CHAPTER 5
PRESENTATION AND ANALYSIS OF DATA

Primary and secondary sources of data collection has been done for the current research work. The main method of data collection adopted for the present work is the questionnaire method. A set of two questionnaires was prepared for both the teachers and the students. The questionnaire employed to the teachers aimed at finding out the attitudes of the teachers towards a cultural-oriented English syllabus and their understanding of the relationship that culture and language has. The students’ questionnaire was framed on the basis of the short stories that were taught to them in the English class as a part of World Literature course.

The teachers’ questionnaire was distributed to 20 teachers across various colleges. The responses received for the teachers’ questionnaire were analyzed to draw conclusions. The responses given by the students after understanding the modules have been analyzed to understand their needs which are to be kept in purview while framing English language syllabus. (sample of both the questionnaires are provided in the Appendix at the end of the dissertation).

The students’ questionnaire is the key source of information for the present study. The responses of the students regarding the relevance and significance of the syllabus are essential, in order to find out their authentic opinions of what they study. For the present study III year VI semester students of Airline and Airport Management were selected. The modules designed exclusively for their World Literature Course were dealt with and discussed elaborately in the class with class consisting of eleven students. After teaching the modules in the class, the
questionnaire was distributed to the students. The students were asked to choose answers to the questions according to what they considered the best.

All the students fall between the age group of 17-20 years. Among the eleven students nine (9) were male and two (2) were female.

The questionnaire comprises of twenty (20) questions, which enquired about viability or strength of the present English syllabus. The primary aim is to assess students’ awareness regarding the importance of culture in second language acquisition. The study also intends to find out their attitudes towards culture-oriented syllabus. The main focus of the questionnaire is to gather and understand the students’ view on including multicultural components in English text. The questionnaire further seeks students’ attitude on the materials and methodology to be adopted while dealing with the text with multi-cultural components. The responses of the students are picturised in a Doughnut chart. Five answers from the eleven participants are analysed in one chart. Hence, the analysis of twenty questions is depicted in four charts. Each ring represents the analysis of one question. The first ring from the centre shows the responses of the students for the first question. The second ring shows the analysis for the second and continues in the same way for all the other three questions. The last ring represents fifth question.

1. Do you consider studying English useful?
   A. Yes
   B. No

   To this question, all the students gave a positive reply and accepted the fact that English is useful.

2. Do you enjoy studying English?
A. Yes
B. No

For the above question nine (9) students claim that they enjoy studying English and only two (2) students responded negatively.

3. Does the present English syllabus cater to your needs?
   A. Very much
   B. To some extent
   C. To a little extent
   D. Not at all

The third question focuses on the English syllabus followed in the college. More than half of the students i.e. eight students (8) answered that the syllabus caters to their needs only to some extent and only one student believed that it is useful to a little extent and two students answered that it caters to their needs very much.

What form of materials should occupy the most part of your syllabus?
   A. Prose
   B. Poetry
   C. Novel
   D. Short story

Regarding the form of materials to be incorporated in the syllabus Six (6) students wanted more number of short stories, two (2) students opted for prose pieces, two (2) for novel and one (1) for poetry.

4. Do you believe that including cultural components in the text creates interest in the students?
   A. Very much
B. To some extent

C. To a very little extent

D. Not at all.

For the above question eight (8) students believe that it is very much necessary to include cultural components in the text to arouse interest in the students to learn the language. The other three (3) students responded that cultural components in the text create interest only to some extent.

Fig. 5. Questions 1-5

On a close analysis of all the responses to questions No1-5 students believe that knowledge in English language is very useful to them and they enjoy studying English. However, majority of the students are unhappy with the present syllabus as it caters very little to the needs of the present. More number of students (6) desired to have short stories as a major part of the syllabus. A good number of students believe
that inclusion of cultural components in their lessons will develop interest in the students to learn the target language.

5. Do you think only native cultural components should be incorporated in your syllabus?
   A. Yes
   B. No

Nine students did not want to have only native cultural components in their syllabus and two students agreed to have only native cultural components in their syllabus.

6. Is understanding the culture portrayed in the text not important?
   A. Yes
   B. No

For this question nine students accepted that understanding the culture portrayed in the text is important and only two students believed that it is not important.

8. Should English text be a compendium of multiculturalism?
   A. Yes
   B. No

For the above question ten (10) students responded that English text should be a collection of multicultural elements. Only one student denied in his response with the others.

