5.1. Introduction

Many factors influence the roles that teachers and learners adopt in the classroom. An understanding of these factors is found essential if to understand the causes of failure and conditions for success in English teaching at the tertiary level. Although the social and Psychological factors inherent in the roles are hidden, the process of learning a language in the classroom is underpinned by teachers’ understanding of the learners and the relationship between the learners and teachers based on this understanding. According to Jeremy Harmer:

“The teacher needs to know a considerable amount about his students [...] each class is unique [...] and as a result, each class will need to be treated differently. Nowhere is this truer than in planning, where the teacher selects the activities that will be suitable for the students. In order to do so he obviously needs to know a lot about them.” (224)

However, the unwieldy strength of students in the classrooms makes this relationship very difficult.
The planning of teaching at the tertiary level cannot be done in isolation from the plus two or equivalent level which is considered the essential qualification for entry into the tertiary level. The educational objectives of teaching English at this level have to be dovetailed with the targets for the earlier stage. It is based on the entry level of the learners, that the terminal behaviour of the course is determined. In other words, each stage in the teaching of English has to be linked with the stages coming before and after it. Nevertheless, the Board of studies in the University selects books without having any consideration of the entry-level behaviour of the learners.

5.2. Student Variability

The previous learning experience of those learners who have undergone the same course has been found varying considerably. It may be true that a major chunk of the students at the degree level comes from the English medium schools and others from Malayalam medium schools. The command of English of both the groups is, too meager to follow lectures in English. It has been observed by the present investigator, that, those who find it difficult to follow the lectures lose their interest in English classes soon, upsetting the classroom atmosphere making it unconducive to learning even for those who are interested in learning, in the already available atmosphere. (Thin attendance in English classes is a major problem in many colleges in Kerala. The teachers are well aware of these features and are unable to do anything about it in the present conditions.) What Luke Prodromon has observed, is true of the tertiary English classes in the state: “Teachers frequently attribute their continued frustration
to student’s unwillingness to learn and often to mixed-ability classes where so called “bad” or “weak” learners are held responsible for holding the class back (237)

The students of typical tertiary English class have been found, having different levels of knowledge, skills or expectations. They are very much influenced by their educational social and cultural backgrounds, which they may or may not share with their fellow students. There are plenty of reasons for the variability of English proficiency in the classroom.

Various studies of second language/foreign language teaching programmes insist on having a true assessment of the level of proficiency of the learners at the entry stage. Teachers have to be realistic about it and some thing has to be done, before the commencement of teaching to bring about a more or less uniform level of proficiency, if teaching / learning is to be effective. Viewing learning in the curriculum essentially as a movement of progress entails a more systematic consideration of beginning levels than has been customary. According to Jacob Tharu, this more empirical and less idealized description of the learner ability has

[…] implications for syllabus construction. As a general rule, there will be a more realistic appraisal of how “effective” the earlier stages of instruction were, and this may lead to less ambitious targets and / or more relevant and systematic provision for review and remediation. What is put into a particular year’s syllabus should depend on the reasonable, probable outcome of instruction in the earlier years. (21)
What D.A. Wilkins has said in general, about this phenomenon is true of the tertiary entrants of the Universities of Kerala: “Probably the largest variable of all in the learning situation is the pupil himself. In fact many of his qualities have been considered general characteristics of learners’ age, motivation and aptitude, for example and many more are the product of the social and cultural factory (51).

An assessment of the school level English teaching reveals that, there is ample scope for a wide gap, in the objectives of teaching, and the actual achievement. As we know, the realities of the various aspects of the course are being subjected too much serious discussion.

A well-informed teacher needs to know a lot about, what he is going to do in the classroom. He must have a very clear view of the language he is going to teach. The creation of such awareness is from a considerable amount of knowledge about his students. In other-words, the teacher needs to know, who the students are, what they bring to the class and what they need. It is important for the teacher to know well about the students’ socio-cultural and economic background, their motivation to learn English, their attitude to teachers, their previous educational experience, their curricular and extra-curricular interests, their knowledge in other areas of learning, their knowledge of language other than English etc, if the teacher is to perform his work well. This requires a radical change in the teacher/learner interaction, which, at present, every one knows, is not appropriate.

As far as the investigator, from a series of studies made in various colleges, understands that no attempt has been made by the teacher or management of the
institutions or Universities to bring about a uniform level of proficiency on the part of the learners before the commencement of teaching English at the tertiary level. 91 out of 100 teachers opined that they had not even thought of the necessity of such an enquiry. An informal discussion made with even the experienced teachers reveal that they do not have the technical knowledge required for assessing the level of proficiency or conducting a remedial/bridge course to bring about a uniform level of proficiency.

If the classroom teaching is to ensure a uniform level of motivation on the part of the learners, the teachers have to be realistic about the student variability and they have to do whatever is required to bring about a uniform level of proficiency. Usual practice in developing a uniform level of proficiency is remedial courses or bridge courses. For the past four decades, the necessity of such courses has never been in the agenda of tertiary English teaching. Things were taken for granted by the syllabus designers, textbook writers, teachers and evaluators. 99% of the teachers who were the informants for this investigation have never thought seriously about such requirements.

Once again, the teachers forget that English today is taught, not just as an academic discipline but as something with a direct and practical application in the daily life of the learners. This fact places the teacher in a very advantageous position to utilize the time given to develop a uniform level of proficiency in the course of the first few weeks of the beginning of the course at the tertiary level. Research in the
area has provided the teachers with sufficient knowledge about the classroom procedures and materials to achieve this objective.

5.3. Dimensions Of Student Variability

Though the learners in a class are similar in many of their interests, they are different in many other ways. The classroom experience of many informant teachers shows that no two learners have the same knowledge, skills, or expectations. Learners are also influenced by their age and educational, social and cultural backgrounds, which they may or may not share with their fellow learners. The purpose of teaching a language is to enable the learners to express themselves. Even if the same learning experiences are provided to all the learners, their behavioral change caused by this exposure is different. This is because of the operational factors mentioned above. So According to Julian Edge, “All teachers have to be sensitive to social distinctions and they have to try to be open to the social needs, learning purposes and learning styles of individuals (7).

The situation in the colleges of Kerala is complex. There are students who have had their entire education through the medium of Malayalam, another group of students who come from English medium schools, where bad English is badly taught, and a third group come out of well-run English medium schools or regional medium schools, where there is better exposure to English. When the first two groups of students share the same class with the next group the extreme levels of variability arise as D A Wilkins observes:
Probably the largest variable of all in the learning situation is the pupil himself. In fact, many of his qualities have been considered as general characteristics of learners – age, motivation and aptitude, for example – and many more are the product of the social and cultural factors.

In particular, there is the matter of their previous language learning experience. Of course, any teacher other than one faced with a class of total beginners needs to establish how much of the target language they already know. (51)

The learning experiences the students had, in their previous classes were quite different from those at the tertiary level. The recent restructuring of school education, the emergence of the statewide self-financing schools, which have CBSE/ICSE/International syllabuses have further increased the student variability. Those who had the previous learning experiences of these schools do have expectations about the way the language should and should not be taught. However, to the utter disappointment of many students, they encounter a learning experience contrary to what they have expected. This may adversely affect learning.

