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CHAPTER I

THE NATURE AND SCOPE OF THE STUDY

1.1.0 Introduction

The present study attempts to investigate and analyse the roles and functions English plays and performs in the contemporary society of India in general and of Karnataka in particular. Ours is a highly complex, multi-lingual society, and so language has a pivotal role to play in our academic, social and economic development. As a matter of fact, whether we like it or not, this major role has been assigned to English, a language foreign to the people of this country. In spite of all our longing to give the first place of precedence to our regional languages in the political, social, economic and educational spheres, in spite of all the conscious and unconscious efforts of certain forces to devalue the place of English, and, in some parts of the country, even to banish it completely, English has continued to survive in India even after thirtytwo years of Independence. This has its own reasons. The significance of English as a 'source' language, as a 'link' language, as a 'library' language, and as a 'window on the world', cannot be denied even by those who want to dislodge it completely from our
school and college curricula. We need it as a source to enrich our own languages. We need it as a vital link with the outside world, as well as with the different linguistic units within our own country. We need it as an important library language in order to keep abreast of the rapidly growing knowledge in the modern world. Being committed to science and technology, we need it as "a window" that would bring to us the light from the world outside, which is essential for an all-round advancement of a developing nation like ours. As Dr. D.S. Kothari, a former Chairman of the U.G.C., said (1967), "We are educating our youths for the 20th and 21st centuries. They will be citizens of a world which is rapidly becoming 'one world' and before the close of the century man may succeed in contacting possible intelligent life outside the earth. In this world of extremely rapid change and immense possibilities, a person can hardly call himself educated if he does not know at least one world library language." Having thus admitted the importance of English in our contemporary society, it is but necessary and wise to investigate what exactly are our needs for English at various levels and in various spheres, and what programmes we have devised to meet these requirements, what are our attitudes towards an important language like this, and how far
are we successful in framing suitable courses in English for our students.

It is also necessary to study the changing influences that have been quite crucial in deciding the roles of English in our society. Under the British rule, English was associated with the elite of the society. Those who acquired proficiency in it were benefited in several ways. But after Independence, the importance of English began to be questioned by the intellectuals and national leaders. Education was now no longer restricted to a privileged class. It was to be brought to the masses. The benefit of English education was to go to the bulk of our masses. The time-honoured curricula were no longer valid and new courses catering to the changing requirements of the students had to be devised. This was a challenge to the framers of the educational policy, curriculum designers and teachers. So attempts were made at the national level to meet this challenge. Several Commissions and Study Groups were appointed that studied the situation thoroughly from time to time and made suggestions and recommendations for reforms in English curricula, textbooks, teaching methods, and evaluation procedures. Diversification of courses to meet the requirements of various categories of students of Arts,
Science, and Commerce, improvements in teaching materials, modifications in teaching techniques, recognition of the 'service' nature of the teaching of English - all these illustrated our awareness of the changing role of English in our education. Till recently, our English courses were mainly literature-oriented. Their major objective was to cultivate in the students a fine literary sensibility, a love for the richness of English literature. But now the emphasis was on the teaching of English language, so that the students could read books in English in their special subjects and keep in live touch with the developing knowledge in all branches. A number of States in the country realized the significance of these suggestions made by the various Commissions at the national level, and took a few initial steps in introducing a few changes and reforms in the Sixties. And Karnataka never lagged behind in the game.

