Very often a syllabus is equated with the prescribed textbooks, ignoring other vital and important aspects of learning and teaching associated with the syllabus, such as the method of teaching, the co-curricular and extra-curricular activities and the teaching aids needed. Sitting in an ivory tower, any one can suggest the implementation of the 'impossible'. Only when it comes to the level of actual execution, the teachers realise that they have to face many pitfalls. Our educational system often sounds like suggestions coming from the ivory tower. Sometimes the suggestions appear so fascinating that their relevance to the need of the hour is pushed back. As a result, there is lack of expected response from the students, and there is frustration on the part of the teachers. So, the syllabus planners have to take these things into account before planning a syllabus.

The earlier chapters explained the shift of emphasis in the methods adopted to teach English, na the relovnnce of English language study also underwent constant changes. The changes adopted in the methodologies and the relevance of ELT are inextricably interwoven with the syllabus.
The shift of emphasis in English Language Teaching in Tamil Nadu especially—has been studied in the context of UIP principles of hands off, academic needs and the impact of modern theoretical considerations.

That there is a great demand for English teaching in Tamil Nadu needs no proof. Whereas some of the northern states of India wish to totally abolish English language learning from the syllabus, in Tamil Nadu, in recent years especially, there has been a growing interest in the English language among parents and students. The mushroom growth of English-medium nursery schools and the increasing number of matriculation schools bear ample testimony to this. There are also many institutes of Spoken English coming up in cities and big towns. Even in the countryside English teaching is in such demand that many large villages have an English-medium nursery school.

A majority of parents want their children to speak English. It is amazing to note that more than the children their parents are keen that their children should learn English. While academicians harp on the need for teaching English for academic purposes or as a library language, the demand of the society places emphasis on the skill of speaking the language.
Academicians also have started realising that Spoken English is important for the students to follow lectures and for successful classroom interaction. The third factor contributing to this shift is the recent trend in language teaching theories. The Communicative Approach, as advocated by W.G. Widdowson, Brumfit, S.D. Krashen, Rod Ellis and others has brought about a change in the thinking of practitioners and theorists here also, and it has a number of votaries among the ELT experts in the State. The results of Prabhu's Bangalore Project, Louis Xavier's Loyola Experiment and A. Joseph's Trichy Project must have had a profound influence on the syllabus designers.

An analysis of the new syllabus in English for the high/higher secondary schools shows that there is a general shift from the SOS approach to a task-based, activity-oriented approach. There is a Spoken English component for all classes. This component did exist even in the earlier syllabus, but it has been given a definite shape and has been concretised only now. The objectives for VI Standard, as stated in the textbook, give importance to skills—especially speaking and reading. There are three sections in the textbook for this level. Section A has a dialogue intended to help the learner to improve his listening and speaking
skills, Section B is meant to augment reading skills, and Section C is meant for teaching him language use. There are activities or tasks to be done by the student independently. As in the textbooks of the past, there is a list of teaching items and vocabulary. But there is no specific indication that the teacher should deal with the teaching items and familiarise them to the students. Some of the teaching items are found used in the dialogue and the text. There is scope for speech practice too. The textbooks for VII and VIII Standards have similar arrangements. There are exercises for improving the grammatical competence of the students. Short dialogues and suggestions for role play are given.

The textbook for Standard IX has five sections. There are sections for practising communicative functions. There are exercises for speech practice also.

The textbook for Standard XI (as well as Standard XII) has a different structure. There is an extract from an authentic text to serve as an introduction to the reading material to begin with, followed by a lengthy reading material. There are exercises and tasks meant for improving the students' pronunciation and writing skill. Interestingly, there is a project
work in each lesson, to be carried out individually and independently by each student.

An analysis of the tasks or activities reveals that there is a lot of emphasis on dialogue-reading and dialogue-writing. There are varied opinions about the use of dialogues. A dialogue can be used for grammar-demonstration, conversation-facilitation, or as a recreational activity. The dialogue as a teaching technique has come in for much criticism because it has been used unimaginatively and its full potential has been ignored. There are a number of interesting methods for exploiting the dialogue to the maximum. The dialogue can be used variously from a completely controlled stage to personalised exchange of information. Widdowson deprecates dialogue used simply to display aspects of the linguistic system. He suggests that there should be procedural activity presented as a problem to be solved ("Directions in the Teaching of Discourse" 51).