Yet another demotivating factor in English classes is that, it is a compulsory part of the curriculum. Those who like learning English and those who are not interested in learning it, come together in the same classroom. Those who have not the immediate motivation cannot recognize long-term motivation. The ultimate result of these factors is the poor academic achievement in learning English language.
In these circumstances, the teachers must not see the learners in front of them as language learning machines. The experience of the investigator is that some learners have much easier time learning languages than others. Rate of development varies widely among the language learners whether it is the first language or second language. In this regard, S.K. Verma’s opinion is significant which states:

Teaching English as a second language in India has been less successful than it might because of the restricted variety of linguistic contexts with which learners are provided. They manage to acquire the ability to produce formal essays on literary topics but find them ill equipped for using English for transactional purposes. Their general proficiency in English is restricted since their experience of English has been confined only to a very small set of social domains, a very few role relationships and a limited number of speech functions. They have been exposed to “classroom English” and/or “text book English’. What we must keep in mind as language teachers is that exposure to a rich variety of linguistic and socio-cultural material with its focus on “what to say, when and how’ is of paramount importance in second language learning. (9)

5.4 Factors Motivating / Demotivating Learning.

5.4.1 Introduction

For the past few decades many investigations has been made on the influence of learner characteristics on second /foreign language learning. These studies reveal
that a teaching /learning process involves numerous acts. The most essential constituent of it is the preparedness of the learner to learn. Positive attitudes and motivation are factors promoting learning in general particularly second language learning. Successful learning and motivation are interrelated. Motivation is considered the most important single factor in ensuring success in language learning.

It has been proved beyond doubt that highly motivated learners do better than one without any motivation at all. What Allan Cunningsworth has said throws light on this very significant aspect of learning:

A well-motivated student badly taught will probably do better than a poorly motivated student well taught. Motivation determines the students’ level of attention during class, and the assiduity with which he does his homework and revises what he has been taught during the day. It certainly has a deep influence in the effectiveness of learning.(57)

Motivation is caused by various factors internal (Psychological) and external. Allan Cunningsworth further observes: “Exactly what motivates students of English is difficult to determine and in any case, it varies from one situation to another and from one person to another. Much motivation is external in that it does not stem from the quality of the teaching materials at all but from social, economic and other factors” (59).

A lot of work has been done within the field of educational psychology to investigate the interrelationship of pedagogy and motivation. Gardner R C and Lambert W E draw a distinction between integrative and instrumental orientation to second language learning.
Integrative motivation occurs, when the learner wishes to identify with or integrated with the culture of the target language. Instrumental motivation occurs when the learners’ goals for second language learning are functional: for example learning in order to improve one’s career by passing an examination. Practically it is very difficult to separate the integrative and instrumental motivation, and in most learners, a combination of the two operates in relationship, which is constantly shifting. Motivation in the classroom is derived by the activities, and approaches of the teachers, whereas the long-term motivation is provided by awareness on the part of learners about the uses of English on completion of the course.

A motivated learner, according to Garner R C and Macintyre P D is “one who wants to achieve a particular goal, devotes considerable effort, to achieve this goal and experiences, satisfaction in the activities associated with achieving this goal” (24). It is further added that, “motivation is a complex construct defined by three main components: “Desire to achieve, effort extended in this direction and satisfaction with this task” (24).

5.4.2. Teachers As Motivators

Everybody will agree that teaching profession has as its essential requirement dedicated intention and disinterested motivation. When we think about motivation in language teaching, we have to search for answers of the following questions.

1. How do the students feel about learning English?

2. Are they fully aware of the uses of English on completion of the course?
3. Are they happy with the classroom teaching?

4. Are they generally positive about coming to the class?

5. Are they happy with their interaction with the teachers?

6. What do they feel about the attitude of the English teachers?

7. Do the classroom activities encourage learning the language?

8. Do they feel friendly or hostile towards the culture that English represents for them?

9. Do the textbooks pose problems of comprehension?

While seeking answer to the first question, we have to examine what John Haycraft has said about motivation. “Motivation can be summed up briefly as the students’ desire and need to learn, the driving force that makes him work hard, pay attention and so on”(6). An assessment based on the above criteria, on the tertiary English learners, will reveal that they are least motivated. Most of the learners learn English simply because it is a part of the curriculum. In order to complete their course they have to pass the English course and the prime consideration of the learner is simply passing the examination. An immediate answer of the second question above is “No!” At no stage in the course, the learners are made aware of the uses of English. Classroom teaching is often text oriented and the method of teaching is lecturing. The learners are passive listeners and they have little awareness of the uses of the language they learn. Haycraft comments:” The
teachers own determination that the students should learn is an important contribution to this, as is encouragement and a sense of progress which should also come from the teacher” (6). “One of the main tasks for teachers is,” says Jeremy Harmer, “to promote interest and involvement in the subject even when the students are not initially interested in it” (8). The words and deeds of the teachers have to encourage the learners. Therefore, it is up to the teachers to select the right kind of tasks for the students.

Thin attendance and irregular attendance in English classes often upset even the purpose for which the language is made a part of the curriculum. There are various inter-related reasons for the irregularity of the learners in attending the English classes. The widely known reason is that most of the learners do not have a sense of purpose. They do not exactly know what they are going to do with the English that they learn on completion of the course.

The most essential condition for success in language teaching has widely been acknowledged as the love of the teacher for the profession. If she/he really enjoys the profession, the other requirements making teaching/learning successful, will inevitably follow. The teachers who look fed up or unhappy with their work (for there are many reasons to be so) tend to have a negative effect on their students. Those who are interested in investigating the causes of failure, and conditions for success in language teaching, will come across any number of causes, which make the teachers unhappy with their profession. These causes, apart from the personality of the teachers, play a significant role for maintaining a proper
relationship with the students. This relationship, if properly used for the promotion of learning, may create among the learners, a feeling that they can talk to the teacher when they have problems in learning, and they do not get along with the subject. This kind of feeling that the teacher is approachable can always be instrumental in making the classes interesting. Another most essential condition, considered necessary for successful language teaching is the ability of the teacher to identify the hopes, aspirations and difficulties of the learners. A sensible teacher is one who cares more about his students’ learning than he does about his own teaching. To do this the teachers should be equipped with the technical expertise of teaching/learning process, along with the love of the teacher for the profession, which again forms an integral part of his personality.

Enthusiastic and imaginative teachers can give their students greater motivation and truly competent ones can give them self-confidence. A teacher who can show his students how to learn systematically on their own should be valued highly. Spatsy M.Lightbown and Nina Spade in their article “Factors Affecting Second Language Learning” points out:

In a teacher’s mind, motivated students are usually those who participate actively in class, express interest in the subject matter and study a great deal. Teachers can easily recognize characteristics such as these. They also have more opportunity to influence these characteristics than the students’ reasons for studying the second language or their attitudes toward the language and its speakers. If we can make our class rooms places where students enjoy coming
because the content is interesting and relevant to their age and level of ability where the learning goals are challenging, yet manageable and clear, and where the atmosphere is supportive and non-threatening we can make a positive contribution to students’ motivation to learn. (27)

If the teachers really love the profession, they will make the lessons more interesting. Class management – the ability to control and inspire a class-is one of the fundamental skills of teaching. Teachers find it much easier if the students believe that they are generally interested in them and available to them.