Since Independence, our attitude to English, and consequently the place of English in our school and college curricula, have been influenced upon greatly by the increasing importance that is being attached to the regional languages. By 1930, most of the States in the country had adopted the regional language as the medium of instruction at the school level. And after Independence
there were pressures to continue the regional language as the medium of instruction even at the college level. But many universities were not enthusiastic about the change and resisted those attempts for several reasons. India is a vast country, and it is difficult to get a single uniform pattern of education to maintain closer and continuous contacts among different universities. If education in all the universities in the country is regionalized, the universities will inevitably "slide into exclusiveness, isolation and parochialism", widening the gulf between the various regional groups still further. But although the regional languages have not been accepted as the media at the university level, they have come to be largely accepted as official languages at the State level, and hence English has come to lose the status it enjoyed so far. There is thus an obvious shift in the emphasis in the study of English. Now we are not primarily concerned with the literature that is associated with the English language, its intellectual milieu, or the social and cultural contexts in which it has been formed. We are now concerned with the functional use of the English language. We have realized the significance of cultivating the 'language skills' that are useful primarily for communicative purposes, and at higher levels for specialist studies in the various branches of human knowledge.
The national attitude to English in the recent years is also influenced by the recent plans by the Government for the economic development of all classes in the country. In order to achieve economic development modern society has adopted a science-based technology. So production increases spectacularly. This has important implications for social and cultural life. Now the accumulation of knowledge is far greater than it was in previous centuries and the pace of its growth infinitely quicker. Education has to keep pace with the rapidly growing developments in all branches of knowledge. So, the Education Commission (1964-66) pleaded for a new approach to the objectives and methods of education. It linked education with productivity, because only science-based education could generate the resources needed for the increase in national income. But, due to many reasons, it has not been possible to attain many of these objectives. One of the major reasons for the failure of implementation of the stipulated national objectives to increase productivity and achieve economic progress is the large number of drop-outs, both at the school and college levels, and the consequent terrible wastage in the educational system. Further, one major reason for these drop-outs and failures is, as any experienced teacher of English can perceive, the
students' lack of proficiency in English. Our English Language Teaching programmes, therefore, have to tackle this problem successfully, and strive to give the students the required proficiency in English, so that they would successfully complete their courses — whether general or professional, and fulfil the demands of the nation for trained personnel. These programmes should be so devised as to help the students increase their employment opportunities at the high as well as the middle and the low levels, according to their individual abilities.

Thus it is evident that English has several diverse roles to play in the modern society of our country. There are weighty reasons as to why English rather than some other European language be our choice to maintain contact with Western learning. Apart from the historical reason that English happened to be the language of our rulers for nearly 200 years and so came to be imposed on us, English by itself has several undeniable qualifications. More people speak English than any other language in widely separated parts of the world. More books are written in this language, more business is carried through its medium than in any other language. More people are learning English in non-English
countries, even in Japan and the Soviet Union. So in India have developed such a close and peculiar love-hate relationship with this language that though we have been trying to dispense with it, it has continued to survive with us, and has survived well. The reason is not far to seek. Obviously we cannot close our eyes to the rapid growth of knowledge in science and technology in the Western World, and we need this knowledge for our own development and it is English that can give it to us. We also need it in order to communicate to the world the progress that may be made by our own scientists. So our students cannot afford to dispense with English at all. They need it by all means. It is to examine all these complex issues that this study has been undertaken. This study aims at identifying the actual needs of the users of English in this country - needs of students preparing for different professions, and of persons who are already working in different spheres. It intends to investigate how much English they need, in what different contexts do they use English, and what are their attitudes to English are. On the basis of these findings, necessary modifications and reforms may be made in the existing English language teaching programmes.
1.2.0 The Relevance of the Present Study

At present, both at the national and the State levels, the political leaders seem to be in favour of gradually displacing English from the considerably important position it still holds, and using the regional language for all purposes. At the same time, they do not deny that English is needed in this country for certain academic and social and commercial purposes. Thus we observe a continuous fluctuation in the national policy regarding the place of English in our curricula at the various stages of education. In Karnataka, as elsewhere in the country, the movement for the replacement of English by Kannada is gaining momentum, and rightly so. But whether we can totally banish English without any adverse effect on our academic, social and economic advancement — is a matter to be thoroughly investigated. Several senior teachers of English (whom the researcher contacted during the field study) still hold that this battle against English is only a political stunt, just another way of winning the favour of the innocent people of the State, touching the soft point in their hearts by means of upholding the cause of their mother tongue. In order to come to any worthwhile conclusion about the matter, it is but necessary to go to the actual users of English in their day-to-day life
and examine how the replacement of English would affect them.

