques of learning to the students and 30.86% of the teachers acknowledge that they never taught the techniques of learning to the students.

32. About 33.33% of the teachers say that they always encourage students to write articles/essays/poems to magazines.

33. 28.40% of the teachers claim that they encourage students to take competitive examinations.

34. Regarding invitation of experts from other colleges to handle classes 35.80% of the teachers say that they used to invite experts form other colleges and universities. 37.04 % of the teachers claim that they invite experts only some times.
35. Regarding the use of A.V. aids 27.16% of the teachers say that they have tape recorder to teach, 37.04% of the teachers say that they are provided with television and 35.80% of the teachers say that they have computers at their college to teach.

36. Regarding the question why they have not used A.V. aids in the class, 37.04% of the teachers say that they do not use these aids because they feel that the English class needs no such A.V. aids and 32.10% of the teachers say that the A.V. aids has no fascination for the students. And 30.86% of the teachers claim that this facility is not available in their college.

37. Regarding acquaintance with latest techniques of teaching English 41.98% of the teachers claim that they have acquaintance with the latest techniques of teaching English. 29.63% of the teachers say that they have not and 28.40% of the teachers opine that the traditional method is the best method and so there is no need to have acquaintance with the latest techniques.

38. Regarding the classroom activities, 38.27% of the teachers claim that they give their own exercises to the students, 33.33% of the teachers admit that they concentrate on preparing the students for the examination and 28.40% of the teachers claim that they restrict their classroom activity with the prescribed text books alone.

39. Regarding peer group activities 40.74% of the teachers admit that they encourage peer group activities rarely and 35.80% of the teachers admit that they never encourage peer group activities.

40. While asking for the reason 37.04% of the teachers say that peer group activities often results in gossiping, 27.16 % of the teachers say that the students make noise in the classroom. Only 35.80 % of the teachers claim that this activity initiates everyone in the classroom to conversation.

41. Regarding the organization of class level seminars for the students 38.27% of the teachers claim that they often conduct class level seminars, 37.04% of the teachers claim that they are conduct at times which is a positive factor facilitating the promotion of self learning. At the same time 24.69% of the teachers never organize class level seminars.

42. While organizing the seminar 40.74 % of the teachers feel that students are hesitant to participate in the seminar. 35.80 % of the teachers claim that the students participate actively.
43. Regarding the response of students towards innovative method of teaching 38.27% of the teachers say that they received good response from the students. 34.57% of the teachers say that received negative response from the students.

44. Regarding material for classroom purpose 39.51% of the teachers claim that they collect material from books, magazines and newspapers, 30.86% of the teachers say that they collect material from the internet and 29.63% of the teachers say that they never supplement materials.

45. Regarding the question about giving remedial exercises, 43.21% of the teachers claim that they give remedial exercises when most of the students make mistakes, 33.33% of the teachers claim that they give remedial exercises when the number of mistakes made by them is many and 23.46% of the teachers admit that they never give remedial exercises to the students.

46. Regarding the steps taken to facilitate student interaction 38.27% of the English teachers claim that they used to encourage students to ask more questions in the class. 32.10% of the teachers make the students read the text aloud and 29.63% of the teachers invite opinion and suggestion from the students.

47. 53.09% of the teachers claim that they give opportunity to their students to attend seminars and conferences.

48. Regarding evaluation 41.98% of the teachers opine that the external examination measures one’s depth of knowledge only to a certain extent, 34.57% of the teachers say that this method measures one’s depth of knowledge to a great extent and 23.46% of the teachers say that they never measure the depth of one’s knowledge.

49. Regarding the university question paper 43.21% of the teachers say that the university question paper tests the student’s ability to by heart. 29.63% of the teachers say that it tests the surface level knowledge of the students and 27.16% of the teachers say that they test the in-depth knowledge of the students.

50. 43.21% of the teachers prefer centralized evaluation, 29.63% teachers prefer evaluation at the college itself.

51. 37.04% of teachers have attended a short term course on evaluation.

52. Regarding teachers difficulty in teaching English 44.44% of the teachers say that student’s inability to interact in English is one of the major difficulties faced by them. 29.63% of the teachers say that their difficulty is large classroom and work load. To 25.93% teachers, student’s improper listening nature is the problem.
53. 34.57% of the teachers say that it is very difficult to elicit response from the students.
54. 37.04% of the teachers say that their students by heart the lesson after understanding the concept, 33.33% of the teachers claim that their students understand the concept and learn it and 29.63% of the teachers say that their students by heart the lesson without understanding the concept.
55. Regarding the errors committed by the students 38.27% of the teachers say that the students lack comprehension and expression, 33.33% of the teachers say that their students put wrong punctuation marks and 28.40% teachers say that their students make grammar mistakes.
56. Regarding teacher involvement 40.74% of the teachers admit that they don’t have any freedom in the selection of the material for the curriculum.
57. Regarding the availability of material development unit in the university 39.51% of the teachers claim that they have a material development unit in their university and 35.80% of the teachers frankly admit that they are not aware of the existence of the material development unit. 24.69% teachers say that there is no such unit in the university.
58. Regarding professional development of the teachers, about 30.86% of the teachers think in-service education is necessary for them, 37.04% of the teachers feel that it is not only necessary but also should be organized periodically, 32.10% of the teachers opine that only junior teachers need in-service education.
59. About 39.51% of the teachers admit that the in-service training programme was very useful, 30.86% of the teachers say that the in-service programme was only ceremonial and 29.63% of the teachers feel that the in-service training was not at all useful.
60. Regarding the need for computer knowledge, 37.04% of the teachers feel that Computer knowledge is a must for the teachers to a certain extent, 34.57% of the teachers think that it is a must for the teachers to a great extent and 28.40% of the teachers say that it is not at all essential for the teacher.
61. 37.04% of the teachers know to have access to the computer and 30.86% of the teachers express their desire to learn that. About 39.51% of the teachers use internet to collect notes for the students and 32.10% of the teachers use it for collecting flash cards and pictures.
62. Regarding seminars on English language teaching, 37.04% of the teachers say that they attend seminars because they are deputed by the college and 34.57% teachers honestly admit that they are not interested and 28.40% of the teachers say that they attend the seminars out of their own interest.

63. About 35.80% of the teachers say that they often present papers in the conference and 38.27% of the teachers never presented any paper in the conference.

64. Regarding action research 40.74% of the teachers admit that they never conducted any action research to improve classroom teaching. 30.86% of the teachers claim that they conduct action research to improve classroom teaching.

65. About 49.38% of the teachers have membership in the English language teaching organizations.

66. 38.27% of the teachers have attended seminars and conferences as resource persons.

67. 33.33% of the teachers published articles in the magazines for English language teachings.

68. Regarding assessment of teachers 38.27% of the teachers assess their teaching from the feedback given by the students, 38.27% of the teachers collect feedback from their colleagues and 23.46% of the teachers evaluate their teaching from the exam result of the students.

69. About 33.33% of the teachers collect feedback often, 30.86% of the teachers collect feedback from the students rarely and 35.80% of the teachers never collect feedback from the students.

70. Regarding curricular support 40.74% of the teachers say that they have no teachers guide and 33.33% of the teachers consider teachers guide as essential.

71. About 37.04% teachers admit that they have no teacher’s diary.

72. About 32.10% of the teachers claim that they meet and discuss with teachers of other colleges about the teaching of English, 40.74% of the teachers opine that it is not a must to discuss with other teachers.

73. Regarding the assessment of teachers about the students 40.74% of the teachers claim that they are satisfied with the overall performance of the students 24.69% of the say that they are not satisfied with the overall performance of the students and 34.57% of the teachers want improvement in their performance.

74. Regarding the speaking skill 30.86% of the teachers claim that their students are very good in spoken English skill, 43.21% of the teachers claim that their students are not bad in their spoken skill.
75. Regarding writing skill, 27.16% of the teachers claim that their students are very good in writing English.

76. About 30.86% of the teachers think that the mother tongue has substantial interference in the learning of a foreign language, 43.21% of the teachers say that the mother tongue interferes the students only some times.

77. Regarding the lack of proficiency in English 35.80% of the teachers admit the fact that lack of exposure to the language is the main cause for the lack of proficiency, 33.33% teachers say that it is because of lack of initiative among the learners and 30.86% of the teachers opine that it is because of lack of encouragement from the teachers.

78. Regarding the negligence of part II English by the students 32.10% of the teachers feel that it is because of lack of interest among the learners, 34.57% of the teachers feel that the students neglect part II English because it doesn’t help to increase the percentage of marks, 33.33% of the teachers think that student just want to get a pass in English.

6.3. FINDINGS RELATED TO THE PERCEPTION OF TEACHERS TOWARDS ESL CURRICULUM AND ITS DIMENSIONS

1. The perception of teachers teaching English in Arts and Science colleges affiliated to Manonmaniam Sundaranar University towards ESL curriculum is moderate.

2. The perception of teachers teaching English in Arts and Science colleges affiliated to Manonmaniam Sundaranar University towards ESL curriculum with respect to Aims and Objectives, Curriculum Design, Acquaintance with A.V. Aids, Classroom Activities, Professional Development, and Curricular support for teachers is moderate. However the perception of teachers about Method of Teaching, teacher’s views on evaluation, Teacher’s Difficulty and assessment of teachers about students is high. But the perception of teachers about self assessment is low. The overall perception of teachers towards ESL curriculum is moderate.