5.4.3. Motivation And Teaching Materials

Teaching materials must have variety and pace. They should consist of activities leading to personal involvement and ‘self-investment’ in the learning process, and activities with a competitive or problem-solving element in them.

The course book/text book must be of interest to the learner. English should come over as a means of conveying messages of consequence, and relevance, and as a means through which one’s experience is enriched, and widened.

The materials should ensure classroom interaction as realistic as possible.

Authentic materials bring the means of learning and the purpose of learning close together, and this establishes once again a direct link with the world outside the classroom.
Authentic materials represent the actual goal of language learning, including the difficulties that learning materials provide. All learners must have practice in meeting these challenges. Even at the early stages, students should learn how to respond to language, which they do not fully understand. Materials support learning and teaching. Therefore, they have to be designed to suit the pupil and the process of teaching/learning involved. The aim of the teacher is not to teach the materials, but to develop the linguistic skills on the part of the learners, and to use the materials in that process. In this regard, Julian Edge says:

A negative attitude from the teacher towards the materials is strongly demotivating for the learners; it takes away their feelings of security and purpose. Remember that you are there to help the students learn and that students learn in many different ways. Certainly, some materials are better than others, but just about any type of material can be used well by a committed teacher (43)

5.5. Significance Of Lesson Plan In ELT

An English teacher today is required to acquire the necessary skills and techniques of presentation along with a proper awareness of the principles of educational policies, curriculum planning, syllabus preparation, material production and evaluation. He should become familiar with the above works and relate them to his own activities involved in teaching.
Shaping the future activities by reflecting on and learning from experience is widely recognized as a valid model for personal and professional development. 88% of the teachers feel that a change is necessary where as 5% of them feel that existing material can be effectively used. It has been found that 54% of the teachers confined themselves narrowly to the texts prescribed and 27% of them were using extra teaching materials to develop the language skills.

The time required for teaching the same text differs for different teachers. This is because most of the English teachers at the tertiary level in the state have little acquaintance with the three basic constituents that make up a method – organization of their material to be presented to the class, the psychology of learning, and the context in which teaching takes place. A method is simply a way of organizing together these constituents.

Most of the teachers are fully aware that considerable portions of their students are not capable of following the lectures in English. So, many of the teachers resort to explaining, simplifying and summarizing the contents of the lesson; even by using the mother tongue of the learners.

Most teachers fail to do some introspection particularly to see what they could have done to improve matters. In this connection, D.A. Wilkins has observed that language teachers’ “skill is dependent on two factors, his own proficiency in the language and his knowledge and expertise in methods and techniques of language teaching.” (54) The lack of a proper uniform method in teaching is found to be the reason that makes the time required for teaching the same lesson different for different
teachers. Some of them teach away the lessons towards the end of the second term where as for some others major portions of the lessons remain ‘unfinished’ towards the end of the academic year. Such teachers even work overtime to finish the ‘portions’ or ‘cover portions’.

Language, we know is essentially an integrated skill, and proficiency in communication, which is given prime concern in all language teaching programmes, is concerned with the four skills of listening, speaking, reading and writing. Thus, language cannot be treated in the same way as some other subjects when it is taught. Courses in information subjects like science and humanities provide information, which the learners have to internalise, and then test what they know. In language, it is not so much the content, but the command of the medium that is important.

At this point, the primary concern of most of the teachers at the tertiary level English teaching is not to develop the linguistic competence of the learners but to make them pass the examination. For this purpose, the teachers dictate answers to probable questions of the examination. ‘Guess papers’ and ‘model answers’ is a common feature of the university examinations in Kerala. Even those students who secure higher percentage of marks in English fail to communicate efficiently in English.

What is required today is that each English teacher should realize that s/he has a specific base where from one operates in an educational institution. This base supports and justifies one’s academic actions. Classroom activity should be viewed as a rational set of academic performances in which class room should make one pursue
for developing learning experiences of students through various assumptions, theories and intents, all being truthful, desirable and possible. These in brief, form the platform of a teacher to start with. Hence, teachers must be aware of these assumptions, theories and objectives.

It is disappointing to understand that, teaching that is made in most of our colleges at the tertiary level is, or has become, divorced from the principles that lie behind it. The teaching has set into patterns that no longer reveal awareness on the teacher’s part of why s/he should be teaching in that particular way. We don’t have the lack of principles behind teaching English, but most of the English teachers haven’t seriously taken or lost sight of those principles, and is consequently going through notions in the same way a child will recite multiplication tables.

Learning a language involves a process of mastering a succession of steps, each one building on the one before. The teachers are to present the target language in ready to assimilate pieces, starting with easy parts and gradually moving towards the harder parts. Learners must master each part and incorporate it into their knowledge of the target language.

Before the commencement of teaching, the teacher has to plan the lessons. It is during the planning that the teacher makes decisions about the goals, activities, resources, timing and other aspects of the lesson. It is supposed that the textbook writer already plans lessons, but the teachers will still need to make decisions that relates to the needs, of his/her specific class, adapting the lesson from the text in different ways to make it better to suit the class. This can be done only if the teachers
have a proper understanding of the proficiency of the learners in specific language areas. Many teachers are not at all aware of these features of teaching/ learning English. They prepare the lesson in such a way as to make the learners assimilate the content of the lessons. Most teachers were found quite indifferent, even to the exercises given at the end of each lesson, aimed at language practice.

In the recently evolved worldwide market economy, the traditional concept of teacher student relationship is no more relevant. On the other hand, students assume the role of ‘customers’ and if they feel that, they are not learning they become dissatisfied. This may adversely affect even the existence of the institution itself. What the teacher can do for effective teaching is to plan his lessons carefully. Though almost all teachers agree on the necessity of planning the lessons well, only a small group of them are actually in the habit of using the lesson plans creatively. Many of the teachers have been found planning the lessons, to make the classroom lecture highly interesting and appreciative by focusing more on the content of the lesson rather than on devices of developing the linguistic skills. Therefore, each class fails to take the learner forward in developing the linguistic skills.

The series of studies and experimentations made during the past few decades have shifted emphases from teaching to learning. The teacher is defined as a facilitator – one who provides the best conditions for learning. It has been established beyond doubt, that if the conditions for learning are provided appropriately, learning will automatically take place.
What is expected of the language-teaching classroom is sufficient interaction between the classroom teacher and learners and between the textbooks and the learners. The main objective of creating the proper atmosphere is to ensure proper interaction leading to the creation of maximum learning.

At the tertiary level English teaching the teacher is required to be an intermediary between his students and the universe of skill and knowledge by offering each learner structure, evaluation and support for independent work. He also needs to provide the critique and stimulation for dialogue, where in students answer questions, and ask questions.

