1.0 Introduction:

Language is one of the wonderful gifts given by God to humanity. It is with the help of language that man is able to communicate and solve a number of his problems and has been able to make a lot of achievements in life. If there has been no language, it would have been difficult for man to communicate his views to fellow human beings. There would not have developed educational activity, there would have been no law making, no preaching, no lecturing and nothing like talking, singing, writing and exchanging of views.

Language is ancient but learning a language is not so. Attempts are made to learn a language from the days of old. Learning of the second language is entirely different from the learning of mother tongue. Different methods are invented to teach language especially the second language. In spite of these attempts we are not in a position to teach a second language in a more affective way. The main reason for this is language is not monolithic it is as complex as human being. That is why researchers are going on in the field of language teaching and learning in a large way.

However, it is not easy to learn a language. Every language is a complex phenomenon, and one has to devote a number of years to learn a language. Many people are able to become multilingual.

According to Sapir (1921:10), "Language is primarily human and non-human instinctive method for communicating ideas, emotion and desires by means of a system of voluntarily produced symbols."

Second language learning is defined by Lado (1964) as acquiring the ability to use its structures within a general vocabulary under essentially the condition of normal communication among native speakers at normal conversational speed. More specifically, it means the acquisitions of the ability to use in speaking the units and the patterns of the content when listening to the second language. It means the learning of expression, the content and the association of expression and system of the content in rapid use in the proper position within the target languages.
In recent years, English language teaching in a developing country like India has reached a new proportion. A need has arisen to specify the aims of English learning more precisely than in terms of the learning of formal grammar as English has been required to play an important role in our society. Throughout the world, students at different levels of education find it is a struggle to learn English. In most of the countries English has taken a unique position that all the students or scholars are pushed to the situation where they cannot have a better career or higher education without the knowledge of English. The students remain in a compulsory situation to learn English in order to stand up to one’s own expectations. In India, English was given an important place before independence. In most of the institutions English had been the medium of instruction. The students were happy to learn the language because native speakers of English taught it. The study of English was considered to be superior not only for status but also for career potential.

The second language learning takes place in a different manner. Generally, a second language learner always has the tendency to view the second language through the grammatical rules of his/her first language. Then, it is needless to say that the influence of the mother tongue will be on the second language at every level starting from phonology to syntax. This is the reason the researchers often distinguish between the language learning and acquisition. While learning the second language, the phenomenon of interference from the mother tongue is the one, which is inevitable for most of the learners. It is the main reason for developing the second language, methodology in such a way that the above-mentioned interference should be avoided to great extent.

Second language acquisition stands in contrast to first language acquisition. It is learnt as ones their additional language after he/she acquired his/her mother tongue. Second language acquisition has referred to all the aspects of the language that the language learner needs to be mastered. However, it is important to study that how an L1 learner acquires grammatical sub-systems of L2.

Second language acquisition some times contrasted with the second language learning on the assumption that these are different processes. The term "acquisition" used to refer to picking up a second language through exposure, whereas the term "learning" is used to the subconscious or the processes of acquiring a language other than the mother tongue in a
structured or tutored setting. It covers the development of phonology, lexical, grammar and pragmatic knowledge but has been largely confined to morphology and syntax. Second language is the language acquired by a person after having acquired the basic systems of first language. Second language acquisition takes place when the child is required to learn a new language formally as a part of education. Second language embraces both this acquisitions and the tutored acquisition. In the situation of second language learning, this first language functions as a medium of instruction to the second language forms rather than the tool for explanation of meaning of these forms.

1.1 A brief survey of English education in India:

One of the perplexing problems that we had to face soon after Independence was the position of English language in the country. Before independence English language occupied a privileged place in India. It was the language of administration, a compulsory subject at school and college, and a medium for instruction for some subjects at school and for all subjects at university level. Knowledge of English is a must to climb the social ladder. Speaking English became a fashion, if not an obsession.