3. The level of perception of teachers teaching English in Arts and Science colleges affiliated to Manonmaniam Sundaranar University towards ESL curriculum is moderate with regard to gender.
Fig. 6.3
Level of Perception of teachers towards ESL Curriculum and its Dimensions

Fig. 6.4
Difference in the Perception of male and female teachers towards ESL Curriculum and its Dimensions
4. The level of perception of male and female teachers towards aims and objectives, curriculum, acquaintance with A.V aids, classroom activities, professional development, and curricular support are moderate. But their perception on evaluation, Teachers difficulty, and Assessment of teachers about students is high. The male and female teacher’s perception on self-assessment of teachers is low. And the perception of male teachers about method of teaching is low where as that of female teachers is high.

5. The level of perception of teachers towards ESL curriculum with regard to community is moderate.

6. The level of perception of FC and BC teachers towards ESL curriculum with respect to aims and objectives, curriculum, acquaintance with A.V. aids, classroom activities, professional development and curricular support for teachers is moderate. However, their perception about method of teaching, evaluation, teacher’s difficulty, and assessment of teachers about students is high. Their perception on self-assessment is low.

7. The level of perception of MBC teachers towards ESL curriculum with respect to aims and objectives, curriculum, classroom activities, and curricular support for teachers is moderate. However, their perception about method of teaching, acquaintance with A.V. aids, evaluation, teacher’s difficulty, professional development, self-assessment, and assessment of teachers about students is high. However, the overall perception of teachers towards ESL curriculum with respect to gender is moderate.

8. The level of perception of teachers towards ESL curriculum with regard to educational qualification is moderate.

9. The level of perception of PG teachers towards ESL curriculum with respect to aims and objectives, curriculum, acquaintance with A.V. aids, Evaluation, Teachers Difficulty, curricular support for teachers, and assessment of teachers about students is moderate. However, their perception about classroom activities is high. Their perception of professional development and self-assessment is low.

10. The perception of teachers possessing M.Phil and Ph.D degree towards ESL curriculum with respect to aims and objectives, curriculum, acquaintance with A.V. aids, classroom activities, professional development and curricular support for teachers is moderate. However, their perception about method of teaching, evaluation, and assessment of teachers about students is high. Their perception on
self-assessment is low. And the perception of teachers with M. Phil degree towards teacher’s difficulty is high where as that of Ph.D degree holder is low. And the perception of teachers with M. Phil degree towards self assessment is low where as that of Ph.D degree holder is high.

11. The level of perception of teachers towards ESL curriculum with regard to length of experience is moderate.

12. The level of perception of teachers towards ESL curriculum with regard to length of experience is moderate. However the perception of teachers with more than 20 years experience towards ESL curriculum is high.

13. The level of perception of teachers towards ESL curriculum with regard to locality of college is moderate. The level of perception of rural and urban teachers towards ESL curriculum with regard to aims and objectives, curriculum, acquaintance with A.V aids, classroom activities, professional development and curricular support for teachers is moderate. However the level of perception of rural and urban teachers towards ESL curriculum with respect to teachers view on evaluation, Teachers difficulty and assessment of teachers about students is high. The rural teacher’s perception on method of teaching is high and the perception of urban teacher on self assessment of teachers is low.

14. There is no significant difference in the perception of male and female teachers towards ESL curriculum.

15. There is no significant difference in the perception of male and female teachers with respect to Aims and Objectives, Curriculum, Method of teaching, Acquaintance with A.V. Aids, classroom activities, teachers view on evaluation, Teachers difficulty, Professional Development, Self assessment of teachers and Assessment of teachers about students.

16. The male and female teachers differ significantly in their perception of ESL curriculum with respect to curricular support for teachers.

17. Community has no influence on the perception of teachers towards ESL curriculum.

18. Community has no influence on the perception of teachers towards ESL curriculum. The teachers belonging to MBC inculcate English language skills through effective classroom activities and they believe in self assessment of teachers.

19. The educational qualification does not influence the perception of the teachers towards ESL curriculum.
20. There is no significant difference in the perception of teachers towards ESL curriculum with respect to their educational qualification. The teachers with Doctoral degree differ significantly in their perception with respect to self assessment of teachers. They used to assess their performance themselves.

21. Length of experience does not seem to have any influence on the perception of the teachers towards ESL curriculum.

22. There is no significant difference in the perception of teachers towards ESL curriculum with regard to their length of experience. But they differ significantly in their perception towards teacher’s difficulty. The teachers with less than 10 years of teaching experience face difficulty in English language teaching. So experience has an influence on the teaching of English with respect to difficulty.

23. Locality has an impact on the perception of the teachers towards ESL curriculum.

24. There is significant difference in the perception of teachers towards Aims and Objectives and Self Assessment of Teachers. The teachers belonging to urban colleges bear the aims and objectives in their mind while teaching English than the rural teachers. The teachers do not differ significantly in their perception towards English language teaching with respect to curriculum, method of teaching, acquaintance with A.V aids, Classroom activities, evaluation, teacher’s difficulty, professional development, curricular support for teachers and assessment of teachers about students.

25. There is significant correlation between the perception of teachers towards ESL curriculum and its dimensions. But aims and objectives and acquaintance with A.V. Aids are not correlated.

6.4. FINDINGS REGARDING STUDENTS OPINION ON ESL CURRICULUM

1. Regarding the aims and objectives, 28.32% of the students claim that they know the objectives of the lessons to a great extent. 54.27% of the students claim that they know the objectives to a certain extent and 17.41% of the students are unaware of the aims and objectives.

2. 71.78% of the students claim that they attained the objectives of the lesson, 19.89 % of the students admit that they haven’t attained.

3. About 72.22% of the students say that when they joined the college they expect the general English course to improve their English to a great extent, 20.65% students expect it only to a certain extent.
4. About 52.32% of the students strongly feel that at the end of the course they will be able to communicate confidently in English, 40.22% of the students think that to a certain extent they will be able to communicate in English.

5. About 76.97% of the students claim that at the end of the course they will be able to write competitive examinations in English.

6. Regarding the curriculum about 39.35% of the students feel that the ESL curriculum enables the students to achieve mastery in all language skills, 35.14% of the students feel that the curriculum helps them to achieve grammaticality in language use and 25.51% students feel that the curriculum enables them to perform well in the examination.

7. Regarding the lessons in the text book about 65.08% of the students say that they are interesting and useful but 23.78% of them are of the opinion that they are useful but not interesting and another 11.14% of the students think that they are interesting but not useful.

8. About 37.73% of the students think the lessons enable them to understand language structures, 35.46% of them think that they are useful to understand real life situations and 26.81% of the students find it useful in learning new words.

9. And 62.70% student say that the lessons are interesting to them because the teachers teach them interestingly, 19.57% of them say that it is because they deal with life problems and 17.73% of the students feel that the lessons are interesting when the units are short and simple.

10. Regarding the poems, 48.22% students claim that they like it because the theme is very interesting, 27.24% of the say that they are attracted by their rhyme and rhythm and 24.54% of the students feel that it is very difficult for them to understand the poem.

11. Regarding grammar classes, 58.05% of the students say that grammar classes are very interesting and useful, 37.41% students say that they are useful but not interesting.

12. 72.11% students claim that they have learnt in the grammar classes the usage of grammar in both writing and speaking while 20.86% students claim that they learnt a set of grammar rules.

13. About 64.54% of the students say that the text have useful material for spoken English to a great extent, 21.30% students say that the texts have useful material for spoken English only to a certain extent.
14. About 74.16% students say that they have a practical test on spoken English but the rest of the students say that they have not.

15. 45.19% of the students feel that the lessons prescribed in the text are fit for self study, 34.16% of the students feel that they cannot learn them without the help of the teachers.

16. 66.70% of the students claim that the vocabulary and structures that they learned from the text are useful in their day-to-day life to some extent only.

17. Regarding the inclusion of more literary pieces in the curriculum 59.57% of the students want a collection of short stories, 15.46% of the students don’t want to include any more literary pieces in the curriculum, 24.97% of the students want to include more poems in the curriculum.

18. Regarding method of teaching 40.97% of the students say that they are taught through translation method, 29.95% students say that the method of teaching used in their classroom is discussion method and 29.08% students claim that the methodology used is lecture method.

19. Regarding the medium of instruction in the class, 45.84% of the students say that the medium of instruction in their class is English, 39.57% of the students say that their medium of instruction is bilingual and 14.59% students say that they are taught through Tamil.

20. Regarding the medium of communication in the class, 36.97% students say that they communicate in English, 31.57% of the students say that they use both Tamil and English as their medium of communication and 31.46% of the students say that they use only Tamil as their medium of communication.

21. About 56.54% of the students say that they are satisfied with the existing methodology of teaching to a great extent, 24.97% of the students say that they are satisfied with the existing methodology to some extent and 18.49% of the students are not at all satisfied with the existing methodology.

22. About 40.76% of the students say that their teachers teach them how to learn the lesson, 37.62% of the students say that they are taught sometimes only and 21.62% of the students say that they are never taught the mechanics of how to learn a lesson.
Fig. 6.5.
Response of Students Regarding the Methodology Used By Teachers in the ESL Classroom

Methodology used by teachers in the ESL classroom

- Discussion: 29.95%
- Lecture method: 40.97%
- Translation: 29.08%

Fig. 6.6.
Response of students regarding their participation in the ESL classroom

participation of students in ESL Classroom

- Active Participation: 35.14%
- Silent Observers: 41.41%
- Utter Yes/No: 23.46%
23. Regarding teaching of poem, more than 55.35% students say that their teachers read the poem and give explanation, 24.17% students say that their teachers make them enjoy the poem with proper rhyme and rhythm.

