## CHAPTER I

**INTRODUCTION AND CONCEPTUAL FRAME WORK**

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<td>REFERENCES</td>
<td>27</td>
</tr>
</tbody>
</table>
1.1. IMPORTANCE OF LANGUAGE

Language is a system which every individual has to learn observes Fiayaz Ahmed (1994, P.6). Language is a familiar feature of our daily life. Each community is formed by the activity of language. There are thousands of languages in the world. Some languages do not have even scripts. Whenever people come together for some purpose or other, they feel the necessity to use a language to communicate their ideas to others. If some of them do not understand a language which others in group use, then there can be no communication whatsoever. It is a situation of this type that prompts one group of people to learn the language of others.

In a multilingual society the success of a person depends to a very large extent on his ability to switch his linguistic gears as many times as he plays different personal, interpersonal, and institutional roles in different settings. It also depends on acquiring different levels of proficiency in the language they use. Carroll (1969) predicts that the amount of competence one achieves is largely a matter of time spent in learning, rather than the actual age of starting.
1.2. ENGLISH IN INTERNATIONAL CONTEXT

English is a world language, not belonging to any particular group. At present it has become a language of universal culture which embraces so many departments of knowledge. It has been holding and will continue to hold a unique position in the world. English language is an easy means of communication in the international sphere of life. Richard W. Baily and Manfred Gorlack (1984) point out that English is the sole official language of twenty one nations and in sixteen more it is the co-official language of government, education, broadcasting and publication. According to best estimate, English is the first language of some 300 million people around the world. Nearly an equal number claim to have the same proficiency, from full proficiency to limited speaking ability in English as an additional language (P4). It is illustrated in Chart.1.

"The Hindu", a leading English daily in India in its Editorial (Jan.18, 1996) endorses Richard W. Baily's views saying Undoubtedly English has now evolved into a highly refined communication medium with the people in almost all the countries of the world increasingly using it for a multitude of purposes. Now that it has managed to become a truly
The Concentric Circles of World Englishes
(adapted from Kachru 1985)

EXPANDING CIRCLE
- China
- Egypt
- Indonesia
- Israel
- Japan
- Korea Nepal
- Saudi Arabia
- Taiwan
- Zimbabwe
- Former countries of the USSR

OUTER CIRCLE
- Bangladesh
- Ghana
- India
- Jamaica
- Kenya
- Malaysia
- Nigeria
- Pakistan
- Philippines
- Singapore
- South Africa
- Sri Lanka
- Tanzania
- Zambia

INNER CIRCLE
- Australia
- Canada
- New Zealand
- United Kingdom
- USA

Characteristics of English
- an international language
- performance variety
- norm-dependent

- one of two/more codes
- official, state, associate
  language status
- norm-developing
- extended functional range

- primary language
- norm-providing
international language used more and more in the world conferences and summit meetings (P.6).

Even the territories such as Japan and China which are traditionally known for their linguistic chauvinism have now opened up their academy to the irresistible force of English. Elango K. (1994) confirms it by saying that 'becoming literate in any part of the world thus has become to signify the ability to handle English language (P.227).

1.3. ENGLISH IN INDIAN CONTEXT

S.K. Varma (1995) portrays the Indian linguistic scene in the following words: India represents a multilingual and pluricultural society. Linguistic plurality is our strength. There are 1652 mother tongues in India. Over 100 languages are spoken by about 662 millions people. Ninety of them are spoken by 10,000 people or more (P.12). The role of English as a link language in such multilingual context is unwarranted. As far as India is concerned, Indians can neglect the study of English at the risk of loss to themselves.

Dr. Lakshmi Santa Rajagopal (1995) in her inaugural address in the 17th annual conference of English
Language Teachers Association of India, stressed the role of English in the Indian context:

India is at present fast developing into a great world power, obviously the strongest in South East Asia. If this achievement is to be preserved and improved, some link with rest of the world is needed. And language is the only useful link for all purposes, as it enables every educated man to obtain information about anything that is happening in the world. Languages like English enable everyone to keep in touch with the media of communications, cultural exchanges etc. (P.7).