1] Place of English after Independence: After Independence there was rethinking on the place of English language. The constitution of India adopted in 1950 gave a lease of 15 years to English as the official language of the country. The Union Government took upon itself the promotion and the development of Hindi as the medium of expression during the period of 15 years. Later on, however, it was realized that Hindi could not replace English by this deadline, as the people in the south of the country did not understand it. As a result there was considerable opposition to Hindi in the south, the parliament passed a bill in 1950 declaring English as the Associate Official Language of India till an indefinite period. The Union Government has repeatedly affirmed that both English and Hindi would be used at the center till the non-Hindi States agree to the discontinuance of English.

2] Present status of English in India: English still occupies an important place in educational system of life in our country. It is the language that continues to dominate the national scene. It is taught compulsorily in most of the states in the country although the class from which its teaching is started differs from state to state. In the Union
Territory of Chandigarh, for example, the teaching of English is started from third standard [Age 8 to 9]. In Punjab and Haryana, its study is commenced from the 6th class, [Age 11 to 12] but in Gujarat the teaching of English is delayed up to the 8th class where in the government schools are concerned. In Karnataka English is taught from Std 5th but in recent times the government has thought of introducing it from std 1st. As a medium of instruction at the school stage, it is now followed only in public schools. Most of the universities in the country have, in addition to English, switched over to regional languages as the medium of instruction at the college stage. Some universities, for example, in Uttar Pradesh, conduct postgraduate studies in the regional language, i.e. Hindi.

English exercises a great influence on the educated classes of the country. It continues to be the medium of instruction in technical, medical, legal and other institutions. It is the language of communication between the Union Government and State Governments. It is the language most used in parliament and State Legislatures. It is the language of the High and Supreme Courts. The English Press in the country is powerful and enjoys not only more circulation but also better influence than the vernacular press. English has been rightly described as the language of opportunity. Knowledge of English is a successful passport for employment. Above all English is the means of inter-state communication. Persons from different states are able to converse in English.

1.1.1 A brief survey of English education in Karnataka:
Karnataka offers many interesting sidelines. A national political party, either the Indian National Congress or the Janata Dal, always ruled the State, from independence and linguistic reorganization. The adjacent states of Tamil Nadu and Andhra Pradesh have strong regional political parties. The absence of strong regional political parties did not stop the growth of a strong sense of Karnataka identity among the people of Karnataka. Modern Karnataka came into being as a single linguistic state after uniting the Kannada-speaking territories from several adjacent states. For long, the name of the state remained Mysore State, to accommodate certain regional demands. Karnataka has a rich ancient history. The border disputes with Maharashtra and Kerala still continue after many years of linguistic reorganization. Karnataka has a very strong program to implement the use of Kannada as the language of administration in government departments. The state also has well-defined language policies for education. The most significant aspect of the language policy is that it tends to be very practical.
However, language agitations in favor of Kannada as the sole medium of instruction or in favor of retaining English as an important alternative medium still continues.

After the unification of Karnataka, the language policy in Karnataka evolved in several stages with decisions taken by the bureaucracy, committees, and legislature. These decisions were guided at times by the prevalent dominant public opinion, and often were adjudicated by the judiciary by looking into the claims and counterclaims of various minority mother tongue groups that sought for their mother tongues the status of school languages(s). Often social, economic, political, legal, and other issues not related to education came to influence the language choice for education purposes. The demands made by one group were weighed against the demands made by other groups. In this multilingual set up, the preservation of its interests as the dominant linguistic group, and the fear of loss of stature in the state that it considers to be its traditional homeland shape and guide the responses of the majority mother tongue group (Kannada).

The linguistic minorities are afraid that the language of the majority will be used as a tool of oppression against them. They perceive a threat to the existence of their community as a distinct group. They fear the loss of their home language. Sometimes the majority perceives some threat to the existence and continuation of their language (Kannada) from Hindi, some other times from Sanskrit, and at other times from English. But the minority, most of the time perceives a threat from Kannada, the Official Language of the State, and tries to find shelter under English. Even among the minority groups different groups have different threat perceptions. Some speak out. Some others remain silent.