It has been generally accepted that the purpose of each language class is to take the learner forward in developing the pre-planned language skills. Most of the languages teaching programmes consist of planning for the whole course broken up into planning for the whole course, for the month, for the week, for the unit, or daily planning. A unit plan is a part of a larger whole.

Before entering the classroom teachers think about what they have to do in their classrooms. Rather than thinking about the whole course, teachers are more concerned with a unit plan. Whether the unit plan is a written document, or a mentally designed scheme, it is a description of how the learners are taken toward attaining specific objectives. It also consists of the strategies the teacher adopts in the class for bringing about student learning. Jack C. Richards stresses the importance of lesson planning for the English language teachers. He observes: “The success with which a teacher conducts a lesson is often thought to depend on the effectiveness with which the
lesson was planned” (204). A lesson plan is an internalized representation of a lesson’s overall shape that acts as an exemplar for the generation of individually – tailored lessons. Though in a properly prepared textbook, the teacher will have to make decisions, in relation to the needs of the specific class, s/he is going to teach, the teacher has to adopt the lesson from the book in different ways to make it better suit the class.

According to Jack C. Richards, the process of “planning and adaptation is a crucial dimension of teaching because during this process the teacher makes many decisions that are essential for a successful lesson” (2). It is during the planning that the teacher makes decisions about the goals, activities, resources, tuning and various other aspects of the lessons.

A lesson plan is to be considered a practical working document. The preparation of it will clarify the following.

1. The objectives of the lesson

2. How to achieve the objectives?

3 How to know whether the objectives have been achieved or not.

Allan Cunnings worth says: “In order to teach effectively and efficiently, students should meet only small pieces of new language at one time, what we might call learning units”( 2). Each learning unit should be related to each other in such a way that the learner can relate new language to what he already knows and can build up his
knowledge of English by adding new learning units to his existing body of knowledge.

What can be the objectives of a particular lesson? The answer is the specification of the objectives in terms of what students will be able to do at the end of the lesson. It is always considered important for a language teacher to keep thinking about what the students will be able to do, even though it is not always possible to be exact. “Planning can be regarded as a process of transformation during which a teacher creates ideas for a lesson based on understanding of learner’s needs, problems of the lesson itself. (Richards 7)

**A good lesson plan consists of**

1. Description of the class
2. The works preceding and following
3. Objectives of teaching the lesson
4. The contexts (context, activities, class organization, aids, language, possible problems and other thing’s associated with the lesson)
5. Additional possibilities.

A warmer emotional climate is crucially important, in creating a higher degree of learning atmosphere, which is essential for effective learning. This depends, more on the personality of the teacher, rather than on the physical condition of learning. Providing increasingly learning tasks, and more feedback with richer content are essential for effective learning. Less challenging learning tasks, less difficult
questions, less opportunity for response and less opportunity to pose questions, result in poor learning. These, and other questions related to effective teaching / learning, presentation of material and classroom task organization are to be responsively developed to meet the needs of the learners. Interaction between teachers and learners has long been recognized as an important aspect of second language acquisition.

Well – experienced teachers have many suggestions for effective lesson plans. One has to think carefully, while preparing the lesson plan, about the lesson from the point of view of the teacher and from the point of view of the learner, in order to ascertain, what the learners are going to get out of it and what they are going to be able to do. Whether the teacher plans the lesson or not the personality of the teacher is to be invested in the lesson so that the teacher does not appear like a computer presenting things. Thus planning is often viewed as a key aspect of teaching a successful lesson.

5.6 The Role of Audio-visual aids in Promoting Language teaching

Language teaching consists, not merely of teaching words or sentences. The force and significance of words are derived from the context or situation. The meaning of a word is fixed by its immediate context, but the full effect of a word is derived from something wider, something that we may call the “generalized context”. ‘Many English words have a number of meanings. What actually baffles a language teacher is not the teaching of vocabulary or syntax, but the creation of steadily expanding awareness of the generalized context, in relation to words and expressions. Each linguistic unit is related to an idea, an object or a situation. A word does not have an identity removed from the context. Language is a form of social behaviour,
and so language is as complex as most other forms of behaviour. Therefore, the task of a language teacher is to make the learners aware of the generalized context, while teaching words and structures. If the teacher is able to create the generalized context visually in the classroom, his attempt to provide learning experiences will be successful to a certain extent. In the past the visual presentation was made by means of the traditional visual aids like wall charts, maps, posters, photographs film strips, specimens like coins, stamps, tickets, newspapers etc.

Resourceful teachers effectively used these materials in two different ways viz, as aids to conscious learning, and as aids to subconscious learning. These aids are most useful in lower classes, and their relevance at higher levels, however cannot be ruled out. Just as the developments in psychology and linguistics have brought about decisive changes in teaching in general, and language teaching in particular. Technological advancement in the recent past has paved the way for introducing more effective audio visual aids. The recently evolved multimedia world allows for expanding the flexibility in delivery, and such materials can create a learning environment that is rich in linguistic, and cultural information about the target language.

Materials such as video and multimedia allow teachers and learners to explore the nonverbal and cultural aspects of language as well as the verbal intonation, gesture, mime, facial expression, body posture and so on. These are all essential channels of communication, which not only help learners understand the verbal language, to which they are exposed, but also are an integral part of the system of
meaning, which they are seeking to learn. The distance created by the video, and the replay/pause options allows for analysis and cross-cultural comparisons. Visuals also provide information about the physical context of the interaction.

The evolution of language to meet the complex communicational needs of the society has been taken for granted. The language of a linguistic group is very firmly associated primarily with the basic beliefs, assumptions and values of that group, which are generally termed the culture of that group. Therefore, learning second language becomes a kind of enculturation, where one is demanded to acquire new cultural forms of reference and a new world view, reflecting those of the target language culture, and its speakers.

As various communicative features underlying the socio-linguistic discourse, and strategic competencies in the target language culture are different from those in the learner’s own culture, it is suggested that teachers develop target language communicative competence in learners, by integrating language and culture. This is found to be pedagogically and educationally sensible as it is said to offer “a multidimensional” perspective of experience for learners. Some sees integrating language and culture as the fundamental purpose of language learning, for it gives learners, experience of another language, and a different way of coping with reality.

The use of multi-media and other modern sophisticated aids have proved effective in achieving these objectives. Things which require time consuming explanations, or descriptions, can easily be driven home to the mind of the learners, in a very short period of time, using the modern electronic media. However, the teachers,
who have been following a pattern of teaching for the past several years, consider audio-visual aids as something meant for lower classes. Therefore, in quite a few institutions in the state, these aids have found a place in teaching English.

It is essential for teachers to recognize the different backgrounds, experiences, and learning styles that students bring to the language classroom and the impact these experiences have on what aspects of the input are likely to become intake.

Every one will admit that, the events during the last fifteen years at the global level have made a stronger impact on modern-language teaching. The application of visual organizers helps the teacher develop hierarchically arranged and conceptually driven curricula and teaching plans. “The use of these aids in instruction can help students become more involved in the teaching learning process, and assist them in restructuring ideas and processing information. The field work done in several colleges, reveal the fact that, many language teachers at the tertiary level have never thought of using any teaching aids, except that of black board, that too very rarely.