The dialogue in the recent texts is used to introduce language items. Reading the dialogue in pairs is not going to help in authentic exchange of information. These dialogues cannot be memorised either, as they are fairly long. Then how are the teachers to exploit them? As most teachers strongly favour giving practice in
reading aloud, the dialogue can be used for that purpose. Students can be asked to work in pairs to redraft the dialogue. The teacher can give a similar situation and ask them to work in small groups to prepare short dialogues for role play. Alternatively, the dialogue may be used for teaching listening comprehension.

There are many exercises to give speech practice right from Standard VI. Teaching pronunciation or grammar orally has always been taken as a course in Spoken English. Everybody knows that these two alone will not help in teaching students how to exchange information or to engage themselves in chattering. The situation in which a particular conversation piece should be used, creating a pressure in the student to speak out his thoughts would definitely help in improving the spoken ability of the students. As psychologists and linguists have rightly pointed out, the ability to speak hastens the process of learning to read and, later on, to write.

As for teaching reading skill, the exercises and tasks following the reading material are well-planned. Teachers can prepare materials which could be used for pre-reading activities for the lower classes as it has
been done for the higher classes through introducing an authentic text from newspapers or real-life histories of people. To illustrate: there is a lesson on computers for Standard VII. Advertisements for computers can be displayed and problems can be given for finding the cost, describing the appearance of a computer, and so on. They can be so manipulated by the teachers that many of the vocabulary items required to be taught in the class can be elicited from the students or introduced to the students by the teacher. Pre-reading and prediction tasks have not been suggested but teachers can prepare them. If these tasks are introduced in a simplified manner from Standard VI itself the students will be prepared to meet more challenging and complex tasks at a later stage, in the higher classes.

The XI Standard textbook has suggested project work which could be undertaken by the students individually. This is a good attempt to make students learn individually with minimum external guidance. But it could be made better through guidelines. Grammar has to be taught through activities or games. A number of books have come out on this subject. The tasks that are to be completed by the students individually could be made interactional to begin with. Further, problem-
solving could be the core of all activities which will provide opportunities for oral communication.

The new Matriculation Syllabus is a grammar-based syllabus. There are authentic text types which is a new addition. This is meant for facilitating oral communication. A resourceful teacher can combine the authentic text with the grammar items to be taught, all the time encouraging student-student and student-teacher interaction.

At the tertiary level, very little has been done to change the lecture mode. There are attempts by Autonomous Colleges to introduce Spoken English, mostly in the form of pronunciation practice. The Curriculum Development Cell in the IC has put forward a new syllabus but it is still in the draft form.

The shift in emphasis is thus discernible in the introduction of Spoken English and tasks and activities to be carried out by the individuals. But there is no complete break from the SOS approach.

In the case of the Functional-Notional syllabus the curriculum does not start from the question What is the grammar of the language? but from the question What do learners need to do with the language? and What kind of meanings do learners need to do with...
Consequently a well-designed curriculum will start with an attempt to specify the needs of the learners. Translating the general needs into the basis for effective teaching requires that syllabus-designers should do two things:
a) Construct a programme which is realistic in terms of the physical and administrative conditions in which it will have to operate.
b) Adapt the programme to be consistent with what we understand to be the most efficient ways of learning languages.

In order to implement (a) well, teachers have to ask themselves questions like:

1. What type of programme are we concerned with? Is it intensive or regular over a long period? What is the language level of the students?

2. Will the language taught help the students to fulfil their immediate needs, both inside and outside school?

3* Will there be co-operation from the community for the successful implementation of the programme?

4. How best are the teachers equipped to handle classes?
To do (b) well, teachers need to ask themselves questions like:

1. Does the programme provide systematic exposure to the basic systems of the language so that the students have enough data available to enable them to build up for themselves the basic patterns of the language?

2. Does it provide enough opportunities for all students to experience use of the language for themselves over an extended period?

3. Is it organised in such a way as to motivate the students to make the maximum use of the opportunities provided through (a) and (b) above?

An ideal curriculum design should provide

1. An analysis of the general aims of the programme with special emphasis on the exit behaviour of the students.

2. A progression of units which guides the teacher by indicating what aspects of the language are to be concentrated on at any given stage.

3. A list of items, functional, notional and grammatical items, as well as points of pronunciation to be isolated within each unit.

4. Parameters for evaluation.

5. Sources for teacher reference and the pupil's text.
A curriculum, therefore, specifies the knowledge, skills and insights the student, will be expected to acquire through a series in class or out-of-school tasks and activities designed to foster learning. It will also specify the degree of performance the student will be expected to demonstrate through various oral or written measures. A syllabus generally provides a testing of content to be learned but does not necessarily suggest methods, activities and measures of evaluation.