Under these circumstances, four distinct stages may be identified in the development of the language policy for education in Karnataka. They are: (a) First Phase: Before 1956 - prior to the formation of Karnataka, (b) Second Phase: 1956 to 1982 - after the formation of Karnataka, (c) Third Phase: 1982 to 1988 - after the Gokak Committee recommendations, and (d) Fourth Phase: 1989 onwards after the intervention of the judiciary. We are now in the Fifth Phase: Fifth Phase- the evolving Challenges of the new millennium, but this stage is hardly recognized either by the bureaucracy or the political leaders.
1] **The first phase [before 1956]:** A perusal of the documents from 20 regions that comprise the present day Karnataka indicates the existence of three different kinds of schools: Vernacular schools, English schools, and Anglo-Vernacular schools. The vernacular schools taught the regional language and other subjects in the same language. Similarly, the English schools taught English and other subjects in English. Both these types of schools existed in almost all the regions. Although several common elements in the curriculum adopted in the different regions could be identified, there were differences in the curriculum from one region to another. Only languages having their own script had found a place in formal education at the time of unification. The aim of this education system was to spread "...European knowledge throughout all class of people and this was to be imparted to the upper classes through the medium of English and to the masses through their own spoken languages." Even at that time the social status was the deciding factor in the choice of type of education.

2] **The second phase [1956 to 1982]:** Karnataka adopted a uniform curriculum and syllabus for all its regions/districts in the state from 1959-60, and by the end of 1962-63 all the schools had totally switched over to the new uniform curriculum. Karnataka established the following pattern of language choice for education in schools since the linguistic reorganization of states in 1956.

1] I to IV Standards: The students would study only one language, that is, the mother tongue. Maximum 100 marks with a minimum of 40 percent for pass.

2] V to VII Standards: One more language out of the following ten languages -- Kannada, Urdu, English, Marathi, Hindi, Telugu, Tamil, Malayalam, Gujarati, or Sindhi. Maximum 100 marks with a 40 minimum of 40 percent for pass, and this minimum was reduced to 35 percent for students from the VII Standard. The students from the III Standard to VII Standard could also study Hindi, or composite Kannada, but this was not obligatory. A composite course may be defined roughly as the higher standard of its counterpart at the ordinary level. A composite course carried, generally speaking, more marks than the ordinary level and the students may have more than one paper for the final examination in the subject concerned.

3] VIII, IX, and X Standards:
4) **I. First language:** Any one of the following languages Kannada, Telugu, Tamil, Hindi, Urdu, Marathi, English or Sanskrit, or a composite course of one of the following languages consisting of three periods per week: Hindi, Urdu, Tamil, Telugu and Marathi and two periods of one of the following languages: Sanskrit, Arabic, Persian, or Hindi. The First language consisted of Papers I and II carrying 100 marks and 50 marks each respectively, together with the total of 150 marks.

**II Second language:** Those who had taken English as the first language would study Kannada, Hindi, Urdu, Tamil, Telugu or Marathi as the Second language. Those who had not taken English language as the First language would study it as the Second language. It consisted of two papers with 50 marks each.

**III Third language:** Those who learned Kannada, as the First language would study Sanskrit or Hindi as the Third language. Those who learned Kannada as the Second language would study Hindi as the Third language. Those who studied Kannada either as the First or Second language would study Kannada as the Third language. The Third language consisted of only one paper carrying 50 marks. This was compulsorily taught, but it would not count for a pass. It was left to the students either to appear or not to appear for the examination in that paper.

3] **The third phase [1982 – 1988]:** This agitation against retaining Sanskrit in the first language list made the government to think afresh about the language choice in school education. For this purpose the Government of Karnataka constituted a committee (July 5, 1980) with Prof. V.K. Gokak as the Chairman, and placed the following questions before it.

1. Should Sanskrit remain as the subject for study in the school syllabus?
2. If so, how to retain it without it being offered an alternative to Kannada?
3. Would it be proper to have Kannada as a compulsory subject as per the Three Language Formula, and should the option of selecting the remaining two languages be left to students themselves?