The attention of the English teachers at the tertiary level has to be drawn to these developments, and urged to make use of these modern developments to make language teaching/learning more easy and less time consuming.

5.7. The Need To Teach English As A Language Of Oral Communication Rather Than A Library Language

5.7.1. Introduction

It is a well-known fact that the main objective of teaching English as a second language, in India, until the last decade of the last century, was the development of the
linguistic skills of reading and writing. This was just because; the role of English in India was only that of a library language. Never, in the history of tertiary level English teaching in Kerala, priority was given to spoken language.

The recent developments across the world which resulted in making English the main lingua franca, made it imperative to develop the skills of speaking and listening on the part of the learners. While describing the developments in the use of English as early as 1932, Peter Mac Carthy has stated, “Today high standards of spoken performance in English are sought […] the climate of opinion today generally, and in educational circles in particular is moving strongly in the direction of stressing the importance of developing ability to handle spoken language, along side other forms of linguistic competence” (25). Whatever be the priorities in teaching English, spoken English cannot be neglected today. We need to cultivate in our colleges, a standard of spoken English, which is internationally intelligible.

Although a tertiary student has learnt English for over six years, the standard attained is not commensurate with the exposure, which the students have to it, and this calls for a re-examination of the way English is taught or learnt. The major problem in our colleges is brought about by the failure on the part of the teachers to emphasise the speaking and listening skills. The school level English teaching/learning is expected to lay the foundations of good pronunciation. The colleges too, have their own responsibility, in the matter because the tertiary learner spends at least three years of their most vital years in the college. More significantly, it is the colleges, which
5.7.2. The Role of Spoken Communication and the difficulties in achieving it.

As English is very different from Indian languages in its phonology as well as in grammar and vocabulary, the Indian learners have, to a great extent the handicap of the transfer of their mother tongue habits into the learning of English. “Learning to talk in a foreign language is often considered one of the most difficult aspects of language teaching, for the teacher to help the students with” (Brown and Yule 25)

In this regard, Mac Carthy says: “[...] many teachers now accept that the aim of achieving native-like pronunciation is not only unattainable, but Unreasonable (14). Now a day the teacher probably tries to achieve the set of phonological contrasts, which is manifested in R.P., but does not worry much about the phonetic detail. Teaching spoken English includes much more than just the teaching of pronunciation. Rodney H. Jones and Stephen Evans observe:” I think even teacher of language, while recognizing the importance of good accent, tend to neglect, in their practical teaching, the branch of study concerned with speaking the language” (245).

5.7.3. What Is Involved In Teaching / Learning Spoken English.

Teaching spoken English involves training in learning and comprehending different forms of Standard English. The graduates of our universities, who have had the experience of learning English as a second language for two years, should not only be able to express himself intelligibly to speakers of other varieties of English but should also be able to understand their forms of English. This purpose will be met by
exposing the learners to various forms of Standard English, such as R.P. and General American or General Indian English.

5.7.4. The Interference Of Mother Tongue- A Major Impediment In Learning Spoken English.

R K Bansal, who has made an in-depth study of the features of the spoken English of various linguistic groups in India has stated: “Different languages have different voice quality settings, which contribute to our perception of the language’s overall auditory character [...] This perception is usually a learner’s first conscious contact with the phonology of the second language” (10).

The sound system of Malayalam, which is different from that of English, interferes with the learning of spoken English. Naturally, English sounds are substituted by Malayalam sounds, which are closest to those English sounds. Serious mistakes in stressing, spelling pronunciation, broken rhythm and other faults mar the speech of the students to a considerable degree. Bansal further says “As a second language widely used in daily life English is bound to be influenced by the speakers of Mother tongue: the type of English spoken in a particular region has a distinct local flavour about it.” (10) Therefore, the students as well as considerable section of teachers think that they are speaking English very well. They are often ignorant about the fact that they are actually producing the nearest equivalent of their mother-tongue sounds. An examination of the stress patterns of English and Malayalam will reveal the divergences between the two systems and will explain why the English speech of
most students sounds totally un English. About mother tongue interference MacCarthy further adds:

   […] the only reason why people can’t pronounce a foreign language perfectly from the start is because they’ve already got all the habits of speech, appropriate to their own language, and those habits are pretty firmly fixed. Since childhood you’ve been making those sounds in certain groups and in a certain order, and not in certain other groups or in a different order, and so forth. So, it’s hardly surprising that a difficulty should arise wherever habits of articulation differ. Where the habits of two languages coincide, there just is no problem. Where they don’t (which is much more often the case), it’s a question of acquiring a new habit, of doing some fresh thing, which you’ve never done before with your speech apparatus, and then of doing it so many times that in the end it becomes ‘natural’, that is, habitual.” (10)

Since a good deal of study has been made to describe the peculiarities of pronunciation of English in our country and a considerable number of articles, monographs and books have been published on the variety of English used in India, it might perhaps, be of interest to students and teachers of English alike to get acquainted with the distinctive features of English spoken in this area of the sub continent. While commenting on the variation of English language, it is considered appropriate to remember the words of Edward Sapir:
Speech is a human activity that varies without assignable limit as we pass from social group to social group because it is a purely historical heritage of the group, the product of the long continued social usage. It varies as all creative effort varies – not as consciously, perhaps but nonetheless as truly as do the religious, the beliefs, the customs and the arts of different peoples… speech is a non-instinctive, acquired “cultural” function. (4)

5.7. 5 Features Which Make Spoken English Different From Spoken Malayalam

English, which is different from Indian languages, in its phonology, as well as in grammar, and vocabulary, makes its speakers substitute the sounds (Phonemes) of their mother tongue for the speech sounds (phonemes) of English. This applies equally to other phonological features such as stress, rhythm intonation, and varied realizations of inflectional and derivational affixes. It has often been observed that one, who keenly listens to Malayalee students speaking English, will feel that they are speaking Malayalam. In addition to the features listed above the following are some other prominent characteristics, which make the English of our learners un English.

1. In English poly syllabic words the syllables have different degrees of stress, an understanding of which is most essential for learners of English to listen to with intelligibility, the English of native speakers and other linguistic groups speaking English. The different degrees of stress are generally termed primary stress, secondary stress, weak stress, or unstressed syllable.
The word - accent of native English is closely related to its phonological system. Since the phonological system of ‘Malayalee English’ has considerable variation from the native English and maintains characteristics peculiar to Malayalam, the students often finds it difficult to follow this feature.

2. It is to be understood that in Malayalam stress is placed evenly on the syllables of a polysyllabic word. In Malayalam, the syllables, which appear prominent, are only those, which have geminated consonants and retroflex sounds, the basis for prominence is never the intensity of a vowel as in English.

3. Certain English words are identified different, not from spelling, but from ‘stress’ as in the words “conduct” (nouns) and “conduct” verb

Quite often, the students use accentual patterns of English words in terms of certain tendencies rather than definite formations. They are not even aware of things as stress, and accent in individual words or sentences.

