1.1 INTRODUCTION

The impetus for the present study comes from the personal experience of the investigator as a practicing teacher, working with the students at the tertiary level, in the colleges affiliated to the University of Kerala, for a considerable number of years. During this period, the investigator had opportunity to observe many different teachers and many different contexts that has embraced at least one paradigm shift, i.e. from a largely traditional system of teaching/learning to one at least nominally communicative. It is also the outcome of the investigator’s awareness of the amount of experimentation in education, especially language education, at various levels in India and abroad, aimed at evolving “right education”. Education, at the global level, every body knows, is at cross roads. It is being shaped not by educational policy makers or researchers, but by social movements that shape the political, economic and cultural institutions. The investigator is well aware of the rapid changes in education embracing almost all the societies across the continents, and the contemporary scenario of English language teaching at the undergraduate level in the state of Kerala. The study is a self-reflexive enquiry into classroom research and it can be interpreted as a search for an alternative approach, which will yield better results.
It need not be mentioned that the fields of second language learning and second language pedagogy have seen large numbers of publications in recent years. It has generally been accepted that developments occur through research and publication. The present study does not attempt to provide complete or evenhanded coverage of the issues related to the field of study. With tertiary level the investigator means ‘post plus two’ or equivalent – a level at which courses leading to Bachelors Degree and the subsequent Degrees are offered in the conventional classroom setting. By confining himself to the problem of tertiary level, he does not mean that tertiary level problems are unrelated to the problems at other levels. The investigator is also aware that experimentations are made extensively at the previous levels of education very effectively. Education is a broad system with a network of mutually defining and reinforcing subsystems like primary education, secondary education, tertiary education and post graduate and subsequent education systems.

English is meant here as ‘a rule-governed’ creative system which is used by a vast majority of English-based bi-linguals /multi-linguals in the Indian socio-cultural setting as an international language.

By ‘teaching’, he means a set of processes and strategies designed to facilitate human resource development. One of the basic assumptions of the approach is that teachers are learners and learners are teachers. Teaching cannot and should not be viewed as a process of instilling knowledge and information from full vessels into empty vessels. It is not a simple process of giving
information derived from books. Learning is neither a point nor a product, but a process, a process of growth, of maturation, triggered by a network of interactions among a complex system of the human mind and the physical and social world. Underlying teaching a language like English at the tertiary level there are a number of obvious commonsense, practical assumptions, as well as an awareness of the process of learning and of how language works as a medium of communication.

Learning has been realized as a partnership between teachers and learners and every step forward will be successful only if the teachers have a proper understanding of the linguistic proficiency of the learners, the process of learning first language/mother tongue as well as second language/foreign language, as also the socio-cultural and economic background which influence their education in general and English language learning in particular. The investigator has a threefold goal in the present study (1) to provide a basic level of knowledge about the factors influencing effective second language learning, as part of tertiary education, including the constituents involved in them; (2) Stimulate interest in second language learning, and to provide guidance for further study; and (3) to offer practical help to curriculum planning, text book preparation, classroom interaction and evaluation.

As a teacher of English for the last two decades the investigator has observed that the learners don’t seem to be deeply engaged in part I English learning (English is a compulsory language at the B.A., BSc and B.com degree course in the Universities of Kerala). There is a considerable drop out rate in
English language classes. It is evident from the end of the year / end of the course examination results. Learners score more marks in optional subjects than in English. Usually their achievement in English is found very low.

During the fieldwork, the investigator tried to understand the factors constituting lack of motivations to study English. Many responses were to the effect that higher marks in English were of not much use in securing admission to higher courses of study. What is required is only a pass in the general English examination. As a practicing teacher the investigator is aware of the efforts seeking improvements in teaching / learning through addressing the key issues that shape the design and delivery of teaching. Due consideration is also given the fact that the field of English language teaching is varied and extensive.

The key issues directly related to teachers and students are.

1. The roles, needs, motivations, strategies and the processes the learners employ in English language learning.

2. Understanding the nature of English teaching / learning and the roles of teacher’s methods of teaching and the teaching materials that is used today in making teaching/learning successful.

3. The role of teaching materials in making learning successful.

4. To understand the role of English in the lives of the learners, the difficulties encountered by the learners in learning English, because of the difficulties posed by English, as a language, the system of which is different from those of the Indian languages.