   The Committee recommended (January 27, 1981) that:

1. Kannada should be introduced as a compulsory subject for all children from 3rd Standard.
2. Kannada should be the sole first language for the Secondary Schools (i.e., 8th, 9th and 10th Standards) carrying 150 Marks.

The Committee further recommended that this should be implemented for the education of Kannada speaking pupils from 1981-82 itself, and, in respect of others, from 1986-87, after taking necessary steps to teach Kannada to them from the 3rd Standard beginning with the academic year 1981-82 itself. The order (dated the April 30, 1982) issued by the Government of Karnataka on the basis of this report prescribed the following pattern for language study:

- At the secondary school level First Language Kannada or Mother tongue: Urdu, Tamil, Telugu, Marathi, English, or Hindi to carry 150 Marks.
- Two other languages Kannada, Hindi, English, Sanskrit, Arabic, Persian, Urdu, Tamil, Telugu, or Marathi, to carry 100 Marks each.

4] The fourth phase [1989 onwards]: On the basis of the direction of the court, the Government of Karnataka elucidated the language policy for school education in its order (June 19, 1989) pending the decision of the Supreme court. This is the first time that the government used the word language policy for education in its official document. Accordingly:

1. From 1st standard to IVth standard, mother tongue will be the medium of instruction, where it is expected that normally only one language from the group of languages, namely, Kannada, Tamil, Telugu, Malayalam, Marathi, Hindi, Urdu, or English will be the compulsory subject of study. From IIIrd standard Kannada will be an optional subject for non-Kannada speaking students. This will be taught on a purely voluntary basis and it will not be at the cost of any other instruction imparted in the school or any other school activity in which all school children participate. There will be no examination at the end of the year in Kannada language.

2. From the Vth standard onwards, where, in the normal course a second language is introduced, the child has to study a second language selected from the group of languages, namely, Kannada, Tamil, Telugu, Malayalam, Marathi, Hindi, Urdu, English, Persian, Sanskrit, or Arabic, which will be other than the First language, subject to the condition that the child who has not taken Kannada as the First language will have to take Kannada as the Second language.

3. From V standard, provision will be made for the study of the third language which will be other than the languages studied by the student as First and
Second language. This has to be chosen from the group of languages, namely, Kannada, Tamil, Telugu, Malayalam, Marathi, Hindi, Urdu, English, Sanskrit, Arabic, or Persian.

4. Attendance in the third language class will be compulsory, writing of the examination in the third language will also be compulsory, but from Vth to VIIth standards it will not be obligatory to pass the third language examination. No extra credit will be given in rank, division, class, etc., on account of the marks obtained in the third language examination from 5th to 7th standard.

5. At the secondary stage, i.e., from VIIIth to Xth standards, three languages will be compulsory. First language carrying - 125 marks, Second language - 100 marks and the Third language carrying - 100 marks. It will be obligatory to pass the examinations conducted in all these three languages, and one of them shall be Kannada.

6. The standard expected in second and third languages at the end of Xth standard will be what would have been achieved at the end of 6 years of study, if the language subject had been chosen as First language.

7. As contemplated in Government Order No. ED 113 SOH 79, July 20, 1982, Kannada-speaking students will not be given any grace marks in Kannada. Non-Kannada speaking students will be awarded up to a maximum of 15 grace marks to enable the students to pass the Kannada language examination.