Prof. Felix Paul (1994) in his keynote address in the 26th National Annual Conference of ELTAI, quoting Prof. S.K. Desai expressed thus: English is very much equated with education in the Indian psyche and denial of English means denial of Education (P.7).

Yet the history of India shows that English was subjected to many pressures. It had its roots in bitterness stemming from the long period of domination by England. Fanatics of mother tongue advocated the very removal of it from Indian scene. But it stood the test of time. The mad rush for English medium schools illustrates its dominance.

Realizing the importance of English in the development of the modern India both the Radhakrishnan Commission of Education (1952) and the Kothari Commission
(1964) observed that English would play a vital role in higher education and that no student should be allowed to take a degree unless he gained a reasonable proficiency in English. The National Policy on Education (1986) too emphasised the provision of facilities for the study of English Language.

According to Prabhu N.S. (1991) "English has the constitutional Status of an associate official language in a highly multilingual context and is the dominant medium of higher level administration, higher education, the learned professions, large scale industry and commerce and a considerable part of literary and artistic activity (P.5)

Indians who use English are estimated to be only 5 per cent of nation’s population; but this group forms a very large proportion of those who are in leadership roles and are concentrated in the largest cities in the country where English functions as lingua franca. The age at which the teaching of English starts at school varies between different states. It is generally between age 7 and 12. Examination in English at school leaving and first degree stages are compulsory in the majority of the states and optional in others. English is however widely regarded by students and parents alike, as the language of opportunity opening the door to higher education, a better job,
upward social mobility and so on. Consequently there is a widespread general desire to learn the language.

Prof. S.K. Verma (1995) consolidates the position of English in India thus:

(a) There are 20 million English speaking bilingual in India (Kochru 1983)

(b) The total number of periodicals in English including dailies and weeklies has gone up to 5634 (upto December 1989).

(c) Roughly a third of all books and a fifth of all periodicals published are in English.

(d) English is used as L₁ in Arunachal Pradesh, Mizoram, Nagaland, Sikkim, Andaman and Nicobar Islands (along with Bengali, Hindi, Tamil, Malayalam, Nicobarese), Daman and Diu (along with their mother tongue Marathi, Urdu, Hindi) and Goa (along with Hindi, Urdu, Marathi and Konkani).

(e) English is used as L₂ in Assam, Haryana, Himachal Pradesh, Jammu and Kashmir, Karnataka, Kerala, Madhya Pradesh, Manipur, Megalaya, Orissa, Rajasthan, Tamilnadu, Tirupura, Uttar Pradesh, West Bengal, Delhi, Lakshadweep and Pondicherry.
There are 93 million children at the Primary stage and 48 million at Secondary stage. There are 1.6 million teachers at the primary stage, and 2.3 million teachers at the secondary stage. There are 1,80,000 primary schools with just one teacher. There are 90,000 secondary schools in India (P.15).

1.4. ENGLISH IN THE CONTEXT OF TAMILNADU

The explosion of population has necessitated the growth in enrolment in high schools as shown in Table 1. Excepting the year 1979-80, there has been a steady growth in the enrolment (Diagram 1).