Although in recent years some changes have been introduced into the English courses, there seems to be a lack of clear-cut view about the future role of English in the academic and social life of the country. Neither at the national nor at the State level are the framers of the educational policy certain about what and how much English do we need, and how best can we acquire it. So it is high time some systematic effort was made to identify these needs and devise courses so as to meet our requirements satisfactorily.

1.3.0 Statement of the Problem

In accordance with the points discussed in 1.2.0, the present Study attempts to investigate why people belonging to certain professional categories need English. Six different professional and occupational categories have been chosen for this purpose. Besides, this study intends to identify the English language requirements of students who are preparing for various professions.

Secondly, the study also intends to evaluate the capacity of the existing English language teaching
programmes at the post-secondary level in meeting these requirements.

Thirdly, in the light of the investigation of the needs of English and the assessment of the present ELT programmes, the Study intends to make suggestions and recommendations for the improvement of the English courses at the post-secondary level.

1.3.1 The Scope of the Study

The scope of the present Study is restricted to the State of Karnataka. Investigation at the State level may be helpful in considering these issues at the national level. This study thus confines its scope in identifying the roles of English in the region of Karnataka in particular.

1.3.2 The scope of the study had to be restricted for the following reasons:

Firstly, Karnataka is the home State of the researcher, and so she is quite familiar with the state of affairs here - the social conditions, the economic and cultural background, and the educational system. So there is a personal motivation in undertaking it.
Secondly, the researcher has been a teacher of English at the college level for the past thirteen years and is well acquainted with the English language teaching programmes in the State during the past decade and half. It is hoped that her experience as a teacher of English would help the Study which is largely concerned with the pattern of English language teaching in the State.

Thirdly, Karnataka is a State with a special historical and geographical background which has perhaps no parallel in any other State in India. Before the Reorganization of the States on the linguistic basis, Karnataka had been split into five major areas - Bombay Karnataka, Madras Karnataka, Hyderabad Karnataka, Coorg, and the Old Royal Mysore, each area being part of an adjoining State. After the reorganization of States in 1966, when all the Kannada-speaking regions were brought together and constituted the New Mysore State, it was a highly complex multi-lingual State in which besides Kannada, several other major Indian languages like Marathi, Telugu, Tamil and Urdu held important positions. According to 1961 Census, the distribution of population according to mother tongue was:
So English came to enjoy an eminently position as a link language even within the State. Even after an intense struggle for further integration and the re-naming of the State as "Karnataka" in 1973, English still held an important place in our social life and in the education system. It would be, therefore, interesting to study the roles it plays in a State with such a special linguistic background.

Fourthly, Karnataka was one of the very few states in the country which came forward to introduce changes and reforms in English programmes, when they were initiated in the early Sixties. Whenever the question of re-organisation of the English courses arose at the national level, Karnataka never remained 'conventional'. Whether this has come to have any bearing on the attitudes of people here towards English, or whether the attitudes of people towards English are responsible for shaping the
Government policies in the matter, is an interesting study in itself.

Fifthly, Karnataka is showing considerable progress in industry and trade in recent years. Yet the goal is not completely achieved, mainly due to lack of efficient personnel trained professionally and technically. Since the role of English in professional and technical education is significant, a study of this kind may prove quite fruitful in a developing State like ours.

Lastly, it is a noteworthy fact that in the long-standing English-Hindi battle in the post-Independence period in India, Karnataka has always preferred to remain neutral without going to either extremity at any stage. Unlike most Southern States, it has no anti-Hindi stance. Nor has it any anti-English attitude like the Northern States. So one tends to expect that the attitudes of the Karnataka towards English may go a long way in helping the Centre to take wise decisions at the national level about the roles of English in our contemporary Indian society.