9. Have you ever found an English text-book with cultural components highlighted?
   A. Yes
   B. No
This question is asked to test the students’ awareness of the existence of an English text in which cultural components are presented. Seven (7) students answered that they did not find English text book with cultural elements and four (4) students responded positively.

10. Does the inclusion of cultural components in the lesson enhance the learner’s ability in learning the language better?

A. Agree
B. Disagree

For this important question ten (10) students agreed that cultural components in the lesson aid in enhancing the learner’s ability in learning the language better. Only one student disagreed.

Fig. 6. Questions 6 -10

On examining the responses of the students, it is clear that the students do not want only native cultural components to be included in English text books. They are
aware that culture plays a major role in understanding the lesson and English text should mirror multicultural components for better learning of the language.

11. How should culture be taught in the class?
   A. Text book
   B. Audio-visual aids
   C. Teacher
   D. All the above

For this question six (6) students believed that culture should be taught in the class through text book, audio visual aids and the teacher should be the source of teaching culture. Two students established that culture should be taught through audio-visual aids and three others believed that they could understand culture mainly through the teacher.

12. In what form, the cultural components be incorporated in the text book?
   A. Culture capsules
   B. Snippets
   C. Activities
   D. Cultoons (Visual culture assimilators)

Half of the students, i.e five (5) believed that cultural elements in the text should be incorporated in the form of activities. Three students wanted to have snippets of cultural elements and three others wished to have visual culture assimilators.

13. Should teachers also be aware of cultural differences?
   A. Yes
   B. No
For this crucial question all the students, except one, responded positively.

14. What should be taught about culture?
   A. Greetings and Introduction
   B. Food and Dining etiquette
   C. Customs and Traditions
   D. All the above.

Eight students were of the opinion that culture includes greetings and introduction, food and dining etiquette and customs and traditions. Only three students understood culture in relation to customs and traditions.

15. Culture cannot be taught completely. It should be experienced. What do you say?
   A. Agree
   B. Disagree

Majority of the students agreed that it is difficult to learn any culture by mere instruction and culture is something that is to be experienced. Eight students agreed and only three students disagreed.

Fig. 7. Question No. 11 to 15
After carefully analysing the responses for the above five questions the researcher infers that they agree that culture should be taught through all possible resources and the teacher plays an important role in making the students learn the language through teaching culture. They also agree that culture should be included through various activities and snippets and other visual culture assimilators. They agreed that culture is a broad concept that includes greetings and introduction, food and dining etiquette, customs and traditions and above all culture is better understood through experience.

16. To what extent is understanding other cultures useful for present day students?

A. To a great extent
B. To some extent
C. To a little extent
D. To a negligible extent.

Eight students established that understanding other cultures is useful to a great extent. One student believed that it is important only to some extent and two students thought that it is useful only to a little extent.

17. Is effective language learning possible through inclusion of culture?

A. True
B. False

 Majority of the students expressed the opinion that language can be learnt effectively through knowledge of culture. Nine students believed that language is better understood with the knowledge of culture and only two students responded negatively.
18. Does culture have insignificant place in second language teaching?
   A. Yes
   B. No

   Nine students agreed that culture is a neglected aspect in second language teaching and two students held that it is not a neglected aspect.

19. Does inter-cultural awareness enhance the learner’s analytical ability?
   A. Yes
   B. No

   As for the above question nine students were of the opinion that inter-cultural awareness enhances their learning and their analytical abilities and merely two students disagreed with the other students.

20. How do you rate yourself as a speaker of English?
   A. Excellent
   B. Very good
   C. Average
   D. Poor

   For this last and the most important question nine students agreed that they rate themselves as average speakers of English and two students expressed that they are poor speakers of English.
On analyzing the students’ responses the researcher surmises that majority of the students felt that culture has taken a back seat in second language learning and knowledge about other cultures is useful for them. They strongly believed that effective language learning is possible through intercultural awareness. All the students in the class studied in English medium schools but still rated themselves as average speakers of the language and two others rated themselves as ‘poor’ in their language abilities. The situation is disappointing. As a remedial step the syllabus, methodology and the materials should be upgraded according to the present needs of the employment in various fields of Science, technology and industry. This calls for a paradigm shift in teaching English as a second language.

