India as a nation came into close contact with the English language due to the pre-independence, colonial influence. English language is valued by the Indians as it opens the doors of opportunities in education, business and technology. The foundations of the Indian education infrastructure were laid by the British during the days of colonization. After the Independence, it was developed through planned action on the part of the Government. The national level policy making bodies of the present envisage the empowerment of the people through education. The NKC specifies that as the English language has prime role in the sphere of education and employment all children entering school should be given access to the English language.

When the British arrived, India had its own system of education and learning which was rooted in the oral tradition. The Western system of education with its European thought content communicated through English was forced upon India through the transplantation approach of Macaulay. In independent India, the educational infrastructure that the British established and the paradigm they followed were continued rather uncritically. The need for modern teaching learning strategies is now felt in India. The National Curriculum Framework, NCF, 2005, points out that, the English language teaching curriculum at the school level has to be updated in keeping with the best practices in other parts of the world. However, it is to be noted that when changes are introduced in the areas of education and English
language teaching, the changes are effected as per the practices followed in the West. Even the revised constructivist paradigm has been borrowed from the West.

In 2005-2006 the Higher Secondary school curriculum of Kerala was redesigned in accordance with constructivist principles. The shift of paradigm from behaviourist to constructivist was undertaken with the aim of making the higher secondary curriculum a natural continuation of the curriculum up to the secondary level. In keeping with the general shift in paradigm, the English language curriculum also was revised. Though the constructivist paradigm has been found effective in actual classrooms across the world, it has not sufficiently helped the higher secondary second language learners in Kerala. It is found that most of these students have not internalized the second language through the extensive study of the language at the higher secondary level. This study analyzes the impact of the second language learning measures in the student community to find the pitfalls of the higher secondary constructivist second language curriculum and to suggest remedies to make it more beneficial for the students.

An analysis of the curriculum of English language teaching and an evaluation of its effectiveness can be done by a look into the principles that underlie the curriculum. The pedagogic theories that form the basis of the actual practice in and out of classrooms, has to be studied in the light of similar theories and pedagogic applications. The second chapter briefly delineates the evolution of English language teaching practices. Education in general, and English language teaching in particular, are subjected to study and reform with an aim of improving
the methods and practices by incorporating research findings. Currently there is a fusion of cognitive and constructivist theories in the sphere of pedagogic practices.

There is substantial difference between constructivist language teaching and the Grammar-Translation method of the past. The realizations about the pitfalls of the Grammar-Translation method led to the emergence of the Direct Method which was inspired by the processes involved in the acquisition of the first language. The Audio-Lingual or Army method that followed emphasizing the use of the target language was in some ways an improvement upon the practices of the Direct Method. Structuralist and behaviourist assumptions which emerged from behaviourist psychology ruled the scene of learning and academics in the middle of the 20th century. New linguistic theories in the 1960s challenged the structural and behaviourist views of language and language learning. Chomsky disproved the arguments of Skinner and the behaviourists regarding language learning. Chomsky proved that language is stimulus-free; that the language use of people is independent of stimuli. He shifted the focus away from E-language approaches to I-language approaches. His notions like Language Acquisition Device, LAD Structure-dependency, projection principle and the Principles and Parameters theory were new and scientific.

The innovations that brightened language pedagogy in the seventies were inspired and enriched by Chomsky's theories of language and language acquisition. Methods such as Community Language Learning, the Silent Way, Suggestopaedia, Total Physical Response and Natural Approach received positive responses and took the attention away from the skill and drill approach towards communication. These
methods took into consideration the importance of constructing the language in the mind through strategies that cater to the innate needs of the human mind. The Communicative Language Teaching method that emerged in the eighties won credence and following by its emphasis on meaning, fluency, interaction, communicative competence, tolerance of errors and the acceptance of creative factors in both teaching and learning. The last decades of the twentieth century witnessed the increased emphasis given to the learner through practices based on the theories of learner centeredness and learner autonomy. From the 1980s the most emphatic trend in language pedagogy has been to shift the focus from the teacher, the text book and the evaluation procedures to the learner. Second Language Acquisition theories, the findings of cognitive science and the contributions of Piaget and Vygotsky together have illumined the constructivist practices in language education. The theories of Second Language Acquisition and constructivism find a definite direction in the Whole Language approach. As the language teaching methods progressed in the latter half of the twentieth century, understanding about human intelligence also progressed. Better understanding about the human mind in the light of cognitive theories and constructivist practices led to the emphasis on deeper analysis and understanding of human intelligence.