8. Exemption from studying Kannada as a compulsory language can be given to the students whose parents have come to the state on temporary transfer. Meanwhile, the government, in order to implement the Education Policy 1986, issued curriculum guidelines (April 24, 1992) to be adopted from 1992-93. According to this order, the students could opt for mother tongue Kannada, English, Telugu, Tamil, Hindi, Marathi or Urdu in the 5th, 6th and 7th standards. The second language will be English for Kannada mother tongue students, and Kannada for all others. The third language can be one of the following: Hindi, Sanskrit, Persian, Arabic or English. Here each language carries 100 marks. Learning Kannada is made compulsory. The students opting for Sanskrit should answer in Sanskrit only. In the secondary school, the first language consists of Kannada, Sanskrit, Telugu, Tamil, Urdu, Marathi, English or Hindi. The second language list has Hindi, English or Kannada. The third language list has Hindi, English, Sanskrit, Persian, Kannada, or Arabic. One of the three languages should be Kannada. Here the first language is for 125 marks, and other two 100 marks each.
1.1.1.1 The importance and place of English in India

1] English is virtually the first language for some in India: In terms of numbers of English speakers, the Indian subcontinent ranks third in the world, after the USA and UK. An estimated 4% of the Indian population use English; although the number might seem small, out of the total population that is about 35 million people (in 1994)(Crystal 1995:101). Although the number of speakers of English in India is somewhat limited (as compared to the total population), that small segment of the population controls domains that have professional prestige (Kachru 1986a: 8).

English is virtually the first language for many educated Indians, and for many, who speak more than one language, English is the second one. Indian speakers of English are primarily bi- or multilingual Indians who use English as a second language in contexts in which English is used among Indians as a "link" or an "official" language. Only a minimal fraction of the English-using Indian population has any interaction with native speakers of English. According to Kachru's survey (the population of which was graduate faculty of English in the universities and colleges), only 65.64 percent had occasional interaction with native speakers of English; 11.79 percent had no interaction and 5.12 percent claimed to have daily interaction with native speakers of English (ibid, 110).

2] The role of English in Indian multilingual setting: English serves two purposes. First, it provides a linguistic tool for the administrative cohesiveness of this country, and, secondly, it serves as a language of wider communication. (Kachru 1986a: 8). English functions in the Indian socio-cultural context to perform roles relevant and appropriate to the social, educational and administrative network of India (Kachru 1986a: 111). But I feel English is used in administrative and to some extent in educational field but it is not essential in India socio-cultural context.

English is used in both public and personal domains and its functions "extend far beyond those normally associated with an outside language, including the instrumental, the regulative, the interpersonal and the innovative, self-expressive function" (Kachru 1986a: 37). As pointed out before, the role of English is not replacive: it overlaps with local languages in certain domains (Kandiah citing Sridhar, 1985; Shridhar and Shridhar,
English is not classified as one of the 15 national languages of India (NEB: 286). Although Hindi is the Official Language of the Union, provision was made in the Constitution that English would be used in official work until 1965, after which Hindi would replace it. Because of the opposition of the Dravidian south against Hindi, the Indian Government decided to further extend the role of English as an additional language with Hindi to be used for purposes of the Union and in Parliament. (See the provisions made in the Official Languages Act of 1963, as amended in 1967.) English is now recognized as an associate official language, with Hindi the official language. It is recognized as the official language in four states (Manipur, Meghalaya, Nagaland, Tripura) and in eight Union territories.

Various political and nationalistic pressures continue to push for the choice of Hindi as a national language. However, it is hard to remove English from its place as a language of wider communication, lingua franca, especially among the educated elite, or to replace the regional languages in mass communication by Hindi.

Fasold (1984:139) suggests that English lacks the symbolic power required to be chosen as the sole official language in India, although it does have a high communicability necessary for the successful function of a nationalist language.

English plays a dominant role in the media; it has been used as a medium for inter-state communication, the pan-Indian press and broadcasting both before and since India's independence. The impact of English is not only continuing but also increasing.

The English press in India initiated serious journalism in the country. The number of English newspapers, journals and magazines is on the increase. According to Kachru (1986b: 12), at present there are 3,582 Indian newspapers in English. English-language newspapers are published in practically all states of the Republic. Of a total of 19,144 newspapers registered in India in 1982, those in English accounted for 18.7 percent, whereas the newspapers in Hindi accounted for 27.8 percent.
4] **English in education**: English is the state language of two states in eastern India, Meghalaya and Nagaland. It is the main medium of instruction at the postgraduate level, and it is taught as a second language at every stage of education in all states of India.