As indicated earlier, the syllabus followed in Matriculation Schools is grammar-based. The new syllabi introduced in schools which follow the textbooks prescribed by the Tamil Nadu Government are necessarily skill-based.

THE MATRICULATION SYLLABUS

A Review of the Syllabus:

The syllabus in English is grammar-based. There is an emphasis on traditional grammar with a few structural sentence patterns thrown in; writing tasks are included. There are also activities to expose the learner to text types. There is scope for teaching poetry.
A summary of the Syllabus:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Grammar</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>All the grammatical categories.</td>
<td>Same as above.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reference skills—speech.</td>
</tr>
</tbody>
</table>
Practical Tips for the Classroom:

Grammar:

The teaching items have to be interwoven into the prose lesson. They can be part of skills development activities. They can be taught through other activities or games. If none of these is possible, the item may be taught inductively.

A few illustrations:

a) Making announcements using Gerunds: Swimming is not allowed here.

b) Using Rail Time-table: (At 7.40 p.m.) The Pandian Express has just left.

c) Chaining: One student makes a statement; another reports to another. ... It goes on in a chain.

d) Card-Game: Snap—to teach tags.

e) Give a lot of examples for zero articles. Let the students arrive at the rules.

Exercises in grammar to be part of connected writing.

Listening and Speaking:

The skills can be developed from Standard VI itself. Let a short story be recorded. Students listen to it and answer questions. There should be ample scope for speaking in all the classes (including grammar classes).
Reading:
1. All silent reading work should be preceded by a pre-reading activity when all students are given a chance to speak.
2. Reading (usually finished within the prescribed duration) is followed by answering comprehension questions. Answers are orally discussed.
3. Pre-reading activities; dramatisation, dialogue-writing, reformulation, note-making, summary, posters, announcements, etc.
4. Identifying topic sentence and supporting details in formal writing.

Writing:
1. Describing objects, processes (using passive), incidents
2. Letters
3. Narration
4. Essay— argumentative

All writing should be preceded by discussion (whole class in the lower classes, in groups in standards IX and X).

Poetry:

Poem can be pre-recorded. Students may be asked to repeat the refrain, if any. Let the students read the poem on their own; guidance in the form of questions,
oral or printed, may be given.

TAMIL NADU GOVERNMENT TEXTBOOKS

The new syllabus adopted by the Tamil Nadu Textbook Society marks a vast improvement on the earlier ones. The format of the book could be said to have roughly five components. The text itself is a piece of prose or poetry well-known and comprehensible to the student.

Each lesson starts with an introductory passage—an anecdote, a news item from magazines or newspapers. This serves as a prelude to what comes in the actual text, thus providing a kind of motivation to the students. Most of these introductory items are familiar to the students and the teacher could base a number of inspiring questions on them to stimulate the interest of the students.

The actual text again is interspersed with intra-passage questions. As soon as the minimum unit of the particular text, consisting of one or two paragraphs, is over, a number of low-order questions are put. These questions are there mainly to test the understanding of the passage by the students and require very brief answers. These questions help the students to understand the text better as their comprehension level is tested at every stage, and also facilitate
further reading. The questions servo another purpose also. They encourage the student to read the text by himself with minimum help from the teachers. When the student is able to answer these questions, he could be sure that he has understood that particular unit and could proceed to the next one. In the class, the teacher could supplement these questions with questions of his own, and, at the end of the lesson, questions regarding the skills of application of the knowledge acquired could be asked and evaluation made.

The second component consists of vocabulary. The vocabulary section does not stop with asking the students to find out synonyms and antonyms. It is based on usage and enables the student to attain mastery over not only the meaning but also the usage. As the students are at times required to find out the meaning by themselves, the use of the dictionary is subtly encouraged.

The third component consists of grammar—grammar with a difference. The grammar exercises given are not rule-based. A number of exercises are provided to enable the students to learn grammar and to internalise the whole grammar system without conscious effort.

The fourth aspect is functional in the sense that whatever grammar they have learnt is put to use in the
form of short dialogues—Mere learning of grammar and its usage is of no use unless the student is able to apply his knowledge to day-to-day transactions and in appropriate situations. The dialogues encourage individual use of language in a social context. They also give excellent opportunity for pair-work and group-work which make learning a pleasure.