24. Regarding the English classes it is interesting to note that 69.62% students claim that it is lively and enjoyable, 20.43% of the students admit that they are free from tension, which they face in their major classes.

25. Regarding classroom activities 48.43% of the students say that they have class level seminars and debates only some times, 35.35% students claim that they never have class level seminars/debates. Only 16.22% of the students claim that they often have class level seminars/debates.

26. Regarding individual and group activities 44.43% of the students claim that they have individual and group activities only some times. 37.73% of the students claim that they never have such activities and only 17.84% of the students claim that they have such activities in the class.

27. About 48.97% of the students appreciate the teachers attempt to make English as the lingua franca of the classroom to some extent, only 32.54% of the students appreciate it to a great extent and 18.49% of the students do not appreciate the attempt of the teachers.

28. Regarding the measures taken by the teacher 49.51% of the students say that their teachers ask them questions and elicit information from them. 34.81% of the students say that their teachers invite suggestions from the students and 15.68% of the students say that their teachers do not take any measures to make them speak English.

29. About 47.78% of the students like their teachers explaining and illustrating the lessons. Creating situation is appreciated by 29.62% of the students and dramatization is appreciated by 22.59% of the students.

30. Regarding remedial exercises, 40.22% of the students say that they are often given remedial exercises by their teachers, 38.70% of the students say that remedial exercises are given when most of the students make mistakes and 21.08% of the students say that they are given remedial exercises when ever the students fail in the examination.
31. Regarding the use of A.V. aids, 59.78% of the students claim that their teachers do not use A.V. aids in the class, 16.43% of the students say that their teachers use A.V. aids in the class. 23.78% students say that their teachers use the A.V. aids sometimes in the class.

32. About 21.41% of the students claim that in their college they have only T.V and Tape recorder, 43.78% of the students claim that they have computer in their college and 34.81% of the students claim that they have no such facility in their college.

33. About 35.03% of the students feel that the use of A.V. Aids in the classroom will attract the attention of the students, 11.68% of the students think that it would be boring and time consuming. 53.3% of them feel that it is interesting and increases the retention power of the students.

34. About 64.97% students feel that the language laboratory is a must as it improves fluency.

35. Regarding the use of internet, 54.7% students claim that their teachers never use material from the internet for classroom teaching.

36. About 52.32% of the students claim that the classroom activities enabled them to use English on their own to some extent only and 31.57% of the students say that the classroom activities enabled them to use English on their own to a great extent and 16.11% of the students say that the classroom activities do not enable them to use English on their own.

37. Regarding learner participation 41.41% of the students claim that they are silent observers of the English classroom, 35.14% students claim that they are active participant of the class and 23.46% students utter yes/no when called for.

38. Regarding the preparation of the syllabus, 46.49% of the students say that the students should be involved in preparing the syllabus, 34.59% of the students say that only teachers should be consulted and 18.92% of the students say that experts should be consulted in preparing the syllabus.

39. About 48.11% of the students say that their teachers welcome their views on the general English syllabus at times, 25.84% students say that their views are often invited by the teachers and 26.05% of the students say that they were never asked by their teachers.

40. Regarding the use of English, 66.81% of the students have said that they are trying to use the language on their own and 23.57% students use the language to a very great extent and 9.62% students never use it.
41. About 52.32% of the students have said that they do extra reading in English to some extent, 29.30% students claim that their classroom activities encouraged them to do extra reading in English to a great extent and 18.38 students admit that they never do extra reading in English.

42. About 48.43% students claim that they read newspapers, 38.70% students claim that they read only novels and short stories and 12.86% students do not read anything.

43. 48.32% students read The Hindu, 29.08% students read Indian Express and 22.59% students read none of the newspapers.

44. About 35.68% of the students have read the novels/short stories prescribed for them, 40.65% of the students claim that they only listened to the class when the teachers taught and 23.68% students have read only a few pages in the text.

45. While reading, 52.43% of the students enjoy the story, 21.73% of the students concentrate on the usage of English language and 25.84% of the students concentrate their attention on the new words.

46. Regarding the opinion of by hearting the famous lines of the poem 48.22% of the students does it to write as it is in the examination, 28.65% of the students have by heart it to quote while speaking and 23.14% of the students by heart the lines just to enjoy.

47. About 60.86% of the students claim that they prepare for the examination by studying the notes given by the teacher, 22.16% students claim that they prepare their own notes by referring various books and 16.97% of the students read the bazaar guides.

48. 71.35% of the students claim that they converse with their friends in English only some times, 15.68% of the students say that they always used to converse with their friends in English and 12.97% students never converse with their friends in English.

49. About 15.89% of the students claim that they have the habit of writing letters to their friends in English, 50.81% of the students write letters in English only some times and 33.30% of the students say that they never write letters in English to their friends.

50. Regarding the mistakes committed by students while speaking, 48.11% of the students say that they some times feel ashamed of committing mistakes, 26.38% of the students claim that they never feel ashamed of that and 25.51% of the students say that they often feel ashamed of it.
Fig. 6.7
Response of students regarding their difficulty to speak fluently in English

**Difficulty in covering English Fluently**

Fig. 6.8
Response of students regarding the factors which prevent them from speaking English

**Factors which prevent students to speak English**

- Fear of Committing mistakes: 29.12%
- Lack of vocabulary: 29.73%
- Shyness: 45.08%
51. About 45.08% of the students say that the factor which prevents them from speaking English is fear of committing mistakes, 29.73% of the students say that lack of vocabulary is the reason and 25.19% of the students say that it is because of shyness.

52. 58.27% of the students claim that they sometimes prepare notes for their study, 20.97% of the student claim that they often prepare notes of their own and 20.76% of the students say that they never prepare notes for their study.

53. More than 50% of the students want the teacher to prepare the notes. 60.76% of the student feel that the notes prepared by the teacher is a standard one and 23.89% students say that they get more marks when they write the answer prepared by the teacher and 15.35% of the students want the teacher to prepare notes to save their time.

54. 38.81% of the students say that speaking English without bothering mistakes is the best way to improve the spoken English skill of the students, 32.65% of the students feel that spoken English skill could be enhanced by reading good newspapers and magazines and 28.54% of the students think that if they attend the spoken English classes they could improve it.

55. Regarding the feedback 49.73% of the students say that their teachers collect feedback from them at times and 27.57% of the students admit that their teachers often collect feedback from them and 22.70% of the students say that their teachers never collect feedback from the students.

56. Regarding the difficulties faced by the students in learning English as a second language 40.22% of the students say that the lack of interest in learning English is due to uninteresting textbooks, 35.35% of the students feel that it is because of monotonous verbal teaching and 24.43% of the students feel that it is because of their dislike for English.

57. About 39.24% of the students feel that they have difficulty in the usage of grammar, 32.97% of the students say that they have difficulty in expressing the idea and 27.78% of the students say that they have difficulty in understanding the concept.

58. To the question “do you find difficulty in conversing fluently in English?” 66.05% of the students admit that some times they have difficulty in conversing fluently in English, 24.76% of the students say that they always have difficulty and only 9.19% of the students claim that they not at all find it difficult to converse in English.
59. Regarding the reason for the lack of spoken English skill of the students 50.59% of the students feel that both the teachers and students aim only at the examination, 26.38% of the students feel that it is because of lack of exposure to the language and 23.03% of the students feel that it is because the medium of instruction is in Tamil.

60. About 46.05% of the students suggest that to improve the spoken English skill of the students adequate opportunity should be provided to them to express themselves in English, 36.54% of the students say that the medium of communication in the class should strictly be in English and 17.41% of the students feel that the medium of instruction should be in English.

61. Regarding the number of hours of English classes 44.54% of the students say that there is no need to increase the number of English classes, 38.27% of the students feel that the hours should be increased.

62. 76% of the students give first preference to the major subject and only 12.65% of the students give first preference to part II English.

63. Regarding the negligence of part II English, 36.86% of the students say that part II English doesn’t help them to increase the percentage of marks in their major subject, 32.97% of the students feel that a pass in English is enough and 30.16% of the students say that they neglect part II English because of lack of interest in the subject.

64. About 43.14% of the students claim that their teachers encourage them to participate in seminars and conferences at times and 38.38% of the students say that their teachers often motivate them to take part in seminars and conferences.

65. About 45.30% of the students claim that their teachers give them information about IELTS and TOEFL examinations.

66. Only 22.05% of the students say that they are encouraged to collect additional information from the internet.

67. And only 13.41% of the students are encouraged to chat through internet.

6.5. FINDINGS RELATED TO THE PERCEPTION OF STUDENTS TOWARDS ESL CURRICULUM AND ITS DIMENSION

1. The level of perception of students studying in Arts and Science colleges affiliated to Manonmaniam Sundaranar University towards ESL curriculum is moderate.
Fig. 6.
Level of Perception of Students towards ESL Curriculum and its Dimension

Level of perception of students towards ESL Curriculum and its dimensions

Fig. 6.
Difference in the Perception of Male and Female Students towards ESL Curriculum and its Dimension

Difference in the perception of male and female students towards various dimensions of the ESL Curriculum

Dimensions of ESL Curriculum
2. The level of perception of ESL students studying in Arts and Science colleges affiliated to Manonmaniam Sundaranar University towards ESL curriculum with respect to aims and objectives, curriculum, method of teaching, classroom activities, learner participation and teacher motivation is moderate. However, their perception towards use of A.V. Aids and students difficulty is very low and their perception towards their teacher motivation of the students is high. The overall perception of students towards ESL curriculum is moderate.