5. To understand how the universities / colleges and teaching profession can bring about a qualitative and quantitative improvement in teaching / learning.
While investigating these issues a very significant part of the other areas related to English teaching / learning at the tertiary level had to be examined and made a part of the study, because the issues emanating from English language pedagogy are complex in nature, involving a larger, educational agenda, comprising social, historical, cultural, economic and political factors. Hence, they could not be addressed at the level of syllabus, design and teaching methodology alone. One of the ways of attending this imperative was to overcome the constraints posed by predominantly syllabus – oriented perspective.

This brought the investigator to the wider areas of study as a viable paradigm that can be explored for other options to conceptualize the English language pedagogy at the tertiary level.

The problems of learning English at the tertiary level have been identified as the following.

1. Heterogeneous learners (Learners whose proficiency varies widely)

2. Absence of a well - designed syllabus that defines the entry behaviour and terminal behaviour, and the methodology of achieving the instructional objectives.

3. Lack of proper teaching material

4. Lack of proper training on the part of the teachers.

5. Large classes and unfriendly classroom atmosphere.

6. Lack of sufficient motivation

7. Insufficient contact hours.

8. Unreliable system of evaluation.
In the colleges affiliated to the University of Kerala, the system of tertiary level English teaching consists of lecturing. The learners are only passive listeners. Almost all learners want to learn English to communicate fluently in a number of situations that they come across. However, they are not familiar with any method of learning that would enable them to do this. These problems were understood while examining the answers in the student questionnaire, administrated among the undergraduate learners. They were of opinion that their non-involvement in the process of learning was due to.

a) The fact that except listening, they do not have any active part to play in the process of learning.

b) The curriculum is not at all relevant to the requirement of the language that they have to use, on completion of the course.

Thus, the need of the hour is the creation of the most suitable condition for learning, and the most effective system of evaluation.

1.2 Aim of the study

The aim of the present study is to consider teaching / learning from the perspectives which have direct application in our context. The implication of the investigation is to make an analysis of the present academic scene in English language teaching at the tertiary level which have a direct bearing on the teaching learning situation, with a view to developing strategies to evolve an effective language teaching/learning system, to equip the learners fit, linguistically, for the emerging socio economic, and cultural System, the world over.

The significant influence worthy of investigation, in the present study is the role played by the teachers at the tertiary level in achieving the instructional objectives. More precisely, it was felt imperative to gain a clear insight into
teachers’ perception of the problems arising in teaching. This area is of special significance in so far as the major discrepancies between the difficulties expressed by students and those perceived by teachers are likely to attract the attention of all those who are associated with this course of study. Before any effort to evolve, effective strategies for helping the students to adopt more successful devices of language learning, we require detailed information on what the teachers are doing at present, both in terms of the teaching strategies they themselves apply and any training they give the learners in developing effective learning strategies, derived from the training (if any) the teachers have had in English pedagogy.

An analysis of the undergraduate curriculum with special reference to English pedagogy is given, so as to examine its limitations and the reasons for the gap between the instructional objectives envisaged in the English syllabus and the actual achievement of those who complete the course. The non-involvement of learners in learning English is identified as the problem. The major focus of the problem is how to involve learners actively in the process of learning. It is assumed that by encouraging learner initiatives desirable changes can be brought into the constituents related to teaching/learning. In order to bring academic dynamism into the English classroom, learner–centeredness, as a principle, is being accepted widely in language teaching, especially in the teaching of second language/foreign language. An alternative system aimed at student centeredness is felt imperative and the study primarily aims at achieving it as a better system of English language teaching. In order to do this
various constituents of English language teaching at the tertiary level are being analyzed to examine their merits and defects.

1.3 Scope of the study

The study is limited to understanding and describing the present English language teaching programme at the tertiary level in Kerala in order to evolve an alternative method which would ensure improvement in English language teaching / learning. The study adopts an eclectic approach to curriculum theorising and borrows liberally from concepts related to practical issues such as the process of decision making, syllabus related issues, roles of teachers and learners as key stakeholders. These concepts are helpful in identifying curricular themes at micro and macro levels.