The last component is Spoken English. As seen earlier, language is primarily speech and this has been neglected in our English language classes. If at all Spoken English was taught, it was taught in so slipshod a fashion that the students attained mastery over neither pronunciation nor any other component of spoken language such as stress, intonation etc. Now the textbooks present Spoken English in a well-planned manner; step by step the students learn pronunciation of individual phonemes and then move forward to learning of stress (word and sentence) and also proper intonation. They do not learn any theories of phonetics. Everything is learnt through practice and constant repetition. This again gives them opportunities for group-work and individual work with minimum guidance from the teacher.

The higher secondary textbooks now include another important and interesting component called tasks, where the student is expected to perform
individual tasks through project work or through self-
learning, based on the theme of the lesson learnt in
detail and the use of language taught through the text.
This ensures the application of the knowledge so far
acquired.

The following table presents the time schedule for
teaching English to students at various levels in
various States of India.

<table>
<thead>
<tr>
<th>State</th>
<th>Age of the child (in years)</th>
<th>Duration: till the end of the Secondary or Higher Secondary course</th>
<th>Class in which English is introduced</th>
<th>Approximate number of periods per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andra Pradesh</td>
<td>12</td>
<td>6 years (high school)</td>
<td>VI</td>
<td>4 hours</td>
</tr>
<tr>
<td>Assam</td>
<td>10</td>
<td>7 years (higher secondary)</td>
<td>IV</td>
<td>7 hours</td>
</tr>
<tr>
<td>Delhi</td>
<td>10</td>
<td>8 years (higher secondary)</td>
<td>V</td>
<td>6 hours</td>
</tr>
<tr>
<td>Gujarat</td>
<td>14</td>
<td>4 years (high school)</td>
<td>III</td>
<td>12 hours</td>
</tr>
<tr>
<td>Kerala</td>
<td>11</td>
<td>6 years (high school)</td>
<td>V</td>
<td>7 hours at primary level</td>
</tr>
<tr>
<td>North East</td>
<td>12</td>
<td>6 years (high school)</td>
<td>VI</td>
<td>6 hours at high school level</td>
</tr>
<tr>
<td>Madhya Pradesh</td>
<td>12</td>
<td>6 years (high school)</td>
<td>VI</td>
<td>6 hours</td>
</tr>
<tr>
<td>State</td>
<td>Age of the child (in years)</td>
<td>Duration: till the end of the Secondary or Higher Secondary course</td>
<td>Class in which English is introduced</td>
<td>Approximate number of periods per week</td>
</tr>
<tr>
<td>--------------</td>
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<td>--------------------------------------</td>
</tr>
<tr>
<td>Madras</td>
<td>10</td>
<td>7 years (high school)</td>
<td>V</td>
<td>6 hours</td>
</tr>
<tr>
<td>Maharashtra</td>
<td>14*</td>
<td>4 years*</td>
<td>VII</td>
<td>6 hours</td>
</tr>
<tr>
<td></td>
<td>11**</td>
<td>7 years**</td>
<td>V</td>
<td>6 hours</td>
</tr>
<tr>
<td>Mysore</td>
<td>11</td>
<td>6 years</td>
<td>V</td>
<td>6 hours</td>
</tr>
<tr>
<td>Orissa</td>
<td>12</td>
<td>6 years</td>
<td>VI</td>
<td>8 hours</td>
</tr>
<tr>
<td>Punjab</td>
<td>12</td>
<td>6 years</td>
<td>VI</td>
<td>6 hours</td>
</tr>
<tr>
<td>Rajasthan</td>
<td>12</td>
<td>8 years</td>
<td>VI</td>
<td>About 6-9 hours</td>
</tr>
<tr>
<td>Uttar Pradesh</td>
<td>12</td>
<td>6 years</td>
<td>VI</td>
<td>5 periods</td>
</tr>
</tbody>
</table>

**Note:**

* compulsory
** optional

In West Bengal English teaching starts from 7 years onwards with a longer duration of hours of teaching English. Normally 7 hours per week are devoted to English teaching. In Tamil Nadu the recent years have proved that English still holds a firm place in the overall curriculum pattern, whereas in certain Northern States like Haryana, the Government policy itself favours abolition of English from school education.
The important question is how best the skills of the language could be imparted to the students within the prescribed time—whether it is a grammar-based syllabus or a communicative, skill-based syllabus.