1.3.3 Selection of the Six Professional and Occupational Categories

The present Study aims at investigating and analysing the English language needs of six selected
professional categories - (1) Doctors, (2) Engineers, (3) Lawyers, (4) Bank Clerks, (5) High School Teachers, and (6) First/Second Division Clerks in various Government/Semi-Government Offices. Since it is not possible to study the language needs of the personnel belonging to all types of professions in a dissertation of this nature, six major professions were chosen. The criteria for selecting these professions are the following:

(i) Medicine, Engineering and Banking are the major professions which most of the ambitious youths in Karnataka seek these days. Law and teaching in high schools are the choice of the less ambitious students. The sixth profession, that of first/second division clerks, is again the most common profession graduates in general go in for. So these six are the common professions generally sought in the State these days.

(ii) It was hoped the language needs of these six particular professions would cover a wide range of the roles of English in the State, and give a true picture of the uses of English in this part of India.

(iii) Certain professions require more frequent use of English and their English language needs are greater than
those of other professions. Thus the general belief is that Doctors, Lawyers and Bank Officers need English more than others, such as, for example, Engineers. The High School teachers' needs for English are comparatively minimal. On the other hand, the First/Second division Clerks are required to write English quite frequently while on their jobs, though their need for spoken English is limited. The investigation has to prove the validity of these assumptions.

1.3.4 Selection of the Post-Secondary Level

This Study aims at investigating the English language needs of students at the Post-Secondary level. It also intends to analyse the attitudes of teachers of English, and this too at the Post-Secondary level. This also involves a study of the syllabuses, text books and examinations at the same level. It is not concerned with the language needs of the students of English Literature (that is, the Major English Courses) at the graduate or post graduate level. To be specific, the Post-Secondary level refers to:

(i) Pre University Courses in Arts, Science and Commerce – in particular;

(ii) The First Degree Courses in Arts, Science and Commerce – in general;
(iii) The First Degree Courses in Medicine, Engineering, Law and Agriculture.

The following are the reasons for selecting the Post-Secondary level for the present study:

(i) The Pre University Course is the transitional stage preparing students (a) to go to the professional courses like Medicine, Engineering and Agriculture; (b) to go to the University; and, (c) to take up vocational courses. Though the actual needs for English of these three categories of students may be varied, it should be possible to have a common course at this stage broadly catering to the needs of all these students.

(ii) At the Post-Secondary level students are supposed to have attained some maturity of mind and hence to have developed a conscious attitude towards the study of English. Also they are expected to have an awareness of their English language needs.

(iii) Upto the High School stage, the courses are common all over the State. Since the setting up of the Pre-University Board in 1976, the Pre University Course also has become common to all the three universities in the State.
But the English courses at the degree level vary from one University to the other. On the basis of the findings about the language needs of students pursuing the degree courses in the three different Universities, it may be possible and desirable to consider whether we can have uniform courses all over the State at the degree level too.

1.4.0 **Procedures Followed to Collect and Tabulate the Data**

The study included —

(i) An analysis of English syllabuses, text books and examinations of the three Universities in Karnataka at the Post-Secondary level;

(ii) A detailed study of a number of educational reports and archival records;

(iii) A field work extending over a period of two months which included — (a) administration of five different sets of questionnaires, (b) observation of the personnel belonging to six professional categories on their jobs, (c) interviews with the State educational officers, teachers of English and subject teachers. The details are given in the subsequent chapters. Here only a brief description of the field study is given.
1.4.1 The Total Sample

The total sample of the respondents to the five different sets of questionnaires consisted of 60 persons belonging to six professions; 10 of their professional superiors; 100 final year students pursuing general and professional courses like Arts, Science, Commerce, Medicine, Engineering, Law and Agriculture; 32 subject teachers; and 50 teachers of English. As far as possible, an attempt was made to secure representation from all parts of the State while selecting the respondents. However, the selection of the total sample was based on the considerations of feasibility and adequacy.

1.4.2 The Questionnaires

Five different sets of questionnaires have been developed to collect information from the persons belonging to six various professions, their professional superiors, students pursuing general and professional courses, subject teachers and teachers of English.