It is desirable for language curricula to contain explicit statements about the nature of language and language learning. While some assumptions about these concepts are inherent in the curriculum under consideration, they are not explicitly stated.

The most important step in the curriculum process is the collection of information about learners in order to diagnose what their objective needs is. This data collection relates mainly to information such as the proficiency level, educational background, educational needs, previous learning experiences, acquaintance with the target culture, and other relevant information.

1.4. Procedure

1.4.1. A comprehensive survey was made with the help of a questionnaire related to various areas associated with under-graduate English education, followed by a discussion, based on the answers of the questionnaire, with the students,
teachers, academicians related to the area of study and those who have secured jobs after having completed the course under consideration.

1.4.2. Responses of the teachers to teaching and learning of the prescribed texts were obtained through interviews, and questionnaire in order to derive their hypotheses regarding the status of various text books in the curriculum and their value in developing language skills. The classroom observation of the investigation was confirming and refining the hypotheses.

1.4.3. The textbooks were also examined in order to retrieve their underlying objectives and the approaches adopted for teaching. Other aspects of the textbooks such as the cultural and linguistic were considered in relation to teaching.

1.4.4. The methodology for the teaching of the texts was compared with the modern approaches to teaching. For this purpose various approaches to teaching like grammar- translation method, direct method, structural method (situational approach), audio-lingual method, notional – functional approach, communicational approach eclectic approach etc. were examined. The text books suited to teach English, along with the hand books for teachers and students were also examined and compared with the current practices in the under graduate English classes, in the colleges in Kerala.

1.4.5. Making use of the insights gained from the findings the investigator designed a few guidelines for English pedagogy at the undergraduate level consisting of the following. It cannot be claimed that the guidelines are perfect or complete.

1.4.5.1. Within the general framework of the existing curriculum and course, it is imperative to combine the academic component of English course with applied components suited to the possible work, the learners are likely to enter, after graduation.
1.4.5.2. The existing course has to be re-oriented to some relevant applied disciplines. This can be obtained by means of an extensive survey of the situations the learners are required to communicate in English.

1.4.5.3. The course should aim at the development of appropriate skills and competencies.

1.4.5.4. The course has to be restructured in such a way as to promote linguistic skills and values, which would enable the student to develop an awareness of his role as a human being in the environment of his culture and of the contemporary problems of society.

1.5.1. Procedure For Data Collection.

The investigation adheres more to a descriptive, interpretative research model, as stated below.

**Research question** | **Research tool**
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a. The linguistic requirements of the learners in question in the changed global scenario. | Investigation based on various authentic situations in which the graduates are required to use the language and the questionnaire distributed among the graduates and students.

b. The perception of the teachers about the difficulties of the learners with classroom learning / textbooks / teachers. examinations. | Analysis of the experiences of the investigator and his fellow teachers.

c. Learners’ perception of the Questionnaire / discussion with
difficulties. the learners and teachers / analysis of the student response in the oral and written form of the language.

d. Problems associated with curriculum / syllabus / text books Questionnaire for teachers and academics, detailed discussion with them about the present ELT scene in Kerala. Comparison of the curriculum / syllabus textbooks of the Universities in Kerala with their counter parts in other Universities.

e. Strategies to overcome the difficulties encountered by the learners in learning Questionnaire; open discussion with learners, teachers and academics.
f. Instructional objectives and their actual achievement at the tertiary level.

Study of the syllabus, textbooks and performance of learners in oral and written communication in actual situations.

g. Learner attitudes

Questionnaire served for the response of learner / graduates teachers and academics.

h. Evaluation

Study of the syllabus, textbooks, question papers, scoring key and the answer scripts of the learners.

1.6 Data Analysis

1.6.1 Before making any comment on the survey-related experiences and its results, it seems desirable to describe briefly how the investigator became interested in the topic and why he felt it important to find out the views of the teachers and learners. As a full-time classroom teacher, the investigator is sure that he is not alone finding the process of keeping abreast of the issues in the field at once stimulating and perplexing. The community of English teachers is often found complaining about various constituents of tertiary English education which hinder effective learning.