India, as in other linguistically and culturally pluralistic societies, the position of English is determined by various political, cultural and social considerations. Kachru (1986b: 20) sees primarily three questions which continue to be discussed. The first question concerns the position of English in early and in higher education. The second question is concerned with the roles of the regional language, Hindi and English. The third question deals with the model of English presented to Indian learners, and how that presentation can be made uniformly and effectively. The Government of India has primarily been concerned with the first two questions, which are directly related to language planning at both the national and state levels. There are, as yet, no acceptable answers to any of these questions (Kachru 1986b: 20).

**1.1.1.2 The language policy adopted in schools**: In the 1960s a bitter conflict considering the status of various languages in India arose from concerns of the southern states (in which Hindi is not widely spoken) that the use of Hindi in the government services would disadvantage them for employment in those areas. They thought, also, that it was unfair for them having to learn both Hindi and English, whereas native speakers of Hindi would only have to learn English.

Consequently, the **Three Language Formula** was developed for the educational load to be more fair, to promote national integration, and, to provide wider language choice in the school curriculum (Srivastava 1990: 43). According to the formula, people from non-Hindi areas study their regional language, Hindi, and English. Hindi speakers, on the other hand, study Hindi, English and another language. Baldridge quotes Kamal Sridhar (1989):

> The Three Language Formula is a compromise between the demands of the various pressure groups and has been hailed as a masterly - if imperfect - solution to a complicated problem. It seeks to accommodate the interests of group identity (mother tongues and regional languages), national pride and unity (Hindi), and administrative efficiency and technological progress (English). (Baldridge 1996: 12).
Although the formula sounds fine in theory, Baldridge (ibid) states that the Three Language Formula has proved to be a failure in India as a whole, since it has not been followed in practice. Hindi states did not enforce the curriculum, and the anti-Hindi DMK government in Madras removed all teaching of Hindi from schools in Tamil Nadu.

Thus, in India, there are a great number of sociolinguistic pressures influencing the development of language education; Spolsky (1978: 55-64) has stated that the language policy of the school system is both a result of the pressures and a source of pressure itself. He, too, claims education to be the strongest weapon for enforcing language policy, listing the following pressures to have an effect on language planning in a society: family (attitudes at home), religion (if the maintenance of a language is based on a belief in a "holy tongue"), ethnicity, political pressures (aiming at establishing national unity; a language tradition is acknowledged as a powerful force within a nationalist movement), cultural pressures, economic pressures (which include commerce, advanced science and technology: the idea is that not all languages have modern technological vocabulary and it is more rational to adopt a language such as English for this purpose), the mass media (e.g., if there is no media in a particular language, there will be strong pressure to learn another language which is better provided), legal pressures (lack of the official language can often become the basis for discrimination), military pressure (desirability to use one common language) (Spolsky 1978: 53-63).

Mark Tully (1997:161-162) points out that the elitist status of English in India creates problems for the economic development because that means that the education of the mass of people will be ignored. He argues that the solution for the situation should be that the spread of English throughout India be encouraged so that it becomes a "genuine link language of the country, not just, as it is at present, the link language of the elite".

1.1.1.2.1 English language learning and teaching policy in Karnataka: It is the need of a national English language teaching policy that will address the practical needs for English in Karnataka and determine what and how much English should be taught and for how long. Making English study effective from primary to tertiary levels needs a lot of inputs and resources like trained teachers, communicative teaching materials and financial, infra-structural and management facilities. These resources are not equally available or favourable for learning English in all the educational
institutions of the country. In some urban elite schools these inputs are mostly available and the school leavers can use English, more or less, in their further study or in jobs that they choose. But most of the rural schools lack in some or almost all these resources. As a result, teaching-learning English in these schools cannot be done in the way it should be done. In most cases, learning English means rote learning of grammar rules and textbook contents even without understanding.