This enrolment growth has forced to increase the number of high schools (Table 2). Excepting the year 1980-81, there has been a steady growth in the number of schools in the State (Diagram 2).
<table>
<thead>
<tr>
<th>YEAR</th>
<th>GOVERNMENT</th>
<th>MUNICIPAL</th>
<th>PRIVATE SCHOOLS</th>
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</thead>
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<td></td>
<td></td>
<td>CORPORATION</td>
<td>AIDED</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>1978-79</td>
<td>294541</td>
<td>163726</td>
<td>458267</td>
</tr>
<tr>
<td>1979-80</td>
<td>299071</td>
<td>170934</td>
<td>470005</td>
</tr>
<tr>
<td>1980-81</td>
<td>299584</td>
<td>173495</td>
<td>473079</td>
</tr>
<tr>
<td>1981-82</td>
<td>306091</td>
<td>178284</td>
<td>484375</td>
</tr>
<tr>
<td>1982-83</td>
<td>329058</td>
<td>193913</td>
<td>522971</td>
</tr>
<tr>
<td>1983-84</td>
<td>372062</td>
<td>230678</td>
<td>602738</td>
</tr>
<tr>
<td>1984-85</td>
<td>396375</td>
<td>259454</td>
<td>655829</td>
</tr>
<tr>
<td>1985-86</td>
<td>411032</td>
<td>271770</td>
<td>682802</td>
</tr>
<tr>
<td>1986-87</td>
<td>433088</td>
<td>307396</td>
<td>740484</td>
</tr>
<tr>
<td>1987-88</td>
<td>450268</td>
<td>317398</td>
<td>767666</td>
</tr>
<tr>
<td>1988-89</td>
<td>481582</td>
<td>329688</td>
<td>811250</td>
</tr>
<tr>
<td>1989-90</td>
<td>505175</td>
<td>349658</td>
<td>854833</td>
</tr>
<tr>
<td>1990-91</td>
<td>541843</td>
<td>369505</td>
<td>911348</td>
</tr>
<tr>
<td>1991-92</td>
<td>570843</td>
<td>402332</td>
<td>973175</td>
</tr>
<tr>
<td>1992-93</td>
<td>501613</td>
<td>438733</td>
<td>1040346</td>
</tr>
</tbody>
</table>
Diagram 1
Enrolment in High Schools (78-93)
<table>
<thead>
<tr>
<th>YEAR</th>
<th>Government</th>
<th>Municipal/Corporation</th>
<th>Aided</th>
<th>Unaided</th>
<th>Total</th>
<th>Matriculation</th>
<th>Anglo Indian</th>
<th>Central</th>
<th>Total</th>
<th>Grand Total</th>
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<tbody>
<tr>
<td>1978-79</td>
<td>1,533</td>
<td>75</td>
<td>468</td>
<td>4</td>
<td>2,080</td>
<td>10</td>
<td>17</td>
<td>65</td>
<td>92</td>
<td>2,172</td>
</tr>
<tr>
<td>1979-80</td>
<td>1,500</td>
<td>73</td>
<td>424</td>
<td>2</td>
<td>1,999</td>
<td>9</td>
<td>15</td>
<td>65</td>
<td>89</td>
<td>2,088</td>
</tr>
<tr>
<td>1980-81</td>
<td>1,486</td>