4. In an English sentence uttered by natives, the accented syllables tend to occur at regular intervals of time. To achieve this accentual pattern, the accented syllables of the content words stand out more prominent, and the monosyllabic function words tend to be reduced. The monosyllabic function words which are unaccented when said in ‘isolation, are given their full vowel value in connected speech, and such words generally receive a secondary accent. The four factors – stress, pitch variation, quality and quantity – which are responsible for making a particular syllable in a word prominent, make certain syllables of connected speech, more prominent than the other syllables. Our students use patterns of accentuation
different from the patterns of native English a feature, which makes their English quite different. In Malayalam, content words and form words, receive equal accent in connected speech.

5. The intonation pattern of English utterances makes, different types of utterances distinct. This helps to differentiate between questions, statements orders, command requests etc in addition to the grammatical patterns of such utterances.

6. All consonants in Malayalam except a few occur as sequences of two within the same syllable. These consonant sequences functioning as single consonants are pronounced clearly with extra breath force. Such sound sequences known as geminates, form an important characteristic of Malayalam phonology, and these characteristics are found transferred to the English spoken by the tertiary English learners of our colleges. This peculiarly of articulation is alien to the native speakers of British/American English. This is a very significant characteristic, which makes the English spoken in this region unEnglish. In addition to this the Pronunciation of many English words are practiced wrongly because many teachers and learners are not in the habit of referring to the dictionary to ascertain correct pronunciation of newly learnt words. The pronunciation of many English words is tricky. Therefore, the pronunciation once wrongly practiced gets fossilized with the learner, and it becomes very difficult to bring about a change in the language habits in a later stage. So there should be devices to develop correct habits of pronunciation, at the initial stages of building up vocabulary, structures and other linguistic skills. About the fossilized pronunciation habits A Gethin and
E V Gunnemark records, “Among the thousands of students of English as a foreign language, that I have observed I cannot recall a single one whose pronunciation truly improved in any noticeable way” (The Art and Science of Learning Language, 58)

5.7.6 The Neglect Of Spoken Communication By The Teachers And Learners From The Very Beginning Poses Serious Impediments To Develop Correct Pronunciation Habits Later.

Though many of our learners are able to articulate almost all the English words correctly, they very often fail to do so, on account of various factors. According to Mac Carthy:

A student may be able to make all the English sounds quite well, how is he to know which ones to use in any given word or sentence? The trouble is, as we know, that English spelling is a most unreliable guide in this matter. If the student goes by spelling, he is bound in very many cases to make mistakes of pronunciation – mistakes involving not faulty articulations, but the use of in appropriate sounds even if they are English ones. (17)

MacCarthy further observes:“[…] since the current orthography of English is notoriously deficient in its capacity for showing clearly the pronunciation that a word or sequence of words should have,” the learners are likely to be mislead(18). However, most of the teachers do not have an awareness of the significance of spoken communication. Therefore, their English is a local variety of English, which cannot claim any international intelligibility. The learner needs some model of the
target language to imitate, some form of Standard English, which he should be trained systematically. A good model from the teacher is the most essential factor in teaching good pronunciation. The extent to which the teacher cares for good pronunciation and uses it himself, the students will also come to care for it and learn it. If they get a chance to listen to good English during their years at the tertiary level, their own pronunciation is sure to improve. What Mac Carthy has said is true of our situation: “Every one who teaches a modern language by word of mouth, cannot escape the necessity for pronouncing it”(21). Most of the teachers who furnished information for this project were of opinion that their spoken English is not nearer the international model. Yet another, very strange thing about teaching pronunciation at the tertiary English education is that, the teachers who have had enough training in teaching pronunciation in theory, are most often failures in actual practice. They have difficulty in applying their knowledge when faced with the practical handling of the particular cases with which they are confronted. Their failure to bridge satisfactorily the gap between theory and practice commonly shows itself in one or more of the following ways.

(1) They are no better off, for all their theoretical knowledge, than those who know nothing of phonetics. Many teachers with a little or no precise knowledge of methods of teaching pronunciation nevertheless achieve satisfactory practical results, which they obtain by the application of commonsense principles, coupled with natural teaching ability, by dint of perseverance gained from much trial and error.
(2) Misuse of their theoretical knowledge on the assumption that their pupils are, or should be interested in phonetic theory.

(3) They may set about dealing with question of pronunciation by endeavouring to correct their pupils’ mistakes according to accepted methods, but still fail to apply those methods effectively; there may be lack of co-ordination between the pupils’ mistakes and the teachers’ diagnosis of it in pronunciation teaching. The observation made by Peter MacCarthy is true regarding the teaching of spoken English in our state. He says: “One frequently notices that language teachers who have made themselves reasonably conversant with methods of teaching pronunciation in theory, have difficulty applying their knowledge when faced with the practical handling of the particular cases (of communication etc) with which they are confronted”(32 ). This statement shows that theoretical knowledge alone will not make one proficient in spoken communication. What is required is very effective practical training. On this aspect of spoken language Gethin and Gunnemark has written:

Studying the phonetics is an academic and theoretical approach that simply does not work in practice. Even among people who have made a special study of phonetics, only a few pronounce foreign languages fairly well, and some are hopeless. Among those who have not studied phonetics, a few pronounce foreign languages very well and some are hopeless. (59)
5.7.7. As Spoken Skill Is Not Evaluated; Students And Teachers Tend To Neglect It.

Yet, another reason for the inadequacy of spoken skill is that the ability of the student to speak English has not yet been made a part of the educational assessment in the university. Though the syllabus envisages good oral communication, it has never been a part of evaluation.

The difficulty of testing oral skills, applies to a very wide range of ELT environments especially in institutional education. In environments, which rely heavily on tests as a motivation to learn the result is all too obvious: no serious effort to improve oral communications is made. Gilliam Brown and George Yule say: “The assessment of the spoken language has traditionally been a headache for the English teacher. Many well established tests do not even have an oral component, since grammatical accuracy and vocabulary can be assessed quite adequately; it seems in the written mode” (102).

The making of corrections in spoken English of the learners is a challenge as far as the teachers are concerned. Often such a question does not arise because the teachers rarely get occasion to listen to the spoken English of the learners. As we know, there is no interaction between the teachers and the learners in the target language. The classroom methodology that is practiced today does not allow it.

So what is required is as Geoffrey Broughton et al have rightly pointed out: “The teacher must understand the way sounds of English are systematically used
within the sound structure of English, not in order to explain this to the students, so that he can clarify his own objectives in pronunciation teaching” (50).

5.7.8. Remedial Measures Which Require Immediate Attention.

The teachers should also be well aware of the link between English syntax and pronunciation, gradation and other features. There are a number of important links between English grammar and both segmental and supra-segmental features of pronunciation. In order to train, the ear electronic devices can be very effectively used. The recorded speech of highly trained professional readers whose value as models is very great. Proper organization and preparatory work can make these listening experiences highly beneficial and creative. There are also wide ranges of suitable materials available today and these programmes are capable of evincing variety and interest.

Work in speech training will have to be made and this is found to be very effective if it is given to the learners in small suitable groups. While the teaches read the text books in the class, particular attention is to be given to word stress, sentence stress, pauses, placement of nucleus and proper intonation patterns.