    In language teaching / learning, the individuals achieve the desired instructional objectives from a complex organisation of materials, lessons, drills, exercises, tests, and so on. The teacher is responsible for setting up this
organization and for managing it in the classroom. The recent proliferation of books, articles, and teaching materials on evolving effective language teaching programmes highlights the significance of the subject. It must be noted that the academic bodies related to ELT in the state seems insensitive to the issue. However, the majority of English teachers, who are directly linked to the issue, appear to have realized the complexity of the situation.

Using the questionnaire, informal interviews, and discussions with teachers, learners ELT experts, members of the Board of Studies, Academic Council, examination paper setters and evaluators, the investigator attempted to survey the attitudes and perceptions of the teachers, students, and ELT experts on the issue of the progressive deterioration of the standard of English at the undergraduate level, in spite of the various attempts by the academic bodies of the university to improve it. It should be particularly noted that all the efforts of the academic bodies to find solution to the problem have not yielded the desired results.

In the course of the investigation, the researcher looked into the efforts of the state to improve English language teaching at the tertiary level, but could not come across any study involving all the aspects of the subject. During the last three decades, there were attempts to bring about qualitative improvement in English teaching. However, the researcher could come across only two research theses on ELT, among more than fifty PhDs awarded in English Language and Literature by the University of Kerala since 1966. Lack of
research findings on the subject itself shows how language teaching has been neglected by the academic bodies committed to improve it.

The first work on ELT, in the university is that of Dr. K. Vijayakumar. The title of his study is “The Development of study skills in English at the undergraduate level with special reference to the colleges in Kerala University (1992). This massive volume deals elaborately with those aspects associated with the development of linguistic skills at the tertiary level. The main foci of the study are (1) needs analysis by questionnaire, observation of the classroom practice, interviews etc (2) designing a theoretical matrix for study skills which takes up the major portion of research (3) formulation of a sample syllabus (4) Try out of sample materials

He has also made certain concrete suggestions for improvement of the four-language skills- Listening, speaking reading and writing. The second attempt in this direction is that of Shri. M. Nazareth, in his thesis “Teaching English as a second language to the Malayalees: Problems and Principles” (1993). This investigation focuses mainly on phonological, syntactic and semantic aspect of the English used in the class rooms at the tertiary level in the University of Kerala. This project is on the problems in connection with spoken English, an aspect which has drawn little attention of researchers in Kerala

1.6.2 During the last two decades, because of various reasons, ELT has drawn worldwide attention and the language-teaching professionals have been seeking to improve the quality of language teaching. The investigator has been, along with other language teaching professionals, keeping himself aware of the key issues that shape the design and delivery of language education, especially
English language teaching. The focuses of the investigation fall on the following topics.

1.6.2.1 The role that English language has been enjoying in the individual, societal, educational, national and transnational levels and its relevance to the tertiary level learners in Kerala

1.6.2.2 The way English has been taught (methods) in colleges in Kerala.

1.6.2.3 Whether the (required) linguistic skills (reading writing, speaking and listening) could be developed by the present system of teaching/learning.

1.6.2.4 Whether the curriculum planners, syllabus designers, textbook makers, classroom teachers and evaluators are able to understand fully and learner variables and other instructional problems.

1.6.2.5 Whether the curriculum, syllabus, textbooks, and evaluation at the tertiary level are in conformity with the recent theoretical assumptions and practical implications, which ensure a higher level of output.

1.6.2.6 Whether the learners on completion of the course develop the linguistic skills they require for their social and professional requirements.

1.6.2.7 Whether the university/academic bodies consider teacher-development an urgent requirement for the improvement of the quality of teaching/learning. How far has it been achieved?

1.6.2.8 Whether the recent developments in technology are of much use in promoting language learning.

1.6.2.9 Whether the teaching materials pose any cultural barrier for the learners.
1.6.2.10 Whether the academic atmosphere prevalent in the majority of govt / aided colleges is conducive to effective learning / teaching.

1.6.2.11 Whether the classroom interaction, classroom management and other constituents ensuring the required learning are in conformity with the standards prevailing elsewhere.

1.6.2.12 Whether the evaluation system prevalent in the university is efficient to measure the linguistic skills developed during the course and whether the evaluation is related to the curriculum, syllabus, textbooks and classroom methodology.

1.7 Discursive Analysis

1.7.1 Various informal discussions on current issues in teaching / learning English with many teachers were instrumental in creating an awareness on their part that a true statement of facts will enable the investigator to bring out actual problems associated with teaching / learning of English at the tertiary level and that this may lead to effective policy decisions to improve the standard of English at the tertiary level.