Teachers are the main source of valuable information with regard to the existing syllabus and curriculum. They are the ones who in reality carry out the syllabus. Apart from that, they also give valuable suggestions regarding the required
changes in the syllabus. Hence, it is indispensable to know their attitudes and opinions regarding the existing syllabus.

For the present study, the number of teachers was limited to twenty (20) from different institutions and colleges in Hyderabad, Andhra Pradesh, India. The teachers fall under the age group of 30-55 years. Women teachers outnumber men teachers. Out of 20 teachers, the number of women teachers is seventeen and the other three (3) are men teachers.

The teachers were primarily from English literature background. Most of the teachers completed their Masters in Language and Literature. Very few teachers are actually trained teachers. This calls for training in language teaching. The questionnaire has fifty (50) questions with options for the answers. They were asked to choose one option, which according to them was appropriate. The first question intended to know their understanding of the language.

1. What is language?
   A. The method of human communication either spoken or written
   B. Any Non-verbal method of communication
   C. Behaviorists often define language as a learned behavior involving a stimulus and a response
   D. "Language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols."

As language teachers majority of them agreed with the last definition provided above. Eleven (11) teachers agreed with the last option provided for the question. Six teachers felt that language is communication either spoken or written, only one
teacher felt that language is any non-verbal communication and two agreed with the Behaviorists definition of language.

2. What factors influence language?
   A. Social
   B. Linguistic
   C. Conceptual
   D. All the above.

   The second question aimed at finding out the various factors that actually influence language. Majority of the teachers agreed that social, linguistic and conceptual factors influence language. Only one teacher believed that linguistic factors influence language.

3. What according to you is not a definition of culture?
   A. Culture is a system for differentiating between in-group and out-group people
   B. Culture is social glue.
   C. Is not a system of symbols
   D. System of collectively held values

   For this question eight teachers agreed that it is a system of collectively held values. Five believed that it differentiates between people, and seven teachers believed that culture is not a system of symbols. All the teachers in fact, did not respond appropriately. They are actually expected to select an answer which is not a definition among the options.

4. Culture is omnipresent
   A. Yes
B. No

Sixteen (16) teachers agreed with the view that culture is omnipresent and only four (4) teachers responded negatively.

5. Language and culture are intricately related

A. Yes
B. No

For this statement seventeen (17) teachers agreed that both are related and only three (3) teachers thought that language and culture are not related.

Fig.9. Questions 1-5

After analyzing the first five responses of the teachers it is clear that most of the teachers are of the opinion that language and culture are related to each other.

6. Language and culture exist in vacuum

A. Yes
B. No
More than half of the teachers agreed that language and culture do not exist in vacuum. Eighteen teachers (18) believed that language and culture do not exist in nothingness, and two teachers assumed that language and culture exist in vacuum.

7. Man’s actual interaction with culture takes place at a subconscious level
   
   A. Yes
   
   B. No

   Seventeen teachers agreed with option ‘A’ and only three teachers agreed with option “B”.

8. All of us are the products of our culture
   
   A. Yes
   
   B. No

   For this question, the majority gave a clear response by agreeing that everybody is a part of his/her own culture. Seventeen teachers (17) accepted and only two teachers disagreed.

9. Our values, goals and behavior are not culturally determined
   
   A. Yes
   
   B. No

   Fourteen teachers agreed that a human being’s behaviour, values are all culturally determined and influenced. Six teachers said that goals and attitudes have nothing to do with culture.

10. Culture occupies the background in a language classroom
   
   A. Yes
   
   B. No
For the above question sixteen (16) teachers agreed that culture is surely visible in the language class, and only four disagreed with the view.

Fig.10. Questions 6-10

Majority of the teachers established the fact that language and culture are interdependent. Almost all aspects in a society are determined by culture.

11. Culture is the base for communication

A. Yes

B. No

Twelve (12) teachers agreed that culture plays a major role in either effective communication or in miscommunication. Seven (7) teachers felt that culture is not the base for communication and one (1) teacher did not respond to the question. Thus a
little more than half of the teachers agree with the view that culture is the base for both communication and communication breakdown.

12. Meaning is communicated through language in its cultural context.
   A. Yes
   B. No

More number of teachers agreed that meaning of word varies according to the cultural context. Eighteen (18) teachers accepted and only two (2) teachers asserted that the meaning of a word remains the same irrespective of the cultural context.