These areas of teaching / learning which are of vital significance in learning English as a language of wider communication have long been neglected and this must not remain as such. The first and most important part of a language teachers’ technique is his own performance, his ability to demonstrate the spoken language, in every detail of articulation as well as in fluent speaking, so that the learner’s latent
capacity for imitation is given the fullest scope and encouragement. The teacher, then, should be as perfect a model in this respect as he can make himself.

The field work conducted to assess the spoken English of teachers and learners yields results, with which, the majority of our English faculty can not be proud of. The investigator has come across the tall claims to many English teachers that the English spoken in Kerala is nearest to native English. They in fact look down upon the English spoken by other linguistic groups using English. It is high time that the teachers realized the present scenario and the shape of things to come in near future, and made whatever is required to overcome the dire drawbacks.

5.8. **Time Required For Teaching / Available**

The learning context or the actual time available to teach the course has much to do in determining the level of attainment reached by the learner. The number of contact hours and how the learners feel in the classroom are decisive elements in learning. The language skills to be developed for a specific course determine the time required for teaching the course. The atmosphere available in the state does not allow adequate time for the teachers to attain the instructional objectives.

The campus atmosphere of many of the colleges in Kerala does not motivate the learners or teachers to achieve any higher level of academic attainments, as desired by the curriculum and course. The total hours allotted per week for English
and their split up for various constituents of the tertiary English course is the following.

I year Degree course

1. English prose texts (2 numbers) 5 hours
2. Novel 2 hours
3. Grammar 2 hours

Total 9 Hours a week

II year Degree course

1. Shakespeare 2 Hours
2. Poetry 2 Hours
3. Modern Drama 1 Hour

Total 5 hours a week

B Com

I year

1 Prose 5 Hours

II year

1 poetry 1 Hour
2. Grammar 2 Hours

Between the commencement of the course and final examination, the required number of hours is specified for teaching all inclusive of the internal assessment programme (if any) and terminal examinations. Because of various reasons, the commencement of the course is delayed much, every year, in most of the colleges. Even if there is the formal beginning of the course on time, the commencement of actual teaching on a regular basis ensuring the full attendance of the learners is again delayed. Election campaigns of the college union, socio-political developments outside the campus, extra curricular activities and some other unforeseen causes further happen to be instrumental in reducing the number of contact hours. Quite a number of learners, because of socio-cultural and familial reasons are not ‘sufficiently motivated to attend the classes and so they keep themselves away from the class. Once a learner becomes irregular in the class, he will find it difficult to attend the class on a regular basis and this will tell upon, not only their academic life, but on the discipline of the class. These things happen year in and year out and these are areas, which require urgent attention of the academics. Teachers and learners find themselves in a situation in which they do not have any control, and this de-motivates both.

Towards the end of the academic year, the teachers prepare the students for the end of the course/year examination, which does not at all reflect the objectives for which they prepare their students as part of the course, or, indeed, which often does not embody any clear understanding of learning objectives at all. “Apart from agitating for reform of a system which imposes unrealistic requirements on both
the teacher and learner, the teacher can effect some kind of compromise between what is expected to achieve, what he would like to achieve and what conditions permit him to achieve. At least a section of teachers, who are concerned with the future benefit of the examination marks for the learners, take the preparation of the learners for examination seriously.

The classroom atmosphere is not at all conducive to learning. Large classes are again a de-motivating factor. The university stipulates on the minimal and maximal number of students in an English class, not the optimum number for learning. The strength of a class is often determined in relation to the minimum number of teachers to be appointed, considering financial matters, by the University and Government. Large classes numbering seventy and above are an inevitable part of English classes in colleges affiliated to the University. As the teachers are used to it they think that it is part of the system and they are not bothered about it. How far the instructional objectives can be achieved with large classes is a disturbing fact for many teachers. The only way to handle such classes is to resort to the lecture method. Other modern methods do not seem viable in such classes.

As English is a compulsory part of the Degree level curriculum, a number of the learners in the class have little intrinsic interest in it. When a majority of learners have chosen English as their main subject, certain degree of self-motivation would be there, and the teachers can make better use of it to ensure higher level of learning.
5.8 Teacher Training

5.8.1 Introduction

Attempts to improve English language education for the past few years have led to the ultimate conclusion that the skill of teachers can be developed in such a way as to yield maximum results only through effective training programmes. A pre-service training programme can do this for those who enter collegiate teaching service and in-service programme for those who are already in service. A strong argument in favour of training for language teachers is the simple fact that a better-informed teacher will become a better teacher. On the other hand, it is found that there are teachers who teach the English language successfully without professional training or rigorous language study. There are also those whose training for and experience of other kinds of teaching is successfully transferred to language teaching. The general effectiveness of language learning and teaching largely depends on the nature and quality of the training the teachers undergo before entering their profession. In an age of narrow specialization, a language teacher is expected to acquire the necessary skills and techniques of presentation along with the proper awareness of the principles of material production and evaluation. Though the National policy of education of 1986 has visualized both the pre-service and in-service programmes for teachers, nothing effective has so far been implemented in the state. Even the in-service courses and related programmes aimed at teacher development become futile because the
organizers of such training programmes conveniently forget that their primary aim is “the constant and on going re-energizing of teachers’ technique whilst the teacher is actually in the job” (Bartram and Walton 2).

5.8.2. The Need For Teacher Development

Stressing the need for teacher development Mark Bartram and Richard Walton further observe: “teacher development on the other hand means constant questioning of both the general principles by which our teaching is guided and the specific practice which we actually adopt”(3). The real purpose of teacher development according to them is “to provide a continuing refreshment and critique of what is and what should be happening in the classroom” (3).

Insufficiently trained teachers working with poor materials have been facing considerable handicap and the UGC has been urged to organize orientation/refresher programmes from time to time with a view to improving the quality of teaching, but these programmes have been found failing to keep pace with the increasing need for teacher education and training. An objective assessment of these in-service training programmes will reveal that many of the teachers do not consider these programmes seriously because of various academic and administrative reasons. Cumulatively these changes have produced a situation, which causes great concern, anxiety, and which if left to itself will result in a further lowering of the standard of English.

The word ‘teaching has numerous meanings and connotations. In relation to learning, teaching is acknowledged a group of activities wherein a teacher enables
students to learn. Until recently, teachers believed that there is a direct relationship between what is taught and what is learnt. Now it has been proved beyond any doubt that many learners are found learning things they have never been taught and many never learn things in spite of repeated teaching. Just imagine what would happen if the students learnt fully what they have been taught!