The questionnaire for holders of six major categories of jobs (Appendix I) consists of two sections. The first section consists of 21 items seeking information about the academic qualifications of holders of different
professions, their reading habits, the frequency of their use of written and spoken English in various contexts, their opinion about the courses in English they had at the school and the college level, and their attitude to English in general. Section II lists twenty selected English language tasks and the respondents are asked to specify the frequency of their use of each of these tasks while on their jobs.

The questionnaire for the professional superiors of persons belonging to six professions (Appendix II) consists of a series of English language tasks, and the respondents are asked to mention how many of these tasks are required to be performed by their employees and how well can their employees perform these tasks.

The questionnaire for students of general and professional colleges (Appendix III) consists of 21 items seeking information about their parental and educational backgrounds, their aptitude for reading, their awareness of their needs for English, their attitude to English, and their opinions about the existing English courses.

The questionnaire for the subject teachers (Appendix IV) consists of 18 items seeking information
about their teaching experience, what language/s they use while delivering lectures and in other contexts when they come in contact with students, their opinion about their students' proficiency in comprehending the special subjects, and their views on the possible objectives of teaching English at the college level.

The questionnaire for teachers of English (Appendix V) consists of 33 items seeking detailed information about their views on the objectives of teaching English at the college level, the existing English syllabuses, text books, examinations, and training of teachers. The questionnaire also seeks to find out the teachers' awareness of the recent reforms in the English programmes - the techniques of teaching, evaluation procedures, shift from the 'literature-oriented' courses to the 'language-oriented' ones, and the recent emphasis on the teaching of English as a 'source' language.

1.4.3 Pretesting of the Questionnaires

The pretesting of the questionnaires for holders of six professional categories and their professional superiors was done in February, 1979. The pretesting of the questionnaires for students of general and professional colleges, subject teachers and teachers of English was done in March, 1979.
1.4.4 Observation of English Classes

Fifteen English classes at different stages of Post-secondary level were observed in six colleges of Dharwad, Belgaum, Hubli and Bangalore. Further information about the teaching methods, patterns of question papers, Internal Assessment and the final examinations was obtained from various experienced teachers of English and the Heads of the Departments of English in the colleges of all the three Universities.

1.4.5 The Pilot Survey

A pilot survey was conducted at Dharwad in the second week of February, 1979. It was followed by the observation of two Medical Officers in a Government Hospital, an Executive Engineer in the Public Works Department, the employees of the Belgaum branch of the Union Bank, and an advocate of the Dharwad District Court in their occupations in the third week of February, 1979.

1.4.6 Tabulation of the Data

The questionnaires contained (a) questions with forced-choice response alternatives; (b) questions which required the subjects to rank certain items in order of their importance/preference on a ranking scale by writing
1, 2, 3, etc. against each item; (c) open-ended questions; and (d) questions which required the subjects to rate certain items along a five-point scale, number 1 being not so important or adequate, 3 being moderately so, and number 5 being the most important or most satisfactory.

The raw scores were converted to percentages in case of quantifying the responses of the subjects to those items on the questionnaires which had forced-choice alternatives.

1.4.7 The Five Point Scale

In order to quantify the responses of the subjects which required them to rate the items, the following procedure was followed: Each point of the scale which the subjects had to use in rating an item was multiplied by the number of responses. These were added and the product was divided by the total number of subjects responding to that particular item. Thus the mean value for each item was obtained.

1.5.0 A Broad Framework of the Study

The study was intended to find out specific information about the English language needs of various professions, the roles of English in our education system
and social life, the relevance of the existing SLT programmes in the State, and the general attitude towards English. Keeping in view these points, certain questions were formulated which, along with an attempt to seek answers to them, constituted the broad framework of the study.

In particular, the study attempted to get answers to questions like: What were the exact linguistic needs of the personnel belonging to various professions and what languages were used to fulfil these needs? That professions required frequent use of English? What was the general attitude of people working in different fields towards English? What level of proficiency in English was expected of these people and how far did they achieve it? To what extent were the students aware of their needs for English in their future career? How far did the recent modifications in the SLT programmes affect the attitudes of teachers and students towards English? A number of issues relating to these questions are discussed in the following chapters of this study.