13. Culture is dynamic in nature
   A. Yes
   B. No

Maximum number of teachers accepted that culture is vibrant in its nature. Nineteen (19) teachers agreed with the above statement and only one (1) disagreed.

14. Culture shapes perception
   A. Yes
   B. No

For the above statement also eighteen teachers (18) accepted that culture modifies perception and influences awareness, insight and views of an individual.

15. Culture influences thinking
   A. Yes
   B. No

Nineteen (19) teachers agreed that culture influences thinking abilities of an individual and only one (1) teacher disagreed with the above statement.
Based on the analysis of the answers to the questions 11-15 of the teachers it is evident that culture has its influence on meaning of the words. Words are again used in communication and as a result culture can be termed as the base for communication. Culture is to some extent looked or perceived as a living thing and hence it is always dynamic and prone to changes. Culture influences the insight, judgment and thinking of an individual.

16. Multicultural competence is the need of the hour.

   A. Yes
   
   B. No
Eighteen teachers believed that cultural competence is necessary for the present day students and to the teachers as well. Only two (2) teachers disagreed with the majority and believed that the students need not possess multi-cultural competence.

17. Culture of the place (home/work) do not affect everyday language.

A. Yes
B. No

Only seven teachers assumed that culture of the home or work does not affect everyday language and majority of them i.e thirteen (13) established that even everyday language is affected by culture. Be it, home or work place.

18. Meanings have their origins in culture

A. Yes
B. No

For this question Nineteen (19) teachers agreed that meanings are rooted in culture. Only one (1) teacher disagreed with the others.

19. Culture is static

A. Yes
B. No

More or less similar to the responses earlier most of the teachers agreed that culture is not static. Only one teacher disagreed.

20. Which culture should be taught while teaching English language?

A. Students’ culture
B. Target Culture
C. Cultures of all major countries
D. Culture as portrayed in the lesson

Unlike for other questions and statements responses to this question were varied.

Ten (10) teachers agreed that culture as portrayed in the lesson should be taught. Four (4) teachers assumed that students’ culture has to be taught while teaching English. The other three(3) held the view that it is target culture that ought to be taught and two were of the opinion that culture of all major countries should be taught in comparison and contrast while teaching English language so that the learners’ perception of different cultures, their analysing and evaluating abilities will increase.

Fig.12. Questions 16-20
After analysing the above responses it is clearly understood that multi-culturalism is the need of the day and no culture can remain static. Meanings have their origins in culture and the culture of home, society and work affect the language used in everyday situations. Even though there are varied responses for the last question on whether culture has to be taught to the students of English or not majority of the teachers came to a consensus that culture as portrayed in the lesson has to be included and explained.

21. Does fostering inter cultural competence adversely affect language learning?
   A. No
   B. Yes

   Out of twenty (20) teachers sixteen (16) teachers were of the opinion that intercultural competence does not obstruct language learning. Only four (4) teachers felt that intercultural competence hinders language learning.

22. How can teachers foster intercultural competence?
   A. Methodology
   B. Materials
   C. Influence through literature
   D. Influence of print and electronic media.

   A total of fourteen (14) teachers agreed for the above two question options C and D. Five (5) teachers felt that methodology will help in nurturing inter-cultural competence and only one (1) teacher believed that through materials inter cultural competence can be fostered.

23. What percentage of the cultural material should be included in the syllabus?
   A. 20%
24. Do you think inclusion of cultural components strengthen students’ ability in learning English better?

A. Very much
B. Not sure
C. Not at all
D. To some extent.

Nine (9) teachers agreed that including cultural components in the syllabus enhances the students’ English learning abilities to some extent. Eight teachers felt a great need of cultural components and hence selected the option ‘A’ very much. Whereas, two teachers felt that they are either not sure or cultural components do not help in enhancing students’ language learning abilities.

25. Students should be sensitized to cultural diversity

A. Yes
B. No

Maximum number of the participants agreed that students should be sensitized to cultural diversity. Fifteen (15) teachers accepted with this view and a minimum
number of teachers (5) believed that the students need not be sensitized to cultural diversity.

After a careful understanding of the above responses it is evident that intercultural competence only enhances the readers’ language learning ability and does not act as a hindrance in the process. Besides that on an average 30% of the cultural material has to be incorporated in the syllabus for better understanding and learning abilities of the students. Undoubtedly, there is a great need for the students to be culturally sensitive to various other cultures as well.