3. The level of perception of students towards ESL curriculum with respect to gender is moderate.

4. The level of perception of male and female students towards ESL curriculum with regard to curriculum, classroom activities and learner participation is moderate. The perception of male teachers towards aims and objectives, method of teaching and use of A.V. Aids of ESL curriculum is low where as that of the female students is moderate. The perception of male students towards students difficulty is high where as that of female students is low. The perception of male students towards teacher motivation is low where as that of female students is high. The overall perception of male and female students towards ESL curriculum is moderate.

5. The level of perception of English, Mathematics, Science, History, Commerce, Accountancy and Business Administration students towards ESL curriculum is moderate where as that of Tamil, Computer Science and Economics students is high.

6. The level of perception of Tamil, Mathematics, Computer Science, History, Commerce, Accountancy and Business administration students towards aims and objectives of ESL curriculum is low and the perception of English, Science, Economics students towards the aims and objectives of ESL curriculum is moderate.

7. The level of perception of English, Science, History, Commerce, Accountancy and Business Administration students towards ESL curriculum is moderate. The Mathematics and Computer Science student’s perception towards ESL curriculum is low where as the perception of Tamil and Economics students towards ESL curriculum is high.

8. The level of perception of Tamil, Mathematics major students towards method of teaching is moderate where as the perception of Science, Computer Science, History, Commerce and Accountancy students towards Method of teaching is low. The perception of English and Economic major students towards Method of teaching of English is high.
9. The level of perception of English, Mathematics, Science, Computer Science, History, Commerce, Economics and Business Administration students towards English classroom activities is moderate where as the perception of Tamil students towards classroom activities is high. The perception of Accountancy students towards classroom activities is low.

10. The level of perception of students towards learner participation in ESL classroom with respect to their major subject is moderate. However, the perception of Economics major student’s perception towards learner participation in ESL classroom is low.

11. The level of perception of Tamil, English, Science, Computer Science, Economics and Accountancy students towards Use of A.V. Aids in ESL classroom is moderate. The perception of Mathematics, History, Commerce and Business Administration student’s perception towards the use of A.V. Aids is low.

12. The level of perception of English, Science, Computer Science, Economics major students towards student’s difficulty is high where as the perception of Tamil, History, Commerce and Business Administration students is low. The perception of the level of perception of Mathematics and Accountancy students towards student’s difficulty is moderate.

13. The perception of Tamil, English, Computer Science, History, Business Administration major students towards the dimension ‘teacher motivation of students’ is high where as the perception of Science, Commerce, Economics, Accountancy students towards teacher motivation is low. The perception of mathematics students towards teacher motivation is moderate.

14. The level of perception of students towards ESL curriculum with regard to community is moderate.

15. The perception of FC and SC students towards aims and objectives of ESL curriculum is found to be low where as the perception of BC and MBC students towards aims and objectives of ESL curriculum is found to be moderate.

16. Regarding curriculum the perception of students from various communities is found to be moderate. Regarding method of teaching the perception of FC and MBC students is found to be low, where as the perception of BC and SC students is moderate.
17. The perception of students belonging to various communities towards classroom activity and learner participation is found to be moderate. Regarding the use of A.V aids the perception of BC and SC students is found to be low whereas the perception of FC and MBC students is found to be moderate.

18. Regarding student’s difficulty in learning English, the perception of FC, MBC and SC student’s id found to be high where as the perception of BC students is found to be low.

19. The perception of FC, MBC and SC students towards teacher motivation of students in ESL teaching is found to be low where as that of BC students are found to be high. On the whole the perception of students towards ESL curriculum is found to be moderate. Hence the hypothesis is accepted that the level of perception of students towards ESL curriculum with regard to community is not high.

20. The level of perception of students towards ESL curriculum with regard to locality of college is moderate

21. The level of perception of rural and urban students with regard to aims and objectives, curriculum, method of teaching, classroom activities and learner participation is moderate.

22. The level of perception of rural and urban students with regard to use of A.V aids is found to be low. Regarding students difficulty the perception of rural students is found to be high where as that of urban students is low. The level of perception of rural and urban students with regard to teacher motivation of learners is found to be high. On the whole the level of perception of rural and urban students with regard to ESL curriculum is moderate. Hence, the null hypothesis is rejected.

23. The level of perception of students towards ESL curriculum with regard to father’s education is moderate where as the perception of students whose parents are post graduate seem to be high.

24. The level of perception of students towards aims and objectives, curriculum, method of teaching, classroom activities, and learner participation with respect to their father’s educational status is found to be moderate where as the perception of students towards use of A.V aid is found to be low. The level of perception of students (whose father is either illiterate or literate) towards students difficulty in English is found to be low where as others perception towards students difficulty is found to be high. The level of perception of students towards teacher motivation of students with respect to their father’s educational status is found to be high. But the
perception of students of illiterate father is found to be low. The result shows that
the level of perception of students towards ESL curriculum with regard to father’s
education is moderate.

25. The level of perception of students towards ESL curriculum with regard to mother’s
education is moderate.

26. The level of perception of students towards aims and objectives, curriculum, method
of teaching, classroom activities, and learner participation with respect to their
mother’s educational status is found to be moderate where as the perception of
students towards use of A.V aid is found to be low. The level of perception of
students (whose mother is literate) towards students difficulty in English is found to
be low where as others perception towards students difficulty is found to be high.
The level of perception of students towards teacher motivation of students with
respect to their mother’s educational status is found to be high. The result shows that
the level of perception of students towards ESL curriculum with regard to mother’s
education is moderate.

27. The level of perception of students towards ESL curriculum with regard to medium
at higher secondary level is moderate.

28. The level of perception of Tamil and English medium students towards aims and
objectives, curriculum, method of teaching, classroom activities and learner
participation is moderate. Their perception towards use of A.V aids is found to be
low. The perception of Tamil medium students towards students difficulty in
learning English is found to be low where as the perception of English medium
students is high. The perception of Tamil and English medium students towards
teacher motivation of students is found to be high. The overall perception of Tamil
and English medium students towards ESL curriculum is moderate.

29. Gender has significant impact on the perception of students towards ESL
curriculum. Male students have better perception than female students.

30. Gender has an impact on the perception of students regarding aims and objectives,
curriculum and method of teaching.

31. Major subject influences the perception of students towards ESL curriculum and its
various dimensions of ESL curriculum.

32. Community does not seem to have any impact over the perception of students
towards ESL curriculum and its various dimensions.
33. Locality has an influence on the perception of students towards ESL curriculum.

34. Locality has an influence on the perception of students towards ESL curriculum.

    The perception of urban students is better than the rural students.

35. The locality of the college has a significant impact over the perception of students towards curriculum, method of teaching, classroom activities, learner participation and use of A.V aids. But it has no impact over the perception of students towards aims and objectives, student’s difficulty and teacher motivation of the students.

36. Father’s educational status has an impact on the perception of students towards ESL curriculum. Students whose fathers are post graduate have better perception towards ESL curriculum than others.

37. Father’s educational status has no impact over the perception of students towards aims and objectives, curriculum use of A.V aids and students difficulty.

38. Father’s educational status has an impact over the perception of students towards method of teaching, classroom activities, and learner participation and teacher motivation of the ESL curriculum.

39. Father’s educational status has an impact over the perception of students towards method of teaching, classroom activities, and learner participation and teacher motivation of the ESL curriculum. Students whose fathers are post graduate have better perception towards ESL curriculum than others.

40. Mother’s education does not seem to influence the perception of students towards ESL curriculum.

41. Mother’s education does not seem to have any influence on the perception of ESL students with regard to aims and objectives, curriculum, use of A.V. Aids, student’s difficulty and teacher motivation of the students.

42. Mother’s education has no influence on the perception of ESL students towards method of teaching, classroom activities and learner participation.

43. The medium of instruction at Hr.Sec. level does not have any impact over the perception of students towards ESL curriculum.

44. The medium of instruction at Hr. Sec has no impact on the perception of students towards ESL curriculum except on method of teaching and learner participation

45. There is significant correlation between the perception of students towards ESL curriculum and its dimensions.
6.6. DISCUSSION

Aims and objectives

The syllabus of the general English course does not clearly specify the objectives. The syllabus consists of a list of text books and a modal question paper. ‘Objectives’ means the pedagogical intentions of a particular course of study to be achieved with in the period of that course and it should be measurable by some assessment device at the end of the course. As the objectives are not clearly defined in the syllabus, the students are not fully aware of the objectives. It is the lack of clarity of purpose of teaching English that has often prevented the learner from acquiring the essential language skills. Hence the objectives of the course should be specified clearly and they also need to be given in terms of classroom practices.

The teachers should be well aware of the objectives of the course and should make the students aware of that. When they teach they have to keep in their mind the objectives of the course. The study shows that only very few teachers keep the objectives in their mind while they teach. If only they have the objectives clearly in their mind they can check if the students have attained the objectives or not.

The curriculum reflects the needs of the learners to some extent only. Learner’s needs ought to be the fundamental criteria for determining the objectives of the curriculum. Learner needs refer to ‘needs’ from the learner’s perspective and not the needs as perceived by others engaged in curriculum construction process. The curriculum constructors have to study and analyze the needs of the learners carefully. The learners can be consulted in the preparation of the syllabus. Former learners of the course can also be consulted. Majority of our students need English for getting a job, for pursuing higher studies and for social interaction. The student’s needs are the deciding factor in planning the curriculum. The English curriculum at the UG level should be useful to the learners should reflect the needs
and equip them with the necessary skills in English that make them employable. The English course should have these as their prime objectives.