Also students in these disadvantaged schools are not aware of the aims and objectives of studying English, except that they have to appear the examinations in this subject. Consequently, English often seems to be a heavy unnecessary burden to them. The time, energy and money spent on teaching-learning English at these schools are often wasted. Of all the students from class 1 to 14, some students have some benefits, no doubt, but some others do not need to study it all these years.

Under National University, to which all the colleges (government and non-government) are affiliated, all the B. A., B. Sc. and B. S. S. pass and honors students have to study a compulsory English course - General English, of 100 marks. But many students in this level do not need this General English. For example, students doing honours in history, philosophy, sociology, etc. need English - but not general, grammar-based English. They need the kind of English that will facilitate their studies. Similarly, the students studying medicine, science and technology, business, etc. will need English for specific purposes, viz., English for nurses, English for doctors, scientific English, business English and so on. This is because the general English courses cannot cater the specific needs of these specialized areas of study.

The National Policy on Education of 1968 spoke about the regional languages and the Three Language Formula. The 1986 Policy reiterated the earlier stand. The States Reorganization Commission had asked the Union Government to elucidate a policy outline for education in mother tongue at the Secondary stage. The All India Council for Education recommended the adoption of the Three Language Formula (TLF) in September 1956. The endorsement for this formula came from various directions. It was adopted by the Chief Ministers’ conference. The National Policy on Education 1968 recommended the inclusion of the TLF which includes the study of a modern Indian language, preferably one of the Southern languages, apart from Hindi and English in the Hindi speaking states, and of Hindi along with
the regional language and English in the non Hindi speaking states’ in at the Secondary stage. This was reiteratad in the Education Policy 1986 and was adopted as the Programme of Action by the Parliament in 1992. These are major attempts to arrive at a language policy for education. Since education is in the concurrent list of the Seventh Schedule of the Constitution, the language policy formulation for education and its implementation is left to the State governments under the Constitutional safeguards and broad guidelines cited above. The National Curriculum Framework for School Education: A Discussion Document released on January 1, 2000, while reviewing the Three Language Formula, states,

In a number of states/organizations/ boards, however, the spirit of the formula has not been followed and the mother tongue of the people has been denied the status of the first language … because of the changed socio-economic scenario, the difference between the second and the third languages has dwindled. Thus, in reality, there may be two-second languages for all purposes and functions. Some states follow only a two-language formula whereas in some others classical languages like Sanskrit and Arabic are being studied in lieu of a modern Indian language. Some boards/institutions permit even European languages like French and German in place of Hindi. In this scenario, the three-language formula exists only in our curriculum documents and other policy statements.

According to this document the three languages are: (i) the home language/the regional language, (ii) English, and (iii) Hindi in non-Hindi speaking states and any other modern Indian language in Hindi speaking states.

1] The Karnataka Situation: Karnataka, one of the 28 states of the Union of India was formed on November 1, 1956 by integrating 20 geographical units on the basis of the language used by the majority, and geographic contiguity. One of the important reasons for bringing the various parts into a single administrative unit was to facilitate effective administration and give an impetus for the development of the people. The integration of the geographical units that had Kannada as the dominant language of use was expected to help the people to work united for faster economic development, and help wider participation of common people in the developmental activities initiated by the State government. It was also expected to help develop Kannada as a fit vehicle of communication and education to meet the modern needs. So, the linguistic re-unification was
followed by the enactment of the Karnataka Official Language Act, 1963 which declared Kannada as the Official language of the State. Karnataka has common borders with Andhra Pradesh, Tamil Nadu, Goa, Maharashtra, and Kerala states where Telugu, Tamil, Konkani, Marathi, and Malayalam are the Official Languages respectively.

This Act analyses the social, economic, political, legal, and linguistic aspects of the evolution of the language policy for education in multilingual Karnataka, and presents a detailed review of the policy and its practice. The language policy of Karnataka, as it stands today, is not framed and implemented in a single stroke, but it has evolved in the course of time through the process of mutual understanding and adjustment of roles for various mother tongues (home languages) as school languages. It may be a role model for similar contexts prevailing in the other multilingual states of India.