26. Second language learning is not necessarily second culture learning

A. Yes
B. No

Sixteen (16) teachers have agreed with the above statement. Only four (4) agreed that second language learning need not be necessarily second culture learning.
27. Enculturation (Socialization) is the essential purpose of all education

   A. Yes
   B. No

   Majority agreed that socialization is the vital purpose of education and only two disagreed.

28. Cultural attitudes and values influence second language teaching?

   A. Yes
   B. No

   Among twenty teachers, fifteen (15) teachers agreed that cultural attitudes and values influence teaching and only five (5) teachers believed that cultural attitudes and values do not impinge on language teaching.

29. The attitudes displayed by students are all culture-specific

   A. Yes
   B. No

   Twelve teachers (12) agreed that the students demonstrate attitudes that are culture specific and eight (8) teachers disagreed with the view that attitudes exhibited by the students are culture-specific.

30. Cultural awareness, as a resource, enriches learning environment

   A. Yes
   B. No

   Nineteen (19) teachers agreed that cultural awareness enhances the learning abilities and only one teacher gave a negative answer.
After analysing the responses it is almost clear that education should create awareness in learners and almost all the attitudes that are displayed by the students are culture-specific and cultural awareness enhances the learning abilities of the students.

31. Teacher training courses at college and University level should include cultural diversity as an important element of training.

A. Yes
B. No

Eighteen (18) teachers admitted that teacher training courses at both college and university level should include cultural components and explain cultural differences and diversity that exist. Only two(2) teachers disagreed with the majority and believed that cultural components need not be a part of teacher training programmes at both college and university level.
32. Second Culture awareness is necessary for the students to understand their culture.
   A. Yes
   B. No

   Seventeen (17) teachers approved the above statement. Three (3) teachers contradicted with the others.

33. Literature is one of the media through which culture can be expressed
   A. Yes
   B. No

   All the teachers agreed with the view that literature is one of the most important media through which culture can be taught and learnt.

34. Lack of proper knowledge about the target culture leads to misunderstanding and awkwardness to both teachers and students.
   A. Yes
   B. No

   All the teachers conceded with the above statement that lack of understanding of the target culture results in misunderstanding and misinterpretation of the text. Hence, it is strongly affirmed that culture and language are closely related to each other.

35. Culture should be the ultimate message through language as a medium
   A. Yes
   B. No

   More than half of the teachers disagreed with the above statement. Culture should be learnt and taught as a part of language and it should not be the ultimate
message. Only eight (8) teachers agreed that culture should be the eventual message through the medium of language.

Fig. 15. Questions 31-35

After a detailed analysis of the answers obtained for the above questions, majority of the teachers accepted that cultural diversity and its implications in language learning and teaching should be a major component in teacher training courses. More than half of the teachers admitted that second culture awareness enhances the learners understanding of their own culture better as there is an opportunity for them to compare and contrast two different cultures. All the teachers expressed that literature is an important media to teach culture and they also conceded that lack of understanding of the target culture creates tension in the learners, and henceforth reduces the language learning abilities of individuals. According to the
majority of the teachers culture should be taught as an integral part and it should not dominate the language learning opportunities.

36. Teaching of culture should make the students understand about appropriate and inappropriate behavior in target culture.

A. Yes
B. No

All twenty (20) teachers responded positively and firmly established the need for teaching the students about both accepted and unaccepted behavior across cultures.

37. Second culture should not replace the culture of the home.

A. Yes
B. No

Nineteen teachers (19) agreed that second culture or the target culture should not act as a substitute to the home culture. One teacher did not respond to the above question. Majority of the teachers felt that each one should only complement the other.

38. Is culture an essential force in all branches of education?

A. Yes
B. No

Ten (10) teachers expressed their opinion that culture need not be an important force in all branches of education. Whereas nine (9) teachers accepted that it should be an important component in all branches of education. Only one teacher did not respond.
39. Culture teaching should aim at developing positive feelings about both home culture and second culture

A. Yes
B. No

Maximum number of teachers gave their consent to the above statement. Nineteen teachers believed that teaching culture in a second language class will create positive feelings about both second culture and their own culture.

40. The validity of culture as an equal complement to language learning is largely overlooked by curriculum developers,

A. Yes
B. No

All the teachers firmly expressed their opinion that the role of culture in second language learning is neglected by curriculum developers.