<td>72</td>
<td>399</td>
<td>1</td>
<td>1,958</td>
<td>29</td>
<td>17</td>
<td>65</td>
<td>111</td>
<td>2,069</td>
</tr>
<tr>
<td>1981-82</td>
<td>1,547</td>
<td>69</td>
<td>398</td>
<td>7</td>
<td>2,021</td>
<td>50</td>
<td>18</td>
<td>79</td>
<td>147</td>
<td>2,168</td>
</tr>
<tr>
<td>1982-83</td>
<td>1,590</td>
<td>71</td>
<td>397</td>
<td>13</td>
<td>2,071</td>
<td>78</td>
<td>18</td>
<td>93</td>
<td>189</td>
<td>2,260</td>
</tr>
<tr>
<td>1983-84</td>
<td>1,621</td>
<td>72</td>
<td>441</td>
<td>7</td>
<td>2,141</td>
<td>93</td>
<td>18</td>
<td>99</td>
<td>210</td>
<td>2,351</td>
</tr>
<tr>
<td>1984-85</td>
<td>1,688</td>
<td>73</td>
<td>465</td>
<td>5</td>
<td>2,229</td>
<td>144</td>
<td>14</td>
<td>89</td>
<td>247</td>
<td>2,476</td>
</tr>
<tr>
<td>1985-86</td>
<td>1,723</td>
<td>80</td>
<td>450</td>
<td>5</td>
<td>2,258</td>
<td>212</td>
<td>13</td>
<td>86</td>
<td>311</td>
<td>2,569</td>
</tr>
<tr>
<td>1986-87</td>
<td>1,765</td>
<td>80</td>
<td>445</td>
<td>2</td>
<td>2,292</td>
<td>289</td>
<td>11</td>
<td>96</td>
<td>396</td>
<td>2,688</td>
</tr>
<tr>
<td>1987-88</td>
<td>1,752</td>
<td>80</td>
<td>450</td>
<td>2</td>
<td>2,294</td>
<td>406</td>
<td>13</td>
<td>106</td>
<td>525</td>
<td>2,819</td>
</tr>
<tr>
<td>1988-89</td>
<td>1,795</td>
<td>80</td>
<td>416</td>
<td>2</td>
<td>2,293</td>
<td>1515</td>
<td>13</td>
<td>101</td>
<td>629</td>
<td>2,922</td>
</tr>
<tr>
<td>1989-90</td>
<td>1,839</td>
<td>78</td>
<td>387</td>
<td>23</td>
<td>2,327</td>
<td>606</td>
<td>12</td>
<td>99</td>
<td>707</td>
<td>3,034</td>
</tr>
<tr>
<td>1990-91</td>
<td>1,864</td>
<td>83</td>
<td>370</td>
<td>44</td>
<td>2,361</td>
<td>684</td>
<td>13</td>
<td>93</td>
<td>790</td>
<td>3,151</td>
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<td>1991-92</td>
<td>1,872</td>
<td>83</td>
<td>352</td>
<td>66</td>
<td>2,373</td>
<td>684</td>
<td>13</td>
<td>93</td>
<td>790</td>
<td>3,163</td>
</tr>
<tr>
<td>1992-93</td>
<td>1,883</td>
<td>83</td>
<td>346</td>
<td>84</td>
<td>2,396</td>
<td>709</td>
<td>13</td>
<td>85</td>
<td>807</td>
<td>3,203</td>
</tr>
</tbody>
</table>
Diagram 2
Growth of High Schools in Tamil Nadu (78-93)
Table III gives the data of teachers employed in high schools from 1989 to 1993. There has been steady increase in the number of teachers handling secondary classes, excepting the year 1992-93.