The syllabus is partly an administrative instrument, partly a day-to-day guide to the teacher, partly a statement of what is to be taught and sometimes partly a statement of an approach. It is the document in which are listed, ideally, the items to be taught, in a particular course, to a particular set of defined learners, on a given number of occasions per week or day, in a given sequence, with the aim of achieving stated interim and final goals or objectives and according to particular teaching techniques for each and every item. The syllabus embodies that part of the language which is to be taught, broken down to items or otherwise processed for teaching purposes.

The design of the syllabus is a task about which much has been written, especially in two respects, first in discussion of selection and grading, and more recently in considering the underlying bases of what it is that is being selected and graded.

Linguistically-based syllabus was succeeded by situationally-based syllabus and it was followed by
The notional syllabus insisted on sernantico-grammatical categories—expressing universal concept of time, quantity, space and matter, as well as expressing grammatical concepts of case and deixis and categories of communicative function expressing such qualities of modality, moral evaluation, suasion, argument, enquiry, emotions and interpersonal relations. Peter Strevens, in New Orientations in the Teaching of English, explains,

Notions, it will be seen, are a means of hooking the syllabus, as may be required, into the meaning of anything in the universe.

(26)

New developments in syllabus-construction have the effect of a) contributing to language teaching some insights from linguistics, psycholinguistics and socio-linguistics and b) broadening the profession's view of what should be taught and learnt, and acknowledging the communicative abilities as an important portion of the learning and teaching content.

Methodology is decided by the format of the book or the syllabus design. While framing the syllabus one has to keep in mind two important things—the level of
the students and the needs of the students. The factors contributed by the learner are of two main kinds: a) Those which relate to the learner's identity and regarding which the teacher can do little or nothing; these could be called the learner's static qualities; and b) those which relate to the manageability in learning in the sense that they offer information to the teacher on the basis of which he may choose one teaching technique rather than another; these may be called the dynamic qualities (Strevens 43).

The learner's static qualities:

1. Potentiality for learning languages.

   It is a reasonable hypothesis that every learner, without exception up to the onset of senility, who can acquire his mother tongue, is potentially capable of learning a foreign language. This hypothesis of universal potentiality agrees in broad terms with the equivalent psycholinguistic hypothesis of first language-acquisition, while standing outside any detailed discussion about how much of the acquisition mechanism is innate.

2. Age—maturational age rather than chronological age—is an important variable, especially in respect of the physiological development of the brain, of emotional development and of social experience.
3. **Willingness** to give the necessary effort*
This is a complex group of qualities some of which may be inherent and others which can be improved by the teachers' efforts or by external influence.

4. **Learning Stamina.** This is a quality of the learner which varies not only between individuals but, also at different stages in the development of a single individual. Younger learners in general have less stamina than older learners.

5. **Previous linguistic experience** in a) the mother tongue, b) foreign languages. The extent of the learner's command, of his primary language, including the questions of whether he has learned to read and write in it, and his experience and awareness of diversity such as accents, dialects will affect his progress in the foreign language. So also will the extent of cognateness or similarity between his primary language and second language and between his own authors and foreign culture.

The learner's dynamic qualities:

"1. **Personal learning rate.** It has been long customary for teachers to refer to 'fast learners' and 'slow learners'. In fact there are many possibilities between those extremes: furthermore, not only do individuals differ, but one individual may change his
rate of learning from one stripe in his learning career to another.

2. Preferred learning styles or strategies. Individuals have different preferences for the kind of learning activity which they can engage in at their optimum rate. Some like rote-learning*, some dislike it; most prefer interest and variety in the learning task. Teachers can become familiar with the preferred learning styles of their pupils and can optimise learning accordingly.

3- Minimum success-need. There are great differences in the extent and frequency with which learners require to be encouraged or reassured by evidence of success, and this quality is often related to the learning rate.

**• Self-view as a language learner. Learners vary greatly in their attitudes towards themselves as learners and in their expectations of achievement. These attitudes are produced partly by their own previous experience, partly by the comments of friends and family, partly by the comments of teachers and fellow learners.

5* Relations with teachers. The progress of many learners is very sensitive to their relationship with their teachers. The degree of effect which the
relationships h-ive upon learning may itself change from one period of time to another.

Whereas the dynamic qualities of the learner demand apt teaching strategies, the static qualities give some idea to the syllabus designers of how the syllabus should be (strevens 43-46).

Another vital aspect of the syllabus is that it should take care of the needs of the students. The needs could be roughly divided into two categories—long term needs and immediate needs. We have to accept the reality that to many of our students English language is a subject which should be learnt in order to get a degree or diploma. Their immediate need is to pass the examination, in which a few aspects of their knowledge of the contents of the text and certain skills they are supposed to have mastered are tested. While the syllabus should equip a student to meet such immediate needs and give him confidence to face his examination, English, being a subject learnt mainly for communication, should also look after his long term needs.