The aims and objectives are reviewed whenever the university changes its syllabus. The main objective of the English curriculum should be giving communicative competence to the students. It should be reviewed regularly to verify whether the curriculum attains its objective or not. Efforts must be taken to make the curriculum vibrant and useful to the learner.

**Curriculum**

Another important finding of the study is the students as well as the teachers have a very good opinion about the syllabus. The prose, poetry and grammatical items prescribed in the text are interesting to the students and teachers teach them interestingly. The syllabus gives importance to spoken English and included adequate items of grammar which will definitely develop the spoken skill of the students. But, both teaching and learning are examination oriented. The syllabus is based on communicative approach, but it is being treated traditionally.

The English language teaching lays more emphasis on grammar rather than on all the four skills. As a result the students seem to be good at writing grammatically correct English. But when they speak they commit a lot of mistakes. Lack of oral practice is the reason. Hence, instead of teaching grammatical rules and preparing for the examination the students as well as the teachers have to concentrate on the acquisition of the communication skills. Research studies indicate that second language teaching which emphasizes grammar does not enable learners to put rules in to practice in actual communication situations and therefore does not help learners acquire language. Instead of teaching the rules they have to make the students get involved in practicing the skills. The students should be encouraged to participate in classroom activities and they have to be given enough opportunity to
interact. Language develops when it is used for meaningful interaction. The teachers have to play a crucial role and the students should take interest in learning the skills.

The textbook is dominated by literary aspects. Literary courses hardly improve the language skills of the learners. Even after studying English for two years with so many literature courses they are not able to communicate confidently in English. It is true that students tend to depend entirely on the summaries of the literary texts made available to them either by their teachers or by some guides. These, however, hardly help develop their confidence and sense of independence in the use of language. The method of teaching and learning of English should be changed. In the colleges, poems are often paraphrased and students by heart the critical appreciation of the poem from some bazaar guides. So they develop no insight into the poem. They prepare the questions and annotations to be written in the examination. Instead, the teachers have to create a love for the poem. The teachers have to read the poem with proper rhyme and rhythm. The recitation itself should create a love for the poem. And teachers have to make the students interpret the poems and write a critical appreciation of the poem. Though it is time consuming, it will bring about the desired result and also it will help the teachers to discover a few poetic minds in the class.

**Method of Teaching**

The method of teaching popularly followed by English teachers in the class is lecture and translation methods and only a very few teachers use discussion method in the class that too very rarely. The lecture method and translation method in English classes will hinder language learning. Lecturing and translating in the mother tongue should be stopped. If the students are encouraged to participate in classroom activities and if teachers minimize lecturing the scope for developing the speaking skill is better.

Teachers don’t get time to use innovative methods in the class as they have to complete the syllabus in time. And the students also prefer the teacher lecturing and
explaining the content of the lesson both in English and Tamil. The students don’t cooperate with the teachers when they attempt to use innovative methods in the class. As a result of this, students become passive observers in the class.

The medium of instruction and communication in the class is mostly bilingual with very few exceptions. In our colleges, to promote better understanding of the students, teachers use Tamil and bilingual methods. Educationists opine that English should be taught through English only. Then only the teachers could make the students think and express their ideas in English. It has been said that what you don’t hear, you can’t say. When the students continuously listen to the class in English, they will tend to use the language automatically. Therefore, care should be taken to make English as the only medium of instruction in English classes.

A thousand meetings, the best textbooks, creative teaching materials, even native speakers visiting the classroom are not going to give students English speaking ability. Only by using English communicatively with the teacher and the classmates will develop the ability to speak English. Conversely, the students will not attempt to communicate in English if the teachers are unwilling to do it themselves. Teachers are not just teaching spelling, vocabulary, and grammar in English; they are indirectly teaching their students the value of communicating in English. If they don’t show their students by using English that we think it’s important, they will not think it is. If students are taught primarily in their native language, they may learn how to read English, they may learn how to write English, they may learn how to translate English, but they are not very likely to learn how to speak English.

The English teachers focus their attention more on the content of the lesson than on the four skills of the language. They paraphrase the lessons and concentrate on preparing the students for the examination. Students also have the same purpose. Only 28.40% of the
teachers say that they focus on developing all the four skills of English language. The students as well as the teachers are under the impression that English language is a subject to be learnt without realizing the fact that it is a skill to be constantly practiced. The reason is our education system is examination oriented. The success of the course is determined by the mark obtained by the students in the examination and not by the skills acquired by the students for communication. The examination tests only the content knowledge and some grammatical rules of the students through the written examination. Therefore both the teachers and the students don’t want to waste their time on what the examination does not test. They teach only what will be tested in the final examination—nothing more, nothing less. Therefore, the other three skills namely listening, speaking and reading are ignored by the teacher and the taught.

Listening is a skill that is completely neglected by both the teachers and the students. The text books, the exercises and methodology have failed to stress on the listening skill. The learners don’t get a chance to practice listening with adequate scope. It has been said that what you don’t hear, you can’t say. Hence, listening is a very important area to be taken care of. The tongue of native speakers is not intelligible to our students. If they happened to listen to them for some time, they will definitely be able to understand them. Adequate training in listening should be given.

Of the four skills of English, speaking is the most neglected skill at the advanced level. Teaching speaking is not taken seriously, for it is often simply assumed that if the students can do well on grammar tests, then they will also be able to speak. Students don’t get the opportunity to interact in English. A recent study made by Marguret (2006) reveals that students are badly in need of regular exposure to English. They lack the opportunity to listen and use English on their own. Developing effective communication skills warrants exposure to good English and practice. Students refuse to speak in English. The reason is
not refusal but the denial of the right environment wherein the students cannot but speak. Obviously speech cannot take place in a vacuum, there should be worthy subject matter to be talked about, an interesting person to talk to, a necessity or need that forces some one to talk. The environmental lapses and lack of proper motivation are mainly responsible for backwardness in oral expressions. There should be opportunities with in college to get adequate exposure to good English. The English teachers should motivate the students to interact in English. An integrated development of the four skills (listening, speaking, reading and writing) is essential for a learner to develop proficiency in language.

Recent curricular revisions of English have included a spoken English syllabus in the curriculum. Even though spoken English forms the part of the syllabus, learners are not able to acquire the speaking skills. This is due to the fact that the spoken English test is conducted ceremonially at the college level. The viva-voce examination is not being conducted regularly in each semester. The oral examination is conducted at the end of the fourth semester only. Therefore it is not taken seriously by the students as well as the teachers. Like written examination, spoken English test also need to be conducted by external examiners and 50% marks should be allotted for spoken skill. As English is a skill subject all the four skills should be tested.

Another finding of this study is Audio visual aids are not being used to teach English. Adequate A.V aids are not available in the colleges. Even though they are available, the English teachers do not use them for classroom teaching. The educationists and psychologists are insisting the use of A.V. aids to make the classroom communication very effective. But the teachers are of the opinion that English language classes generally do not require A.V. aids for teaching and the adult learners have no fascination for it. But students have a positive attitude towards the use of A.V. aids. 41.98% of the teachers claim that they have acquaintance with the latest techniques of teaching English. To meet the
needs of the students of this 21st century the teachers need to have an acquaintance with the latest techniques of teaching. Internet provides a wide range of knowledge and experience to the teachers. What they need basically is the knowledge and readiness to tap the facilities. And colleges should have an internet browsing centre attached with it. Adequate facility should be made available to the English teacher to use the materials taken from the internet. Latest technology like computer and LCD projectors should be made available in all the institutions. So that both students and teachers can make use of the advantages of this technology.

Regarding the use of language laboratory, the students feel that it is important as it facilitates interactive exercises. Language labs can play a significant role in the acquisition of aural-oral skills. In the good old days they concentrate on pronunciation alone. Today, however, they train students to develop communication skills. With the advent of computer, language labs have become more sophisticated and interactive. But, neither the students nor the teachers find the time or inclination to visit them. The reason is the teachers do not know how to use them. Labs are installed without giving adequate training to teachers. Further, work at language lab does not form part of the syllabus. And teachers do not want to waste their time on what the exams do not require. Materials for the language lab are usually imported from the western world. They are not relevant to the Indian context. Hence, steps must be taken to develop materials that suit our Indian students and practical work at the language lab should be made part of the curriculum.

Classroom Activities

Teachers teach only the prescribed text book. They don’t supplement materials for English teaching. Peer group activities are rarely encouraged by the teachers because they feel that peer group activities often result in gossiping and loud noise. Peer group activities obviously promote interaction among the learners and lead to self learning
besides helping them to shed inhibition and breaking psychological barriers. The initiative has to come from the teachers. If the group activity is interesting and useful gossiping in the class can be avoided. And teachers have to monitor the class and pay individual attention to every group. Then it would become a joyful experience of learning.

A classroom is the workshop where the students get experience to face the real world. The aims and objectives of a language classroom are different from those of other subjects. There is a shift in the role of a teacher from a disciplinarian to a facilitator, and that of a student from a passive observer to an active participant. The language acquisition can be successful only if the teacher–facilitator takes into account the inner capabilities of individual learners. The facilitator should aim at providing suitable situations for the effective learning of a language.

To act as facilitator of the student learning, teachers need to use a process in which students are given the opportunity and encouragement to speak and explore their own thinking. Teachers should encourage students to bring their ideas and background knowledge into class learning activities. The teacher should be a responsive listener to student’s talk. A cordial environment should be nurtured where students will feel free to express themselves without fear or of censure by adult or fellow students. Questions can be raised concerning the activities or conversations held with students.