Six research instruments were administered to the randomly selected sample of identified subjects. These subjects included teachers, students and others who were associated with ELT. To make sure that the samples become fairly representative the criterion of systematic random sampling was adopted. The sample subjects were selected, giving due representation to the categories such as sex, the type of college and the region – wise distribution of subjects.
Apart from these, the teachers were selected also on the basis of their experience of teaching English at the undergraduate level. The experience period was divided into three categories: those who have been put in five years of service, those who have 10-15 years of service and those who have above 20 years of service. The purpose behind the categorisation was to find out whether the teachers at different stages of their teaching experience differ in their perceptions of the problems related to English teaching at the undergraduate level.

1.7.2 The first questionnaire consists of 30 questions directly related to classroom teaching. The first priority of the questionnaire is to understand the depth of student variability, an issue that poses serious handicaps to effective classroom activity. Another serious concern of the classroom teacher is the lack of proper understanding of entry behaviour of the learners.

The investigator assumes that the teachers of English at the tertiary level are the least bothered about the wide range of the variability of the entry behaviour of the first year tertiary learners. It should also be noted that, there is no device at all, at any stage of the course, to assess the entry behaviour of the learners. The final examination, it is widely accepted that, fails to assess the terminal behaviour of the learners.

There is no indication at all, in the syllabus or curriculum, of the necessity of having an awareness of the proficiency level of the entrants.

The teacher questionnaire was distributed among, 175 teachers and only 140 teachers responded properly, for all the questions in the questionnaire. Almost all the teachers agree that there is difference between the English taught
in the class and the English the graduates have to use outside the classroom, after the course in their social and professional life. The investigator has come across many a situation in which the graduates who have passed with higher percentage of marks have been groping in the dark when they have to interact even in the most common situations. Entering into conversation, making a report, narrating a dialogue, or writing the usual letters, are all creating baffling situations to them?

The investigator has encountered a few very brilliant graduates who were denied the opportunities they deserved simply because of their lack of skill in communicating in English properly even in the most common situations. Every responsible teacher is well aware of the urgent need of turning attention to these states of affairs

The investigator does not claim that the present study is able to provide ample scope for the discussion of all aspects related to the issue. However, the questionnaires have been extensively piloted before use and the results subjected to validity checks. In spite of making the teachers and students aware of the necessity of being true to facts, a few of them were found to be disinterested in probing deep into the areas they were asked to consider. Yet another set of teachers were reluctant to state the truth about them, for fear of exposing the lack of accountability of their community. Excepting a few such cases most of the
informant teachers / students and academics, whole-heartedly co-operated with
the investigation and the analysis of the questionnaires reveal this.

A few weeks after distributing the questionnaire among the teachers, the
investigator found opportunity to meet them. Many of the informant teachers,
during the discussion, revealed that they were conscious of something heavily
lacking in the whole English language teaching programme, at the tertiary level
in the universities of Kerala, but they could get a proper insight into its nature
only after going through the questionnaire. The feedback of the teachers was
highly stimulating.

Some of the teachers even confessed that they were not doing what they were
expected to do, and what they could have done in the classroom. Many
informant teachers have expressed the wish that a study as this will lead to
effective policy decisions, which can improve things. It is not a new observation
that to meet the learning needs of the students, the teachers have to find out
what they are. Such informant teachers were found answering each question in
the questionnaire with all deserving seriousness.

The summary of the response to the teacher questionnaire is given below.

(1) Only 8% of the teachers reveal that they are not well aware of
the wide range of student variability and their causes. 54% of
them confine themselves to the task they are entrusted i.e.
teaching English with in the existing conditions. 88% of them
know about the student variability and they try to improve the
learners’ low proficiency up to the level of at least average learners by making use of the already existing teaching / leaning conditions. The informal talks with the teachers have revealed that in the present conditions, they are not able to do much, because provisions for measuring properly, the entry behaviour of the learners, except a number which indicates the percentage of marks obtained by the learner, which is, every teacher knows, an unreliable to know the proficiency of the entrants.. The syllabus or curriculum does not insist on having a proper assessment of the entry-level proficiency.