In the past, it was taken for granted that teaching is something that goes on in the classroom where the teacher meets face to face with his students. We have to bear in mind that the learners are neither passive onlookers nor recipients of ‘ready to use’, ‘made-to-order’ packages of knowledge. They are to be active participants in the process of teaching/learning. They are not always meaning bearers; they are also meaning-makers. Things have completely changed now. The world-wide boom in teaching English as a second / foreign language has, on the surface produced a new kind of teacher, who is a “paid adviser, a kind of linguistic doctor”

A teacher is expected to proceed in accordance with a theory on the basis of which he has to choose his teaching techniques which will fit in with some broad principles of psychology of language learning, generalized concern for learners’ state of mind and appropriate language learning activities. Marion Williams and Robert Burdin say:

Educator must be one who understands the complexities of the teaching-learning process and can draw upon this knowledge to act in ways which empower learners both within and beyond the classroom situation. The recent
studies on second language teaching/learning have totally upset the traditional concepts of language teaching. Each development in this area of knowledge leads to differences in the existing understanding of what the essential skills of teaching are. (5)

It is quite interesting to note what Jack C. Richards has to say about this:

As with teaching in general, language teaching in particular can be conceived in many different ways – for example as a science, a technology, a craft, or an art. Different views of language teaching lead to different views as to what the essential skills of teaching are and the different approaches to the preparation of teachers. (19)

There are many decisions that teachers make in selecting and designing activities, which have implications for the students. If learning is to be more effectively controlled and promoted, the teacher of English needs to become aware of these decisions and recognize how they are informed by knowledge of the students’ interests and abilities. Various approaches involving the development of teaching principles from research on psychology of learning, transfer, motivation and various other factors influencing learning have been evolved. Developments in cognitive learning and linguistics have effected a radical change in every aspect of language education. So a language teacher, particularly a second language/foreign language teacher is to be well acquainted with the educational policies, curriculum planning, syllabus designing, textbook preparation, lesson planning, various approaches to classroom interaction, and evaluation of the teaching materials and the evaluation of
the achievement of the learners. These areas of knowledge involve very complex technical information.

All these developments, according to Jack C. Richards, show that, the “teacher entering the teaching profession needs technical competence in teaching, and the confidence to teach according to proven principles” (25). Teacher development is a process of ongoing – self discovery and self-renewal. A sound, comprehensive approach underlies the creation of a set of teaching experiences that are appropriate, given specific contexts and purposes for realizing established objectives. It enables the teachers to assess the suitability of a lesson, that is, systematically evaluate the accomplishment of curricular objectives. In addition, this will assist the teachers in revising activities, lessons, materials and curricula. To enable the teacher to do this, says Jack C. Richards, he “must be reflective, analytic and creative, open to new methods and ideas; the aim of teacher – training course must be to develop teachers who are researchers, not just technicians and deliverers of the syllabus” (77). At the university level teacher quality is so important that concerted planning is needed to improve the effectiveness of teaching / learning. Teaching methodology can reflect curriculum goals, and teachers’ experiences in turn contribute to the process of curriculum renewal.

5.8.3. Traditional Concept Of The English Teachers Of The Tertiary Level.

In the past, the elite public and the college students considered that a college teacher is a scholar with a good command of the subject. An English teacher is supposed to have not only a broad knowledge of English literature, but also can
express himself clearly and fluently in the language. This traditional image of the college teacher may perhaps be the reason for his acceptability into the profession without any professional training. It has also to be noted that the service conditions or salary of the teacher were not so attractive as they are today. Then the college teachers were found more dedicated and adherent to academic pursuits and updating their knowledge and achievements. Their students considered them real mentors. Commitment and dedication to the cause of higher education were much higher in the past. When such teachers had undergone their academic courses, the examination systems were not so liberal as they are today. The instances of calculated/culpable academic, cultural and administrative dishonesty were not at all a problem in those days.

5.8.4. The Teacher Profile Today.

A survey made among the English teachers, who teach at the tertiary level in colleges affiliated to the Universities of Kerala reveals that 99% of the teachers are left to their resources for success in developing the desired skill in English on the part of their students. Most of the teachers hail from a literature background. It is true that part of the M.A. English syllabus, in the universities of Kerala consists of topics like language teaching and linguistics, which can instil in the students an awareness of the constituents necessary for success in language teaching. The experience of the present investigator as P.G. English teacher is that most of the M.A. students do not take the subjects like linguistics or language teaching, with the seriousness they deserve. Some other teachers who teach English in colleges of Kerala, have secured their post
graduate degree from universities which do not have linguistics or ELT as part of their 
M.A. English curriculum. When these students, on completion of their course join the 
faculty of English they tend to teach language and literature in the same manner. 
Strangely enough, they resort to lecture method of teaching. Of the 150 informant 
teachers about 40 are M.Phil / PhD holders. Among the 40 research graduates no one 
had his/her degree in subjects associated with language teaching / learning.

5.8.4.1. The Nature Of Teaching.

(a) The students who may reproduce what ever they have been taught may 
give the teacher an impression that they have learned the contents. In fact, what 
looks like photographic reproduction is not artistic recreation? Every student 
has his own built-in-camera, lens, and filters. He recreates and re-patterns the 
reality he perceives better than passively receives it or reflects it. An ideal 
teaching/learning situation must help the learners and teachers draw out their 
built in generative power, experience the joy of adventure and discovery and 
fortify whatever creative impulse they may possess. A teacher, who is well 
aware that language teaching is an activity concerned with the creation of the 
best condition for leaning, knows that the major part of his work is done 
outside the classroom.

The teacher must spend much of this professional time in 
face-to-face interaction with the pupils in the classroom. The series of studies 
and experimentation made during the past few years have shifted emphasis 
from teaching to learning. The teacher is defined as a facilitator – one who
provides the best conditions for learning. It has been proved beyond doubt that if the conditions for learning are provided appropriately learning will automatically take place. “The achievement of teachers is often measured by their record of examination passes among their pupils. This may be a convenient public index of pedagogical success but in relation to the fundamental process at work, examination passes are rather trivial. More importantly, the achievement of the teacher is to the context to which he / she achieve the optimum management of learning. “To consider teaching”, observes Peter Strevens, as the “management of learning” enables us to incorporate under a single concept both the “learners and teachers” contribution to the learning process” (20). Paulo Freire points out that, teachers are to be well aware that, “knowledge emerges only through invention and reinvention, through the restless, impatient, continuing, hopeful inquiry men pursue in the world, with the world and with each other” (46). They should remember that knowledge is produced in response to questions, and new knowledge results from the asking of new questions: quite often-new questions about old questions.

The success of learning a language like English, at the undergraduate level, in a state like Kerala, where there are very complex educational issues, naturally involves a wide range of settings, activities and considerations. Some of these issues, which assume vital significance in achieving the desired instructional objectives, have found place in this chapter.
Among these issues, student variability is of prime importance because it is associated with other levels of education and draws the attention of educational authorities. Various reasons, dimension, and nature of variability have been considered and certain measures to be adopted within the present educational framework have been suggested. Beginning teaching without an understanding of the learners’ level of linguistic proficiency would be making the learners victims of course book writers priorities.

Yet another contributory factor for learning –motivation is another subject, considered. One of the main motivating components, especially, immediate motivation is, the teacher centred activities, like student teacher interaction, proper lesson plan and other classroom activities.

The shift of emphasis of teaching English from that of a library language to that of a language of communication at international level, in emerging socio-cultural and economic settings is another point discussed. The significance of spoken language in the ELT, it’s handling in the present educational programme, the features of spoken English currently taught/learnt, the desirable changes all has been considered within the scope of the study. The teacher profile today, and the need for teacher development, the awareness of language education in the historical perspective and other relevant issues have found place in this part.