Class level seminars are not conducted at regular intervals. Rarely are they being conducted. One of the reasons put forth by the teachers is hesitation of the students to participate in the seminar. The reason may be fear and lack of communication skill. Students should be given opportunity in the class to express their ideas every day. This practice will drive away the shyness of the students. The learners need to be given opportunity to teach the peers and it can be realized through conducting class level seminars and debates. It gives them an opportunity to interact with the students and also enable them
to think in various dimensions. The art of dissemination and organization of information can be attained through these activities.

Students refuse to cooperate with the teachers attempt to make English as the lingua franca of the class because they think that it would be very difficult for them to interact in the class in English and his peers would laugh at them if they make any mistakes. As English is not our mother tongue, the learners need not be ashamed of committing mistakes. Learners can get it corrected through practice because practice makes language perfect. The learners should be willing and volunteer themselves in classroom activities. They can learn a little from their teachers, a little from their peers and the rest from their own effort. And teachers have to create a conducive atmosphere in the classroom for the students to practice the language. If only the need occurs the learners will be driven to open their mouth in English. The students have to cooperate with the teacher to realize the dream of speaking fluently in English.

**Evaluation**

Regarding evaluation, 43.21% of the teachers say that the university examination tests the student’s ability to by heart the content of the text and not the language skills in English. It tests the content knowledge of the students. English is not a subject, it is a skill. So the examination should test the skill of the students in communication. Teachers should be trained to test the student’s skill in communication. Short term courses on evaluation should be conducted for the teachers. Language lab in the colleges should be refurbished with latest technology and teachers must be trained to use the language lab for developing the communication skill of the students. Practical at the language lab should form part of the syllabus.
Teacher’s Difficulty

Student’s inability to interact in English is one of the major difficulties faced by the English teachers. They find it difficult to elicit responses from the students. The student’s improper listening nature is another major problem faced by the teachers. Students lack motivated listening. Lack of understanding is also a major problem. The students are unable to understand the teachings in English. This is the reason why teachers use bilingual or translation methods in the class. To promote better understanding of the concept the teachers use these methods. The teachers feel sorry for the students who learn English without understanding the meaning. Students usually by heart the essays, annotations and short answers from some bazaar guides or they demand the teachers to prepare notes for them. Students consider those teachers as excellent teachers who prepare notes for them. They determine the quality of the teachers from their notes.

The students are moulded in this way. The improper school education is the soul and source of this problem. The curriculum and the teachers made the students study English as a subject and prepared them to face the examination. The teachers also had poor communication skill in English. Therefore, they were not able to develop these skills in the students. The English lessons were delivered in Tamil medium, so the students were not able to listen to good English. Hence, they find it difficult to understand English lessons when delivered through the target language. But those students, who had a good school education in English, exhibit a better performance in English communication. The foundation of English which was laid during the school days determines the performance of the students in English to a large extent.

Another difficulty faced by the teachers is they are not given teacher’s guide and diary. Teachers guide and teachers diary are very essential things for teachers. Teachers guide will be able to give the teachers an insight in to the curricular activities to be planned
for effective classroom teaching. Teacher’s diary will enable the teachers to plan their teaching. Hence efforts must be taken to provide the teachers with the teacher’s guide and teacher’s diary.

The teacher is expected to play the role of need analyst, facilitator, counselor, guide, group process manager, negotiator between the learner and the object of learning and so on. The education and past experience of the teacher profoundly influence the teaching and learning of English. As they know the learners personally well they should be involved in preparing the curriculum. More than any one the teachers know the need and expectations of the learner. If the teacher is involved in it they will be able to address the needs of the students in the most perfect way.

Learner Participation

About 52.32% of the students claim that the classroom activities enabled them to use English on their own to some extent only. The reason is not only lack of opportunity but also lack of involvement among the learners. The students have to realize the importance of English communication skill and they have to use every opportunity to apply the knowledge they gained from their classes. They have to make use of the words, sentences and structures that they have learned in their day to day life. Classroom is a very good platform to the learners to practice it. The effort should be taken by the learner. Learner should whole heartedly involve himself in acquiring the language skills. The result shows that only a few students actively participate in the class others remain silent observers or answer in one or two words. This is one of the mains reasons for the lack of development of spoken English among the learners. 66.81% of the students have said that they are trying to use the language on their own. It is an encouraging result that the learners are trying to use the language.46.49% of the students want themselves to be involved in preparing the syllabus. They could give more useful suggestions regarding the syllabus.
The students lack the habit of reading. They don’t even read the prescribed textbooks. The reason may be lack of understanding. And they are not ready to take effort to refer the dictionary to find out the meaning of the new words they come across. They always want their teachers to read and explain the text. Their only aim is to know the story of the novel, the theme of the poem and the content of the prose. Therefore, they are quite satisfied with the teachers who paraphrase the lessons. As students like only lecture and translation method, the teachers also satisfied with these methods. Most of the students want their teachers to prepare notes for their study. Only very few students prepare their notes by referring various books. All others by heart the essays and annotations from the bazaar guide and appear for the examination. Apparently, they take little effort to acquire the language skills. Only 15 to 16 % of the students communicate with their friends in English. Majority of the students refuse to speak English for fear of committing mistakes. Majority of the students feel that speaking English without bothering mistakes is the best way to improve the spoken English skill of the students.

**Students’ Difficulty**

The major difficulty confronted by the students is lack of communication skill in English. They face difficulty in the usage of grammar, in expressing their ideas and in understanding the concept. Lack of interest in the general English subject is another major difficulty faced by the students. Uninteresting text books, monotonous verbal teaching and dislike for English and examination oriented curriculum are some of the reasons. Moreover, three-fourth of the students gives importance only to their major subject. The reason they said is the marks in the general English course does not have any contribution in improving the percentage of marks in their major subject. The academic achievement of a student is being determined by the percentage of marks he scored in the major subject. A pass in the general English subject is considered enough to
enter in to higher education. They face the crisis when they appear for an interview. One of
the important findings of this study is that only 9.19% of the students claim that they never
feel difficulty in conversing in English. They could converse confidently in English.
Others don’t have the confidence in communication. They attribute this set back to the
examination oriented curriculum, lack of exposure to the language and medium of
instruction in the English classes. The students are aware of the factors that negatively
influence their speaking skill. Therefore, they demand that adequate opportunity should be
given to them to listen and speak English and they consider the classroom as the convenient
place to practice it. They are well aware of the dictum that he who never speaks English in
his English class will never speak English at all.

**Teacher Motivation**

Teacher Motivation is very important as far as learning is concerned. The teacher
should learn the innate abilities of the students and motivate them towards the right path.
Students should be encouraged to take part in seminars and conferences. They should be
motivated to write articles. The students should be informed of the proficiency tests like
TOEFL and IELTS examinations and prepare them to suit international standards. They
should be made aware of the importance of English and the employment opportunities
available in the country and outside. Internet is a very good resource for teaching and
learning English. Internet chatting and e-mail can be used to develop English
communication skills. Teachers have to motivate the students to use these technologies for
development. But the present study shows that only very few teachers motivate the students
to do such activities. This condition should be changed. Teachers should be well versed in
using the technological advancement by themselves. The curriculum should be framed in
such a way that the usages of these technologies are something unavoidable.
Teacher Development

Teacher is a continuous learner. Teacher development includes an overall development of the professional requirements of a teacher to meet the needs of the learner in the most perfect manner. As the teacher is a mediator between the theory and practice, he too needs continuous education. In service programmes, action researches, orientation programmes yield greater curriculum development. It prepares a platform for the teachers to meet, interact, learn and share their experiences. Majority of the teachers feel that in-service education is a must. But efforts should be taken to make it more effective. Often such in-service programmes are conducted ceremonially. Obviously it yields no professional development. And some teachers are very reluctant to attend these programmes for personal inconveniences. All the teachers should have a positive attitude towards the in-service education programmes. They should prepare themselves to receive the education for improvement rather than for increments.

One of the indexes of professional development is determined by the knowledge of information technology. Computer education is now-a-days considered as a must for the teachers. The internet facilities could bring the world of knowledge and experience inside the classroom if only the teacher knows the knowledge, skills and techniques. The teachers are well aware of the importance of the advanced technologies in education, but only a very few teachers know the techniques of computer based learning strategies. To some teachers it appears as a taboo. They are not ready to apply these technologies for classroom teaching. This attitude must be changed and teachers must come forward to learn these technologies for better teaching and learning. The colleges should make arrangements for using such technologies for classroom teaching.

Teachers should be given opportunities to attend the seminars and conferences. Teachers can present their experiences, experiments and innovations in the conferences. It
not only develops the teacher but also facilitates other teachers to try the innovations in their teaching situations. They should also have professional contacts with the teachers of other colleges. It will enable them to discuss the problems with the teachers and plan their teaching more effectively. Majority of the teachers don’t have professional contacts with the teachers of other colleges. The teachers must come forward to establish professional contacts with the teachers and their expertise can also be shared.

Action research is the best resort to solve the classroom problems and difficulties. It is actually a boon to the teachers but teachers are not ready to conduct this for want of time. Teachers have to come forward to involve themselves in solving the problems in the areas of teaching and learning. Teachers have to be given adequate concessions to undertake this sort of researches. It will surely improve the teaching learning process.