Fig. 16. Questions 36-40
After a careful analysis of the teachers responses for the above five questions it is clearly understood that majority of the teachers agreed that culture should make the students understand the appropriate and inappropriate behavior in target culture. They also believed that second culture should not replace home culture. Instead, each one should complement the other. Half of the teachers agreed that culture should be taught as an important component in all branches of education and majority of the teachers felt that second language class will create positive feelings about both second culture and their own culture. Interestingly all the teachers accepted that the importance of cultural component in language learning is largely overlooked by curriculum developers.

41. Culture learning is not important for the study of literature and language
   A. Yes
   B. No

   Fourteen (14) teachers believed that culture learning occupies an important place in either literature or language learning and six (6) teachers supposed that it is not important in the study of either language or literature as well.

42. The aim of teaching culture is to arouse learners’ curiosity about target culture and also their own culture
   A. Yes
   B. No

   Out of twenty teachers (17) teachers established that the main aim of teaching culture in a language class room is definitely to stimulate interest in the students about the culture of the students and also about the target culture. Three teachers thought that the aim of teaching culture is not necessarily to arouse interest in the students either about their culture or about the home culture.
43. Without teaching culture teaching English as a second language is incomplete.

A. Yes
B. No

Thirteen teachers agreed and vociferously supported the above statement. Only seven (7) meant that teaching English as a second language is complete even without teaching culture as portrayed in the text.

44. Second culture learning promotes personal development of an individual.

A. Yes
B. No

For the above statement majority of the teachers accepted that learning culture aids in the personal development of an individual. Out of twenty teachers, nineteen teachers (19) agreed that it enhances the personal development of an individual and only a negligible number i.e. one (1) did not agree with the above statement.

45. Course materials should include culture as an important component

A. Yes
B. No

Good number of teachers agreed that culture should be included as an important component in second language teaching. Seventeen teachers thought that culture should be incorporated in English language teaching and only three (3) teachers did not feel the importance of cultural component in the course materials.
It has been widely accepted that culture can be easily understood and learnt through literature and language. Many of them firmly believed that incorporating cultural components in the syllabus enhances the participation of the students in the class and also it creates interest in the learners to learn the language with practical approach.

46. Teachers should be an important source of cultural information

A. Yes

B. No

Seventeen (17) teachers have agreed that apart from the text book teachers should be an important source of cultural information. A negligible number of teachers three (3) disagreed with the above statement.
47. To what extent is it necessary for language learners to be effective culture learners?

A. To a great extent
B. To some extent
C. Not sure
D. Not at all

Eleven (11) teachers have agreed that only to some extent it is necessary for second language learners to be effective culture learners. Eight (8) teachers felt that it is required to a great extent and only one (1) teacher felt that it is not necessary at all.

48. Is intercultural communication indispensable for second language learning?

A. Yes
B. No

Many English teachers accepted the fact that intercultural communication is necessary while reading English as a second language. Fifteen (15) teachers responded positively for the above question. Remaining five teachers differed from the majority opinion.

49. One culture is easily understood in terms of another

A. Yes
B. No

Twelve (12) teachers believed that it is possible to comprehend one culture in terms of another for they are bound to be a few commonalities. Eight (8) teachers did not agree with the above statement.
50. To what extent is learning a second culture essentially related to learning second language?

A. A great extent  
B. Some extent  
C. A little extent  
D. A negligible extent

This question elicited a difference of opinion among the teachers. Very few teachers four (4) felt that second culture learning is related to second language learning only to a little extent. Half of them i.e. ten (10) teachers assumed that it is useful to some extent and six (6) teachers felt that it is useful to a great extent.

Fig. 18. Questions 46-50

From the above discussion and interpretation of the questionnaire it is inevitable to gain a fresh look at the existing English syllabus at both college and university level. The English language materials should include culture as an
important component. Most of the English teachers have a clear understanding of the role of culture in second language learning and believed that inter-cultural competence is necessary for the students to understand the language to a great extent. Many teachers felt that learning a second language is importantly a second culture learning.

After a serious analysis and interpretation of the questionnaires it can be concluded that there is an immense need for a change in the existing English syllabus at the college level. The present English syllabus demands a fresh look. This is possible by incorporating local cultural as well as multi-cultural components as part of the syllabus. Both methods and materials should be changed according to the changing needs of the students and according to the ever-growing demands of the industry. The teaching materials should create interest and arouse the curiosity in the students to learn the language.