### NUMBER OF TEACHERS

#### TABLE III

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Primary Schools</td>
<td>1,89,922</td>
<td>1,19,927</td>
<td>1,20,721</td>
<td>1,21,212</td>
</tr>
<tr>
<td>2</td>
<td>Middle Schools</td>
<td>65,668</td>
<td>65,555</td>
<td>65,667</td>
<td>65,895</td>
</tr>
<tr>
<td>3</td>
<td>High Schools</td>
<td>42,170</td>
<td>42,565</td>
<td>42,683</td>
<td>42,654</td>
</tr>
<tr>
<td>4</td>
<td>Hig.Sec.Schools</td>
<td>71,158</td>
<td>72,816</td>
<td>73,872</td>
<td>74,443</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2,98,918</td>
<td>3,00,863</td>
<td>3,02,943</td>
<td>3,04,304</td>
</tr>
</tbody>
</table>

It is clear from the statistical data that the teaching and learning in Tamil Nadu at the Secondary level is a massive operation. A major chunk of the state finance is directed towards education. It is quite natural for a government spending so much on education to verify the end products.

From table IV it is clear that the percentage of pass in Anglo Indian, and Matriculation school is around 90% consecutively; whereas the percentage of pass in the S.S.L.C. Examination during the corresponding period of 5 years is around 65 percent only.
PERCENTAGE OF PASSES IN S.S.L.C. ANGLO INDIAN 
AND MATRICULATION EXAMINATION

TABLE IV

<table>
<thead>
<tr>
<th>Year</th>
<th>S.S.L.C. Exam</th>
<th>Anglo-Indian Exam</th>
<th>Matric Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991</td>
<td>59.4%</td>
<td>95%</td>
<td>92%</td>
</tr>
<tr>
<td>1992</td>
<td>68.5%</td>
<td>89%</td>
<td>92%</td>
</tr>
<tr>
<td>1993</td>
<td>68.8%</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>1994</td>
<td>66.5%</td>
<td>97%</td>
<td>93%</td>
</tr>
<tr>
<td>1995</td>
<td>66.3%</td>
<td>95%</td>
<td>92.8%</td>
</tr>
</tbody>
</table>

It is sad but true that most of our students coming out of secondary schools, fail to qualify themselves in the government examinations, because of their inability to get through in English subject. It hampers the vertical mobility of the teen agers. Sensing this disheartening situation the Hon'ble education minister of Tamil Nadu, Thiru Ponnusamy while tabling the policy on education in the Assembly (1994) said a committee is going into the modalities to be adopted for improving teaching of English at all levels (P.2).

The Government of Tamil Nadu has been following the 10 + 2 + 3 pattern of educational system from 1978. Schools having classes upto five standards are called primary schools. Schools having classes upto eight standards are named as middle schools and those having upto ten standards are termed as secondary schools. Higher Secondary Schools include high school sections also. There are no separate schools for Higher Secondary Classes std. XI and std. XII.
Tamil and Maths are taught from first two standards. English is being taught from standard III onwards. From sixth standard onwards six periods are allotted per week for English. At the Higher Secondary level only four periods are allotted for languages per week. At secondary level trained graduate teachers are employed to teach English.

To cope up with the changing trends in teaching and learning, Tamilnadu Government constituted text book committees to frame syllabuses, and prepare course books for Primary, Secondary and Higher Secondary classes for subjects including English.

The draft syllabus (1995) formulated by these committees have taken into account the following factors while framing the English Syllabus for IX and X.

a. Changing perspective with regard to the role of English as a second language in the school curriculum.

b. A wider and deeper awareness of the commitment of the syllabus to the perceived needs of the learners in given situations.

c. A better understanding of the nature of English Language as well as process of language learning.
Stress is on enabling the learners to acquire mastery of language skills to use English for active and effective communication.

The Chief objective is to help the learner become moderately efficient user of English. As such at the end of the course the learner shall be able to use English accurately, fluently and appropriately for the purpose of communication by acquiring the four skills viz listening, speaking, reading and writing.

**LISTENING:**

This syllabus envisages competence on the part of learners to listen attentively, comprehend and take notes in the class. The learner should also follow radio and television news, speech delivered by eminent persons, and understand discussions and debates on a variety of topics.

**SPEAKING:**

Speaking as a skill will provide ample opportunities for learners to practise spoken English, responding orally in clear, simple sentences to question asked in the class, raising questions to have their doubts clarified, giving oral instructions, participation in simple conversations, interviews etc. Fluency in speaking is to be developed at any cost.
READING:

Considering the fact that English is the means of access to knowledge at higher levels in the fields of Science and Technology, and reading efficiency will develop the skills of speech and writing, reading skill is given greater importance. Practice will be given in quick reading with comprehension. Attempts will be made to give students a start in independent reading. Students will be encouraged to read both for pleasure and information.

WRITING:

Writing aims at improving the learners' proficiency in integrated use of language components such as

1. writing with coherence and without grammatical errors,
2. drafting and replying letters in life situation,
3. describing a process,
4. developing short stories, paragraphs using given hints,
5. expanding a given passage,
6. making notes and summarising a short passage in simple English.

Education being in the concurrent list, it is the joint responsibility of both the State and the Central Governments. At the initiation of the State and Central
Governments and with substantial aid from abroad a major innovation in teaching of English was introduced. The Regional Institute of English was established in Bangalore to serve southern India. It provides a massive, intensive inservice and preservice training. It gives training to teachers in latest trends and techniques. This institute uses the term S-O-S (structural - oral - situational approach) to refer to the pedagogic principles it has been helping to implement. However S-O-S principles face attack from many quarters.