**Teacher’s Opinion about Their Students**

The teachers have a good opinion about their students. They claim that their students are good at all the four skills of the language. It acknowledges the belief of the teacher that English is a subject to be learned by the students. They do not perceive it as a skill subject. The teachers have to understand the fact that language is a skill to be attained by the students and the teaching learning programmes have to develop the communicative competence of the learners. The success of ESL teaching depends on the success of the learner in communication. Teachers must find out the gap between the curricular objectives and the attainment of the students. The learners need the attention of the teachers badly and teachers have to concentrate on developing the communicative skill of the students instead of preparing them for the examination. Steps need to be taken to change the current scenario.
Perception of Teachers towards ESL Curriculum

The perception of teachers towards ESL curriculum with respect to Aims and Objectives, Curriculum Design, Acquaintance with A.V. Aids, Classroom Activities, and Professional Development is moderate. The teachers do not realize the objectives of English language teaching as the objectives are not clearly defined in the curriculum. As the curriculum is result oriented, the teachers concentrate on preparing the students for the examination. Hence they follow lecture and translation methods to make the students understand the concepts. They are quite satisfied with the prescribed lessons in the test books. They do not want to use A.V. Aids for English language classes. Though audio visual aids are available in the colleges, teachers never use them for classroom teaching. Individual and group activities are very rarely followed in English classes. Class level seminars are also seldom conducted. Teachers do not have much interest in attending in-service education programmes. Most of them personally don’t have interest in attending seminars, conferences and professional organizations. Hence their perception towards ESL curriculum with respect to Aims and Objectives, Curriculum Design, Acquaintance with A.V. Aids, Classroom Activities, and Professional Development is moderate.

However their perception about Method of Teaching, teacher’s views on evaluation, Teacher’s Difficulty and Assessment of Teachers about Students is high. The result shows that teachers want to use innovative methods in the classroom, but lack of time and non-cooperation of the students prevent them from using innovations for classroom teaching. The teachers have good language competence in English and they teach English through the target language. But often the students fail to follow their instructions in English. It is this reason that induces them to follow lecture-translation methods in the class. And teachers are of the opinion that the examination system does not test all the four skills of the students and it tests the content knowledge of the students. The teachers have a very good opinion
about the performance of the students. Their judgment is based on the achievement of the students in English in terms of the marks scored by them in the examination. But the perception of teachers about self assessment is low. The teachers don’t have the practice of collecting feedback from the students or peer teachers. Rarely they get feedback from the students orally. It does not have any effect on the performance of the teachers. As students are the best judges of teachers, they need to get feedback from the students periodically; so that the teachers would be able to modify their teaching on the feedback given by the students. Hence, the overall perception of teachers towards ESL curriculum is moderate.

**Gender and Perception of Teachers**

The perception of male and female teachers towards aims and objectives, curriculum, acquaintance with A.V aids, classroom activities, professional development, and curricular support are moderate. But their perception on evaluation, Teachers difficulty, and Assessment of teachers about students is high. The male and female teacher’s perception on self assessment of teachers is low. And the perception of male teachers about method of teaching is low whereas that of female teachers is high. Hence it has been concluded that the level of perception of teachers towards ESL curriculum with regard to gender is moderate. But the differential analysis shows that there is no significant difference in the perception of teachers towards the ESL curriculum and its dimensions.

**Community and Perception of Teachers**

Community does not seem to have any influence on the perception of teachers towards ESL curriculum. The teachers belonging to Most Backward Community cut an edge over others in their perception. They believe in effective classroom activities and in self assessment of teachers.
Educational Qualification and Perception of Teachers

There is no significant difference in the perception of teachers towards ESL curriculum with respect to their educational qualification. However, the teachers with Doctoral degree differ significantly in their perception with respect to self assessment of teachers. They used to assess their performance themselves.

Experience and Perception of Teachers

Length of experience does not seem to influence the perception of teachers towards the ESL curriculum. But they differ significantly in their perception towards teacher’s difficulty. The teachers with less than 10 years of teaching experience face difficulty in English language teaching. So experience has an influence on the teaching of English with respect to difficulty. The less experienced and the more experienced do not differ significantly in all other dimensions of the ESL curriculum.

Locality and Perception of Teachers

The level of perception of teachers towards ESL curriculum with regard to locality of college is moderate. However, the differential analysis shows that locality of the college has an influence on the perception of the teachers towards the ESL curriculum. In urban areas, the students have certain social compulsion to interact in English. This made the teachers to have a better perception towards the ESL curriculum. They differ significantly in their perception towards Aims and Objectives and self assessment of teachers of ESL curriculum. The urban teachers aim at the objectives of the English language teaching. They have a better understanding of the need for linguistic competence for the students. And the rural teachers have better perception towards self assessment than the urban teachers.

Perception of Students towards ESL Curriculum

The level of perception of ESL students studying in Arts and Science colleges affiliated to Manonmaniam Sundaranar University towards ESL curriculum with respect to
aims and objectives, curriculum, method of teaching, classroom activities and learner participation is moderate. Hence it has been concluded that the level of perception of students towards ESL curriculum is moderate. However, their perception towards use of A.V. Aids and students difficulty is very low and their perception towards their teacher motivation of the students is high. The overall perception of students towards ESL curriculum is moderate.

The learners have only one aim i.e. to get through the examination. Hence, they prepare themselves for the examination. They memorize the content of the lessons. This practice naturally leads to defective communication skill which prevents them from participating in the classroom activities. They become tongue tied. In spite of the motivation of the teachers, they never participate in seminars and conferences. As a result they fail miserably in competitive examinations and in interviews. This condition should be changed.

**Gender and Perception of Students towards ESL Curriculum**

The level of perception of male and female students towards ESL curriculum with regard to curriculum, classroom activities and learner participation is moderate. The perception of male students towards aims and objectives, method of teaching and use of A.V. Aids of ESL curriculum is low whereas that of the female students is moderate. The perception of male students towards students difficulty is high whereas that of female students is low. The perception of male students towards teacher motivation is low whereas that of female students is high. The overall perception of male and female students towards ESL curriculum is moderate. The differential analysis also shows that the female students are better than male students in their perception towards ESL curriculum. Hence, it has been concluded that gender has significant impact on the perception of students towards ESL curriculum. The research studies show that female students always outshine male
students as far as language education is concerned. Their ability for language acquisition is more than the male students. But they often feel shy to take part in classroom activities. They become the victims of our examination system.

Subject and Perception of Students towards ESL Curriculum

Major subject seems to have an influence on the perception of students towards the ESL curriculum. Significant difference exists among the perception of students belonging to various subjects. While comparing the Tamil Literature students have better perception towards the ESL curriculum than the other students. They perceive English language education from the standpoint of their major subject. As Tamil happens to be their mother tongue, they have a very good communicative competence in Tamil. They want English language teaching also to be like that. Students from different subject have different requirements. Our education system should try to satisfy the needs of the students adequately.

Community and Perception of Students towards ESL Curriculum

Community also seems to influence the perception of students towards the ESL curriculum. While comparing, the students belonging to MBC category have better perception towards the ESL curriculum. The reason may be most of the students from this community are first generation learners. They want to acquire English language competency as they realize its importance in their social life.

Locality and Perception of Students towards ESL Curriculum

The level of perception of rural and urban students with regard to aims and objectives, curriculum, method of teaching, classroom activities and learner participation is moderate. The level of perception of rural and urban students with regard to use of A.V aids is found to be low. Regarding Students Difficulty, the perception of rural students is found to be high where as that of urban students is low. The level of perception of rural and urban
students with regard to teacher motivation of learners is found to be high. On the whole the level of perception of rural and urban students with regard to ESL curriculum is moderate. Locality has an influence on the perception of students towards ESL curriculum. The urban students have better perception than the rural students. The rural students face difficulty in learning English. It is because the medium of instruction of these students at school level is Tamil. At the college level also they prefer Tamil medium to learn their major subjects. Hence, English seems to be an alien language to them. Defective English education at the school level is responsible for this. Hence efforts should be taken to boost English education from the grass root level. The learners in rural colleges lack the necessary exposure to spoken English, standard reference texts, well equipped library or reading room, and opportunities for interaction in English with their counterparts. However the rural students should take personal interest and devote more time for learning English. Motivation and environmental support are very essential for these students. Teachers should motivate and provide support in the sense of using English in their environment. English teachers in rural areas should be trained to provide motivation and environmental support.

**Parents Education and Perception of Students towards ESL Curriculum**

Father’s educational status has an impact on the perception of students towards ESL curriculum. The students, whose fathers have post graduate education, have better perception towards ESL curriculum than the others. The reason may be these fathers wield an influence over the education of their students than others. The professionals don’t get time to look after the education of their wards.

Mother’s education does not seem to have an influence on the perception of students towards the ESL curriculum. The reason may be most of the mothers are house wives. They get no time to teach their children. More over the adult learners seldom get influenced by their mothers in education.
Medium of instruction and Perception of students towards ESL Curriculum

Medium of instruction does not seem to influence the perception of students towards ESL curriculum. The reason is during their school education they were taught through the same method. The school education of English was also examination oriented. Hence no significant difference is noted in this context.

6.7. RECOMMENDATIONS

The British brought English in to India to nurture in the natives the ruler’s sensibilities. In the context of globalization, English has emerged as a necessity for sheer survival. Everyone in India is desperate to learn English- English for survival, for mobility, for prosperity. The ability to communicate effectively in English has become a prerequisite for entry in to the highly competitive job market.

Majority of our students need English for getting a job, for pursuing higher studies and for social interaction. The teaching-learning programme should enable the students to converse fluently in English with proper stress, intonation and accurate pronunciation. Students should be able to read and understand English newspapers, books and magazines. They should write simple letters, fill in applications, write descriptions and report any event. Our students need an English that powerfully express their ideas and project their personality. The English curriculum at the UG level should equip them with the necessary skills in English that make them employable. But in spite of years of learning the students failed miserably to communicate in English.