The third chapter presents the nuances of the constructivist theory and their relevance in language pedagogy. At the outset of the chapter the constructivist paradigm is distinguished from the behaviourist paradigm. The behaviourist paradigm backed by objectivist theories equated knowledge with habit formation. In this paradigm the mind of the student was looked upon as a clean slate to be written
upon by the teacher and the text book both of which were considered embodiments of knowledge. Intelligence was equated with memory, learning with habit formation and human nature was explained in terms of Stimulus-Response. Human behaviour was likened to animal behaviour and the mind of man was neglected. Constructivism unlike behaviourism giving prime consideration to the human mind and its workings looks upon knowledge to be the result of construction by the mind. The constructivists shifted the focus on knowledge as a product to knowing as a process and explained the acquisition of knowledge as the result of the processes of construction continually taking place in the human mind. As a pedagogic paradigm it focuses on measures that kindle the processes of construction through sufficient and suitable facilitation by teachers and interaction with peers. Constructivist learning theory has been applied in classrooms across the world and are gaining vogue in India as well. The national policy regarding language education keeps up with the global findings about the cognitive science and constructivism. The fact that Kerala is ahead of other Indian states in matters of education and literacy are proved by the fact that measures to reform instructional standards was initiated in the state in the 1990s.

The in-depth analysis of the revised constructivist curriculum necessitates a close study of the teacher trainings, the approach paper, the learner materials and classroom activities. The fourth chapter presents in detail the constructivist second language curriculum as implemented in the higher secondary classes. The teacher training sessions conducted in preparation for the implementation of the new curriculum, the Source Book which serves as a guideline for teachers, the Edumate
which is a guide for both teachers and the students, the *Course Books* and the *Practice Books*, are described and analyzed.

Though a few years have passed since the paradigm shift was implemented in Kerala and discussions about the curriculum and the learner materials take place in teacher training sessions, no analytical study regarding constructivist second language curriculum has been reported to academic or public notice. This study may perhaps be the first, attempting such an analysis of the constructivist second language curriculum. To make the study systematic and logical a schedule based on the theories and practices of constructivism was prepared to interview the second year higher secondary students. As conducting a face to face interview with all the students in all the schools or with some students in all the schools was unwieldy, it was decided to limit the survey to three districts namely Trivandrum, Ernakulam and Calicut which are representative of the south, central and north regions of Kerala.

Through the survey the actual language use by the respondents, was analysed to measure their proficiency in the use of the second language. The attitude of the students towards the lessons and the activities, their opinions about the participation of the teachers in the classrooms and outside as facilitators, were subjected to analysis. Based on the statistical analysis of the responses of the students, conclusions are drawn. The study brings to light many facts regarding the lack of effectiveness of the curriculum. The survey reveals that most of the students are not in the habit of reading English newspapers and English books. They are not encouraged by their teachers to read books and to use English in speech. The teachers and the textbooks fail to give sufficient comprehensible input to the
students. The findings of the survey are sufficient to inform teachers and curriculum designers about the changes that are to be brought into the curriculum, the classroom practices and teacher attitudes.

Based on the findings of the study, the sixth chapter offers suggestions to improve the effectiveness of the constructivist second language curriculum. It presents suggestions about the changes that could be effected in the learner materials, the classroom procedures and teacher attitudes. The recommendations made in the chapter aim at infusing greater life into the curricular practices, with the aim of making the learner-friendly constructivist second language curriculum more effective. This study reveals the faults of the constructivist curriculum employed by the Kerala State at the higher secondary level, with the aim of rejuvenating it so as to make it more useful for the students. However, the study does not mean to suggest that a well implemented constructivist second language curriculum is the best, or the only suitable means to impart proficiency in second language to the higher secondary students in Kerala. The constructivist curriculum with its mix of insights from MI and EQ theories is more learner-centred and student friendly. Research in pedagogic practices needs to be carried on in academic earnestness to evolve better curricula that suits the Indian minds better. The borrowing of Western theories and practices can only weaken the emergence of indigenous methods. The academics in India must be critically introspective to rediscover the native pedagogic practices that are original and enlightening.