S-O-S is regarded as a well established method of teaching English, though there are some doubts about how well it had been transmitted to teachers and how widely its procedures are actually being followed in English class rooms. The experimentation of new pedagogic approaches like notional, functional syllabuses, communicative perspective of language and the designing of specific purpose courses are on the anvil.

District Insititute of Education and Training has been established in district headquarters. These centres offer preservice and inservice training to teachers.
Apart from this English Language Teaching Centres function in various centres of the state. They offer training in English language teaching to teachers. They are manned by eminent persons in the field of English language.

1.5. STATUS OF ENGLISH LANGUAGE TEACHING / LEARNING

1.5.a. TEACHING STATUS

In spite of all these, the teaching and learning of English is not encouraging. 'The Hindu', a leading daily in India in its editorial (January 18, 1996) laments over the fall of standard in English thus: "What must cause concern however is the rapid decline in the standard of English language teaching (ELT) in the educational institutions in the country with both the teachers and the taught not being in a position to use it effectively (P.6). Mohammed Erfan C. (1996) also states that the point needs to be emphasised because today there are teachers of English who admit regretfully, that they have stopped bothering about their students. Experience says that students cannot understand the teachers and even if the teachers wished to communicate with them, they cannot, because they are hopelessly below the minimum standard expected of them. And so English class becomes a monologue, with the teacher as the whole performer and student as the bored observer . . . . . . The vast
amount of teaching thus is a total waste, as seen in the inadequate state of learning and reflected in the inability of the learners to understand, to speak, to read and to write the language well enough for effective communication (P.26).

While discussing the teaching of English language in India, Balasubramaniam T. (1992) cautions thus: 13 Ineffective teaching results in ineffective users of English. Some of these ineffective users of English in turn become teachers of English and so the vicious circle continues. The system seems to be that whether you know English or not, whether you are qualified to teach English or not, why, whether you like it or not you have to teach English. A B.A., B.Ed., or B.Sc., B.Ed. seems to be a sort of golden key which opens any English class room, a talisman which gives the holder the right to teach English (P.28).

Michael Swan (1985) portrays the present confusing means of teaching English in the following manner: 14 We realize we have been translating too much, so translation is banned completely. Grammar explanations are seen to have been over valued, so grammar explanations are swept away. Generation A spends half its time doing structure drills, for generation B structure drills are anathema. Contrastive studies promise the moon and the stars. When the moon and stars are slow to arrive
contrastive studies disappear from syllabus design as if they had never been. One approach fails to give sufficient importance to phonetics, the next approach does nothing but phonetics. Each time this happens the poor language teacher is told to junk a large part of his or her repertoire of material activities and methods and to replace them by a gleaming new battery of up to date apparatus and techniques. The students as a rule learn about as much as before" (P.195).

Peter Hubbard and others (1986) are of the opinion that teacher should be aware of some of the theoretical principles which lie behind the major trends in foreign language teaching. The opinion of the teacher is invaluable but only if it is informed opinion (P.38).

1.5.b. TEACHING AND LEARNING STATUS

Our President Hon’ble Sankar Dayal Sharma (1995) in his Teachers Day address expressed softly that it is imperative that we produce a generation of talent and calibre. But in reality the target group has failed to develop the necessary skills. The failure or success of any educational system is decided through the end products. The end only justifies the means. The quantum of knowledge the receptor gains is a measure of success. In a language it is measured through the skills attained. It is the
status of language skills received and possessed by the educand. English language teaching starts as early as standard III itself. There are comprehensive course books and teachers’ handbooks. Yet it is found that our students are unable to master any of the expected skills. Shirley Brice Heath (1992) points out that "we are not in a crisis of literary skills, but instead a crisis of literate skills. Becoming literate is not the same thing as learning to read and write; it is learning to talk, read and write. I want to argue that those who can solve this literate crisis are teachers, students and researchers working together and I mean here literally working together not each independently toward a similar goal." (P.40).