1.6.0 Usefulness of the Study

(1) Firstly, so far no systematic work of this nature with reference to the English language needs and
the English language teaching at the Post-secondary level has been done in the State. The present study is expected to throw light on the exact English language needs of a large category of students at the Post-secondary level and to assess how far do the existing SLT programmes meet these needs.

(ii) In the recent days there is a strong move in Karnataka to banish English completely and adopt the regional language in all spheres of life - political, social as well as academic. The data collected from the questionnaires is to prove whether it is worth our while to dispense with English altogether, or whether English has to be retained for certain purposes, and, if so, how long?

(iii) On the basis of the findings of this research, some important issues may emerge that may help a re-organization of the English courses at the Post-secondary level.

(iv) By identifying the roles of English in six major representative professions, this Study will make useful suggestions about the possible changes in
the English language policy in the State, and chiefly in the English pedagogy.

1.7.0 Limitations of the Study

(i) A detailed analysis of the English syllabuses and text books at all the stages of the Post-secondary level is not done here. Only those texts were considered for analysis which represented the changing trends in the syllabus reform in English.

(ii) In order to determine the individual proficiency in English of the personnel belonging to the six different professions, the opinions of their professional superiors were counted upon. It was not possible to administer tests to individuals to assess their level of proficiency.

(iii) Although a sincere effort was made to secure representation from the various parts of the State while selecting the total sample for administering the questionnaires, the respondents had to be selected mostly from the cities in the State like Mysore, Bangalore, Davangere, Harihar, Gulbarga, Bijapur, Belgaum, Dharwad and Hubli. The researcher did not go to rural areas for
field work. That, in itself, could be a subject of
doctoral study - the use of English in rural areas.

1.6.0 A Brief Survey of Previous Studies

Since English is widely used for different purposes
in the different developing countries, as in India, several
studies have been undertaken in these countries about the
contexts requiring the use of English. Here is a brief
review of some of these important studies.

1.6.1 In India, at the national level several
Commissions were appointed to advise the Government to
take measures to improve the English language teaching
programmes. The following are some of the more important
Studies: Radhakrishnan Commission (1948-49), Kastur
Committee (1955), The English Review Committee (1960),
The First Study Group on the Teaching of English (1961),
The Education Commission (1964-68), The Second Study
Group on the Teaching of English (1969) and so on. All
these reviewed the place of English in Indian education,
its changing roles in the contemporary society, and the
future of English in our country.

1.6.2 In addition, the Central Institute of English
and Foreign Languages, Hyderabad, has produced some.
and Ph.D. dissertations particularly reviewing the English language teaching situations in various States in India. (i) The M.Litt. dissertation by Shri M.N. Das, A Critical Analysis of the trends and developments in the teaching of English at the under-graduate level in the colleges affiliated to the Orissa University, (1975) traced the principal developments in the teaching of English in Orissa over a period of one hundred years, and analysed the situation as it obtained in 1975. (ii) Another M.Litt. dissertation by Shri K.K. Gautam on the Teaching of English in Orissa State attempted to trace the evolution of English teaching programmes with reference to Orissa. (iii) The Ph.D. dissertation by Shri Mahajiteswar Das, Needs for English in Orissa (1977) was a systematic investigation into the English language needs of the personnel belonging to seven professional and occupational categories. It also attempted to assess how far those needs were fulfilled by the existing English language teaching programmes in Orissa.