(2) Again, it is to be understood that it is not an extempore job to assess the linguistic proficiency of the entrants. Whatever be the effort of the teacher to assess the entry-level linguistic behaviour of the learners to assess the proficiency, it will be a failure unless it is done with appropriate pre-requisites. Therefore, an answer to the second question does not arise. The pattern of answer to the question is more or less like the first question.

Only 9% of the teachers responded that they tried to assess the suitability of the teaching material to develop the linguistic skills.. It does not mean that the others are unconcerned with the textbooks. Many teachers were talking about the unsuitability of the textbooks, but they are not able to do any thing about it,
because of the time constraints, and lack of academic freedom. Many teachers were aware of the unsuitability of the textbooks, but could not clearly spell out the nature of the unsuitability. Though some of the teachers are able to assess the suitability of the teaching material, most of them abstain from doing it. In these circumstances, the question of the instructional objectives of teaching a text does not arise. No part of the text states clearly and explicitly the way it is to be used, or the language skills to be developed by using it.

About 54% of the teachers opine that the existing textbooks are inadequate to motivate the creative faculty of the learners. The pattern of the text at the tertiary level remains more or less the same for the past fifty years. The vocabulary of the texts poses serious problems to comprehend the content of the texts. Very complex sentence structures are much beyond the proficiency level of the learners. They are extracts from textbooks of very high literary standards however, the teachers and the students agree that the needs and interests of teaching/learning have changed over the years. This change necessitates a radical change in all the constituents related to teaching/learning. The focus of English classes is to be learning communicative skills and not literary appreciation. Most of the teachers confine themselves to teaching contents of the textbooks, and only a few, go beyond the texts, in teaching the language skills.

One of the most crucial problems identified is student variability. This prevents the teachers from providing appropriate learning experiences; so, many teachers confessed that they were concerned with teaching the texts from
beginning to end, and helping the learners to pass the examination. Yet, another complaint raised by most teachers is that the cultural and linguistic content of the textbooks are least motivating. If the teachers are to follow certain appropriate teaching models there must be proper textbooks and classroom / campus atmosphere. Therefore, if the teachers confine themselves to traditional lecture method of teaching nobody can blame them. The lesson planning and the use of audio visual aids (if used at all) are all in conformity with the lecture method they use to teach English.

Though the teachers are aware of the wide range of variability of the learners, they ignore it just because of their inability to do any thing about it. There is no provision at all for teaching or testing spoken language, and so, this is not at all a concern of the teachers at the tertiary level. However, all teachers try to make as many of the learners as they can to pass the examination. The informal discussions, after returning the filled in questionnaire, were highly revealing and these revelations have found proper expression in the main body of the study.

66% of the teachers have expressed the view that an appropriate syllabus will clearly, define the entry behaviour and the terminal behaviour of the learners. But unfortunately the lack of this is the most glaring draw back of the syllabus of tertiary English in the universities of Kerala. So long as this defect remains in the syllabus, the question of preparing the textbooks based on the guidelines given by the syllabus does not arise. The textbooks contain no guidelines for their use.
The syllabus designers seem not to have visualized the possible situations in which the learners are to use English. The materials motivate teachers or learners least. The classroom tasks are not at all mentioned anywhere in the syllabus. The recent developments in the complex areas of human activity and the situations where communications are involved are not at all taken into account while designing the course. A vast majority of teachers are found discontented with the system.

The hypothesis of the investigator is, that the actual proficiency achieved by the undergraduate learners, on completion of the course in general English, falls much short of the expectation of the university academic bodies, and the classroom teachers, who have direct contact with the learners. The brief questionnaire consisting of 12 questions, directly related to teaching / learning situations at the tertiary level general English teaching / learning, was primarily aimed at eliciting responses on the cardinal issue of proficiency. The samples consist of graduates who have secured employment in different areas and the final year students who are competent enough to air their opinions regarding proficiency in English. A little over 400 samples were distributed the questionnaire and 400 complete questions were selected for analysis.