Though we have examinations in English at the end of X and XII standards, students' language competence is much less than expected. They fail to decipher passages in English. H.H. Stern (1983) says that "proficiency can be looked at as a goal and thus be defined in terms of objectives or standards" (P.341). They could not answer even simple questions like, What is your father?. They could not fill up a money order form or a telegraphic form. They could not express themselves in English. Kumaravadivelu (1991) is of the view that the mistake between teacher intention and learner interpretation as one possible
reason for classroom not becoming genuinely communicative (P.13).

Language aspects like stress, intonation and pause have failed to attract the teacher and the taught. Hence language becomes unintelligible. Wilga M. Rivers and Mary S. Temperly (1978) point out the fact that to speak and understand English well one needs to be able to use the stress patterns of the language even if one cannot state the rules (P.9). The main purpose of a language becomes a misnomer in the absence of proper stress pattern. Students try to score more marks through unfair means. They just memorise essays and reproduce them in examination. External influences like, non consideration of English marks for professional courses also curb their efforts to master the rudiments.

1.5.e. TEACHER STATUS

Only a burning lamp can light another lamp. The beginners are only 'tabula rasa'. A blind cannot lead another blind. So a language teacher must possess the necessary skills. Experts term this as teacher status in the field of language teaching. Savigon (1993) rightly argues that in our effort to improve language teaching, we have overlooked the language teacher (P.13). Lawton (1981) is of the impression that teachers
to do the right things, to do them for the right reasons, to be aware of what they are doing, they must be able to counter criticisms of their practice when they are under attack and show that they have a sense of accountability (P.197). A competent teacher must demonstrate the required competency not only in the ability to perform but be able to use the ability when it is appropriate and avoid using it when it is not. Danadapani S. (1992) observes that teachers cannot afford to rest on their oars and allow complacency to set in. They need to constantly improve on their skills (P.19).

Most of the language teachers lack interest. They are quite unaware of the latest methods of teaching the language. Most of them are still following translation method without knowing the aims and objectives of teaching English. Teachers themselves lack command over the language. A telling teacher is not a telling teacher. Teachers do not create a situation for better learning of the language. Though most of them possess post graduate degrees their competence to teach the language is often questioned.

At the secondary level English is being taught by teachers with B.A (any subject) or B.Sc (any subject) with B.Ed. Of late it is found that teachers who never had an opportunity to
know the English language teaching methodology teach English. They nurture an aversion in the budding minds. They fail to understand that they are only stage setters. All these make the entire language teaching - learning scenario a gloomy one.

Therefore, in such a situation it seems to be pertinent to verify the language teaching proficiency of teachers and also the students' acquired language competence.

Moreover, Norman Evan (1960) has rightly shown that a teacher's physical and intellectual conditions have deep imprint on his performance as a teacher. Tharyani (1986) finds intelligence and knowledge to be predictors of teacher effectiveness. Gupta (1976) finds high effective teachers to be more intelligent, less radical and more surgent. Jain (1977) finds remarkably significant relations between intelligence, creativity and proficiency in teaching. Pachauri (1983) shows that proficient teachers are reserved, relaxed and adjusted. D.A. Wilkins (1939) observes that the results of research on teaching methods in all subjects generally showed that the method was less important than the teacher competence. Mental slum is more dangerous than material slum. Teacher's personality plays a vital role in shaping the children. 'During a seminar for Secondary School teachers in South Africa one experienced teacher commented,
"we have been feeling guilty about standing up in front of our students and talking", says Adrian Holiday (1994, P.3).

Hence the investigator was prompted to make an appraisal of the teaching competence and the personality of the English language teachers in the schools in the southern districts of Tamil Nadu and the language attainment of their students to form a clear understanding of the status of English language teaching at the secondary level. Having thus fixed the focus of the study, the investigator perused literature on English Language Teaching. It gave him further insight into the problem especially with regard to structuring the topic of research and tool construction. The relevant information collected from related literature is furnished in Chapter II.
1.6. REFERENCES