1.8.3 The Ford Foundation along with the co-operation of the Central Institute of English and Foreign Languages reviewed the impact of the latter on English language teaching in the country. The findings of the review were

The Report firstly gave a retrospective account of the Institute's origin and development. Secondly, it reported the results of a survey of ELT programmes in the universities of India on the basis of which the impact of the CIL on these universities were assessed. The survey involved administering of questionnaires to (i) 735 Indian students enrolled in B.A. and M.A. programmes in the college and university departments of English, (ii) 195 members of the teaching faculty, and (iii) 29 heads of English departments - from urban areas like Delhi, Bombay, Madras, Hyderabad, etc. Thirdly, the Report presented an account of the impact of the CIL with regard to teaching materials, training of teachers, correspondence courses, etc. The study undertaken by Kachru (1975) showed that the CIL had limited impact on the Indian universities because - the Indian educational system was inflexible; the universities were indifferent to what was relevant; there was lack of pan-Indian educational planning; the structures of the departments were hierarchical; English was an issue in Glocalities; the general attitude of the universities towards the CIL was not quite amiable; teachers had no facilities for in-service training; and the inbreeding in the departments was not quite favourable.
1.9.4 The International Association for the Evaluation of Educational Research undertook a cross national study of The Teaching of English as a Foreign Language in Ten Countries. The countries the study referred to were Belgium (French region), Chile, Federal Republic of Germany, Finland, Hungary, Israel, Italy, the Netherlands, Sweden, and Thailand. The study intended to identify social, economic and pedagogic factors responsible for differences in students, schools and education systems. The findings of the study stated that the student achievement in English was determined by several factors such as teacher competence, classroom practice, student attitudes and aspirations, exposure to English in classroom situations and so on.

1.9.5 The Survey of Language Use and Language Teaching in Eastern Africa was undertaken between 1967 and 1971, attempting to study the problems of language use and language teaching of a large multilingual region. It presented a total linguistic picture of Ethiopia, Kenya, Tanzania and Zambia. O.H. Prator and J. Donald Bowen were the Field Directors of the Survey. It yielded valuable information about why certain people spoke certain languages in certain areas, and what were their attitudes towards those languages. It discussed the adequacy of
teaching materials and methods used in language teaching at various levels. It investigated the levels of language attainment in terms of skills and concept formation and also the factors that interfered at the grammatical, scientific, phonological and cultural levels. It also intended to determine the levels of language teachers' performance in terms of their ability to use a given language as the medium of instruction and to teach that language as a subject.

1.8.6 English Language Policy Survey of Jordan (1973) intended to assess how far the EFL programmes in the country were effective. It stated the objectives of teaching English in Jordan, discussed the existing curricula, teaching materials, and teacher training facilities. It also described a field study, and the data collected was further analysed to throw light on the EFL programmes in the country. It made some recommendations for the improvement of the situation - that the text books should have challenging reading materials; that attempts should be made at all levels to improve the pronunciation of students; that the functional aspects of grammar should be emphasized; that the data on language use should be examined carefully.
to determine the priority to be assigned to the teaching of language skills.

1.8.7 The Language Policy Survey of the Philippines (1968-69) intended to find out the attitudes towards English, Spanish, Filipino and the local vernaculars as languages in use. The objective was to judge the suitability and significance of a language to be used as the medium of instruction at the school level.

Besides these the researcher referred to some international reports having some bearing on the Study. 7

1.9.0 Organisation of the Study

The first chapter attempts to define the scope of the Study and gives a brief description of its nature.

The second chapter presents a survey of the development of English education in India in general and in Karnataka in particular before Independence.

The third chapter analyses the developments in English teaching in the State in the Post-Independence period. Here the teaching of English is discussed in relation with the man-power needs of the State.
The fourth chapter presents an account of the field survey of the English language skills required by the holders of six professional categories.

The fifth chapter analyses the findings of the field study and attempts to draw the expected language proficiency profiles of the six categories of professions.

The sixth chapter gives an account of the field study conducted among the final year students of general and professional courses.

The seventh chapter presents an analysis of the existing ELT programmes in relation to the data collected from administering questionnaires to subject teachers and teachers of English. It also discusses the present English syllabuses, text books, examinations and teaching methods.

The last chapter records the major findings of the Study. On the basis of a discussion of these findings, some recommendations have also been made. A few possible areas for further research are also suggested.
CHAPTER I

NOTES AND REFERENCES

1. Dr. D. S. Kothari, Address to the Vice Chancellors' Conference, 11th September, 1967.