While designing the syllabus model, the specification of the needs of the students forms an integral part. The present syllabus which concentrates on developing communicative skills in the students lays
emphasis on communicative competence—a long term need.

A set of hierarchically-ordered parameter maps with the first layer being an abstract or general representation of the salient features has been drawn by John Munby and is given in his Communicative Syllabus Design:

THEORETICAL FRAMEWORK

Language Learner

Variables

Goals

Behaviour-domain determinants      Formal determinants      Situational determinants

Syllabus

The variables of the kind influenced by the adoption of a particular theoretical perspective operate as constraints on a language learner to identify his goals. These potential dimensions of syllabus specification, seen as behaviour-domain determinants, formal determinants and situational determinants, will then reflect the goals.

The next parameter map is an improvement on the previous one:
A specific category of a second language participant has specific communicative objectives, which are achieved by controlling particular communicative behaviours. The thinking here reflects the socio-cultural orientation (Munby 29).

Such models prove very useful while designing the syllabus. Once the syllabus has been designed the next task is materials construction. It is a practical requirement of the language learning/teaching process.
that the learners should, have available to them an extensive range of different materials. And it follows from the nature of teaching that the teacher should be able to choose the material from among an even greater range. All teaching materials need to possess certain characteristics—and these apply equally whether we are considering printed course-books, ancillary readers, visuals of many kinds, recordings, films or any other kind of instructional materials. They need to be:

i) **Realistic**: i.e. capable of being used by the teacher and the learner(s); capable of being learned from; cheap enough to be available actually in hand, not empty entries in an official list which never reach the learners.

ii) **Relevant**: to the particular point in the learner's progress, to his aims and age group.

iii) **Interesting**: i.e. should be on varied topics of interest to the learner; intellectually satisfying.

iv) **Encouraging**: possessing the quality of making the learner feel he is making progress, or at least enjoying the learning.

v) **Compatible** with the approach being followed and with the teacher's attitude (Strevens 27).
These five elements embrace the teacher as well as the teacher's professional activity. All these elements can be regarded as jointly constituting the way in which motive power of the public will, implemented through finance and organisation, informed by the relevant professional disciplines, and channelled into the appropriate language learning/teaching type, be transformed into a prolonged and closely directed effort of teaching and learning.

Like most complex processes, language learning/teaching needs and possesses feedback systems which assess the progress of the change and supply of information to those who are controlling the process about how the learning is coming along, so that changes in the teaching can be made for the purpose of improving the learning. The current trend is towards the establishment of regional and local examination boards and the reform of examination syllabuses in the hope of bringing about an improvement in teaching. Evaluation takes many focuses, some of them directly serving the teacher's needs for feedback information, some of them serving social and administrative needs, and some of them having unwanted and injurious effects upon teaching and learning.
However good, the syllabus may be, however effective the evaluation system may be, the general effectiveness of language learning and teaching in any-given country is heavily dependent on the nature and quality of the training which teachers undergo before entering their profession. Training a teacher entails the selection of potentially suitable individuals, the continuing personal education of the trainee so that the teacher can be seen to be a member of the educated sector of the community, general training as a teacher, irrespective of specialisation and special training as a language teacher. The concerted aim of these procedures is to bring each individual trainee as close as possible to the ideal in which a teacher combines the necessary personal qualities with a command of technical skills and a humane professional understanding of his career and his educational role.

The training courses which lead to the creation of the ideal teacher generally have three different components: a skills component, an information component and a theory component. The skills component embraces the teacher's command of the language he is teaching, teaching techniques and classroom activities. The information component includes information on education, on the syllabus he will be following, on the
materials lv will be using and on the nature of language. The theory component brings in an appropriate selection of the theoretical findings from educational philosophy, psychology, etc. The teacher trainee faces a continual battle to achieve in the short time at his disposal the standards of training through the staff that are available to him, the best possible mix of skills, information and theory. The present syllabus of the Tamil Nadu Government aims at developing communicative competence of the learners and has been designed taking into consideration all the requirements of a good syllabus. Yet, in the implementation of the syllabus, there are certain practical difficulties, mainly because teachers are not equipped properly to handle the syllabus. The training of a teacher is as much essential as designing a suitable syllabus to develop the language abilities of a pupil.