Only 18% of the samples have given a positive response i.e. they are able to communicate orally in day-to-day situations they are likely to come across. On further investigation, by means of discussion and enquiry into their academic standard in optional subjects, it was revealed that most of them were second-generation learners and many of them had urban facilities though coming from
rural areas and as only a minority from rural background and from Malayalam medium background at the school level answered positively. An informal discussion with such samples has revealed that though they have the required proficiency in English, they lack enough confidence in self-expression, where as the second-generation learners, and learners from urban background appeared to have ample confidence.

55% of the responses represent the average learners. Such samples, after graduation could develop enough proficiency in English, with earnest effort on their part, for their employment / professional requirements. Quite a few of such samples, who have entered teaching profession after completing necessary teacher training courses were eloquent about the draw backs of the tertiary English course. 31% of the sample who gave an emphatic ‘No’ were mostly from rural schools and from rural background, where, at the school level, English was taught in Malayalam medium, and who were not at all given an occasion to use English, outside the class room. It is also a finding of the investigation that beyond the physical conditions of teaching / learning there are certain other very significant factors, contributing to the promotion of linguistic proficiency, which cannot be generalized for the purpose of the study.

What can be stated generally about the investigation with the learner-questionnaire is that almost all the informants were found simple and straightforward in their responses, which could be relied on. There was wholehearted co-operation of them, in the discussions, and their answers to the questions were true to facts. For the subsequent questions, the pattern of responses remains more or less the same.

For the question, 12 there were only a few responses, which reveal that they are not competent to make any creative suggestion in this field. The general pattern of the answers given by the informants is that a major portion of learners
has a positive attitude towards English, when they join the course, and that they show strong personal motivation. Majority of them are confident that they can develop the linguistic skill in English.

Nevertheless, when they begin learning English at the tertiary level, they feel a radical change from the learning experiences they have had at the school level for over twelve years. Here nobody compels them to learn. The number of students in the class is much more than that of the school class. Therefore, for fear of making mistakes, they remain passive listeners. Various psychological and linguistic conditions least motivate the learners, as they advance in the course and towards the end of the course the concern of the majority of the learners becomes, merely a pass in the examination, with a higher percentage of marks. More than 72% of the informants feel that change in the present system of English teaching/learning is imperative.

As part of the questionnaire, there was provision for eliciting suggestions of the informants. The suggestions focus on student-centered curriculum in accordance with which there is to be a creative methodology, classroom atmosphere, and evaluation system.

Just like the response to previous questionnaire, the informants have given a feedback as expected by the investigator.

Whether the teaching is guided by a pre-planned curriculum or it cannot be the concern of the learners. About 50% of them have felt that there had not been a pre-planned curriculum because their learning experiences were not as they had visualized it. In spite of having exposed to English in the classroom, for several hours, many of them could not meet their communicational needs in English. This realization was indeed, the reason for giving a negative answer.

The case of the teachers is not different. 70% of the teachers feel that they are not able to achieve the expected level of learning in the present system. By way of answers to questions 2 to 7, the reply is negative. These answers reflect that, (1) the teachers are not sure of the expected student standard of learning,
(2) classroom procedures are not clear and focused, (3) the leaning process is not monitored closely, (4) on the basis of monitoring, the lessons are not re taught, wherever necessary, (5) the classroom activities are not well – disciplined and in accordance with previous learning, (6) the standard achieved by the majority of learners is not satisfactory. However, 55% of the informants agree to the fact that the teacher- learner interaction is satisfactory as also the learner-learner interaction related to learning. The most crucial problem highlighted by question No. 11 is the unwieldy size of the class, which negatively affects learning. There could not be any uniform opinion related to the time allotted for learning English. Some teachers have felt that the time allowed, according to the present syllabus, is sufficient; but quite a number of teachers arrange special classes to complete teaching the allotted texts. Lack of necessary infrastructure facilities and uncongenial campus atmosphere hinder the teachers/learners to achieve the desired learning. Student politics in the campus, problems of intelligibility of the spoken language, of a number of teachers, lack of the use of audio-visual aids-all adversely affect achieving the desired level of linguistic proficiency on the part of the learners. Therefore, what service the teachers can do is only to help the learners pass the examination.

Many different and complex factors were found influencing the roles that the teachers and learners adopt in the classroom. The response of the majority of informants has been highly inspiring and creative. The views and opinions of the informants have been examined in the light of the theories of education and educational philosophy. The information gathered has found place in the appropriate part of the study.