According to the NASSCOM report only 25 % of the Engineering graduates and 10 to 15 % of the other graduates are employable due to lack of communication skill. The present study confirms this result. The study shows that only 9.19% of the students communicate confidently in English.
The present study has identified the teaching learning process as responsible for this set back. The English curriculum at the undergraduate level is full of prose pieces, poetry, novels, plays and a lot of grammar. The students as well as the teachers are under the impression that English language is a subject to be learnt without realizing the fact that it is a skill to be constantly practiced.

As per the principle of curriculum design, we decide on our objectives, outline the syllabus and prepare the materials, use an appropriate methodology to teach them and finally construct a test that ensures that learning has taken place. In the current ELT scenario, the teachers teach only what will be tested in the final examination- nothing more, nothing less and it is just because the system is result oriented and not learning-oriented. If the examination system is changed everything will be changed.

In spite of the modified syllabus, enriched text books, advancement of teaching methodologies, despite the in-service training and ELT training and the recommendations of various committees and research studies the English Language teaching remains the same. And the linguistic ability of the students also remains the same. Educationists and curriculum builders are striving hard to bring about a desirable change in the outcome of English language teaching. Yet it is found to be moderate. The Education Commission (1966) said that 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. But our graduates do not have the above mentioned skills. The present study attributes the failure to the following reasons.

1. English language is taught as a subject and not as a skill. The curriculum developers, teachers and students have to realize this truth and take efforts to teach all the four skills (LSRW) of English language.
2. There is a mismatch between the curriculum and the actual needs of the students.

3. Our education system is examination oriented; therefore both teachers and students aim only at the examination. And as our examination doesn’t test the reading, listening and speaking skills in English, both students and teachers don’t want to waste their time on what the exams do not require. The viva-voce examination, to test spoken English skill of the students, is conducted ceremonially.

4. Listening and speaking are mutually related and as listening is neglected students failed to acquire the speaking skill.

5. The medium of instruction and communication are not strictly in English. Often teachers follow translation and lecture methods as the students don’t understand the lectures in English. As English is taught not through the target language, the opportunity to listen to the language is being denied.

6. Advanced technologies and innovative methods of teaching are not used by the teachers for lack of time and knowledge. Lack of cooperation on the side of the learners leads teachers to follow the age old methods in the class.

7. Students always remain passive observers. Hence the learners get no opportunity to express their thoughts and ideas. They too lack the initiative in developing their language skills.

8. Class level seminars and group activities are not provided to the students. Therefore the learners get no opportunity to use and develop the language.

9. Students refuse to speak in English when opportunities are provided for fear of committing mistakes.

10. Students neglect English language studies as it does not improve their score in their major subject.
Against this background the investigator would like to put forth the following recommendations.

1. The University should prepare its own ESL text books based on the objectives of the course. The materials in the textbook must lead to the fulfillment of the objectives. The text must focus on the language skills and it should actually teach these skills.

2. English is the mother tongue of the future. Hence, all the four skills should be taught to the students. Like prescribing text books, audio cassettes and interactive CDs should be prescribed for students for practicing listening and speaking.

3. The ELT course meant for arts and science students should include the teaching of oral communication as an integral part of the curriculum. Listening and speaking should be taught and tested.

4. The evaluation system for English language teaching should be changed. The content oriented and memory based examination system should be abolished. As English is a skill subject, the evaluation system should test all the four skills of the language. Hence practical examination is a must to assess the language skill of the students. The test should evaluate the linguistic proficiency and communicative competence of each student. The spoken competency should be tested in terms of fluency, pronunciation, intelligibility, repertoire of vocabulary, range of grammatical knowledge. The test should be conducted on a one-to-one basis for about 15 minutes to have a detailed assessment of the strength and weaknesses of each student in spoken English. A detailed feedback on the test performance should be given to each student to enable him to improve. The method of evaluation followed in IELTS and TOEFL examination and National Test of Proficiency on Spoken English administered by ELTAI can be modified and adopted.
5. The listening skill can be tested by playing a pre-recorded listening module of the native speakers and the students have to answer orally. The responses of the learners can be recorded and sent for evaluation.

6. Speaking skill is the most important skill. A test of spoken English is a very important test to be included to measure the speaking ability of the students. Speech activities like narrating, recommending, persuading, and giving and supporting an opinion should be included in the test. The responses of the students should be recorded using a microphone and the answer tapes should be sent for evaluation.

7. A test on reading should also be included in the examination. Reading comprehension of the students can be tested by given small passages. For the reading test, passages from books, journals and magazines can be given and students can be asked to write their answers on the paper. Activities like writing a personal or official letters, filling up of an application form, critical appreciation of a poem or prose can be included. If the colleges have the Language Labs, the testing can easily be done. Efforts should be taken to prepare the material for the examination.

8. The teaching and learning programme of English language teaching revolves around the examination system. If the examination test all the four skills of English, both the teachers and students would definitely prepare themselves to meet the needs of the examination. It will definitely bring about the desirable change in the communicative competence of the students.

9. Literature oriented syllabus should be avoided. Literary courses should be introduced only at the P.G level. The General English syllabus at the U.G. level should aim only at developing language skills that help the students to find a job and interact fluently in English. Syllabus need to be practical oriented. It should help the
students in the production and processing of language useful for academic, professional and social life.

10. English teaching in India should take into account the needs of the learners and take systematic attempts to solve the communication problems of our graduates. Functional English should be taught to the students. A good working knowledge of the functional patterns of English helps a learner to develop his interpersonal communication skills. Some of the basic patterns are: introducing oneself, introducing others, asking permission, asking advice, expressing one’s sympathy, complementing others, expressing approval/disapproval, warning others, asking permission, offering help, asking help, expressing gratitude, persuading, expressing apology, expressing possibility, making suggestion and various patterns of beginning and ending a conversation. The examination should test the skill of the learners in functional English.

11. While preparing the syllabus, students, former students of the course, teachers and employers should be involved.

12. In-service training should be conducted periodically and teachers should be trained adequately to use the methods in their classes. And performance appraisal of the teachers should be conducted periodically to improve their performance.

13. Learners should take the responsibility of learning. They should involve themselves in learning by participating in classroom activities. The learner has to become a sponge to absorb new structures, expressions, words, subtleties, sounds and rhythms etc. A learner must always be vigilant and greedy to learn and earn new words and expressions. They should try to speak English without bothering the mistakes. Wide reading will help them develop their language abilities.
14. English education should be reformed at the grass root level. The foundation should be strengthened, and then only the construction would be strong enough to stand the test of time and technology. The medium of instruction and communication in English class should strictly be in English only. Teachers should not make any compromise in this regard. Students would find it difficult to understand the teachings in English only for some time, but in due course they will be used to it. And continuous listening to lectures in English will promote better speaking skill.

15. English course should be offered to the third year students also. The first degree students study the General English course for the first two years only. In the third year they study only their major Subjects. English is not being taught as a second language at the P.G level. More than the major subject, English language ability is the pre requisite for pursuing a job or further study. Hence, English language education should form for part of the syllabus at all levels.

16. English Language Education should form part of all U.G, P.G and Professional courses. English should be taught according to the specific needs of the students.

17. At the degree level, a pass in the General English subject is considered enough and the mark is not taken in to consideration for preparing the merit list. Hence, students neglect the general English course and concentrate their attention on the major subject. Hence effort should be taken to include the General English marks in preparing the merit list.

18. Language labs can play a significant role in the acquisition of aural-oral skills. In the good old days they concentrate on pronunciation alone. Today, however, they train students to develop communication skills. With the advent of computer, language labs have become more sophisticated and interactive. But, neither the students nor the teachers find the time or inclination to visit them. The reason is the teachers do
not know how to use them. Labs are installed without giving adequate training to
teachers. Further, work at language lab does not form part of the syllabus. And
teachers do not want to waste their time on what the exams do not require. Even if
they do, students refuse to cooperate. Hence, Language Labs with advanced
equipments should be established in all the institutions. Teachers have to be trained
to use the Language Labs to develop the communicative competence of the learners.
Practical work at the language Lab should form part of the curriculum. Materials for
the language lab should be created taking in to consideration the need of the
students.

19. Students should be given opportunity to speak and interact in English in the class.

20. Teacher’s Handbooks with general and specific objectives, exercises, activities and
guidelines should be brought out with every text book.

6.8. SUGGESTIONS FOR FURTHER RESEARCH

The following studies may be undertaken to answer many of the questions raised on
the basis of the findings of the present study:

1. A Critical Study of the Strategies Adopted by the Teachers to Teach English at the
   Primary, Secondary and Higher Secondary Level.

2. A Study on the Suitability of Developing Spoken English Course for the Under
   Graduate Students.

3. Development of Test of Spoken English and its Effectiveness on English Language
   Evaluation.

4. A Critical Study of the Learner Factors that Influence the Acquisition of Language
   Ability in English.

5. A Study on the Effectiveness of Language Lab in the Teaching and Testing of
   Spoken English Skill at the Degree Level.
6.9. CONCLUSION

The present study may create awareness among the ELT experts to make use of the clues available in the form of findings / discussion / recommendations to develop a suitable General English course and a suitable testing procedure that will promote the communicative competence of the learners.
6.10. REFERENCE


BOOKS


**JOURNALS**


REPORTS
6. Dissertation Abstract International – Humanities and Social Sciences

RESEARCH THESIS

WEBSITES


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