2) Karnataka linguistic demography [Mother tongues]: As per the 1991 Census, Karnataka has a population of around 4 crores. It is one of the most multilingual states (Table - 1) in the country. The 1971 Census records 166 mother tongues in the state. The changing linguistic pattern in the past few decades presents an interesting picture.

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<td>Tamil</td>
<td>03.64</td>
<td>03.36</td>
<td>03.76</td>
<td>03.84</td>
</tr>
<tr>
<td>Tulu</td>
<td>03.61</td>
<td>03.56</td>
<td>03.30</td>
<td>03.06</td>
</tr>
<tr>
<td>Hindi</td>
<td>00.35</td>
<td>00.44</td>
<td>01.78</td>
<td>01.96</td>
</tr>
<tr>
<td>Konkani</td>
<td>02.08</td>
<td>01.96</td>
<td>01.74</td>
<td>01.57</td>
</tr>
<tr>
<td>Malayalam</td>
<td>01.30</td>
<td>01.41</td>
<td>01.60</td>
<td>01.68</td>
</tr>
<tr>
<td>Kodagu</td>
<td>00.33</td>
<td>0.24</td>
<td>00.21</td>
<td>0.01</td>
</tr>
</tbody>
</table>

Table : 1
The above table indicates a gradual reduction in the percentage of speakers of Telugu, Marathi, Tulu, Konkani, and Kodagu, and increase in the percentage of Urdu, Tamil, Hindi and Malayalam speakers. This may be due to the identification of some language speakers with Kannada, and migration of speakers of other languages into Karnataka. The reasons for this are yet to be probed in detail.

**Urban and rural distribution of various mother tongue speakers:** Table -2 given below illustrates the distribution of various mother tongue speakers in the rural and urban areas.

<table>
<thead>
<tr>
<th>Language</th>
<th>Rural</th>
<th>Urban</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kannada</td>
<td>83.30</td>
<td>16.70</td>
</tr>
<tr>
<td>Tulu</td>
<td>77.60</td>
<td>22.40</td>
</tr>
<tr>
<td>Telugu</td>
<td>65.50</td>
<td>34.50</td>
</tr>
<tr>
<td>Marathi</td>
<td>63.11</td>
<td>36.89</td>
</tr>
<tr>
<td>Malayalam</td>
<td>60.06</td>
<td>39.74</td>
</tr>
<tr>
<td>Konkani</td>
<td>58.27</td>
<td>41.73</td>
</tr>
<tr>
<td>Urdu</td>
<td>41.05</td>
<td>58.95</td>
</tr>
<tr>
<td>Tamil</td>
<td>28.46</td>
<td>71.54</td>
</tr>
</tbody>
</table>

Table : 2

It is clearly seen that Kannada, the Official Language of the state is the mother tongue mainly of rural people, and Tamil, mainly a language of migrants, is an urban phenomenon. Also, the languages whose speakers showed a decrease in their strength are also from the rural area only.

Table : 3

<table>
<thead>
<tr>
<th>Category</th>
<th>PUC</th>
<th>SSLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>1997</td>
<td>1998</td>
</tr>
<tr>
<td>Rural</td>
<td>33.83</td>
<td>39.54</td>
</tr>
<tr>
<td>Urban</td>
<td>39.73</td>
<td>50.36</td>
</tr>
</tbody>
</table>

1. Earlier the Mother tongue list at the primary education level was open-ended. Now the list defines them, with specific mention of languages. The medium of instruction is Mother tongue or Kannada.
2. From the 3rd standard, Kannada is made compulsory for non-Kannada mother tongue students. But this is not an examination subject.
3. From 5th standard the students can change their medium of instruction to English or any other medium.
4. From 5th to 7th standards, the number of languages, which can be opted as first language, is reduced from 10 to 8. Gujarati and Sindhi are dropped. Sanskrit, Persian, Arabic are added to the II and III language list. Kannada is one of the two compulsory languages if it is not opted as the first language. Passing in III language is compulsory.
5. The students, who take Sanskrit as a subject, should write the examination in that language only.
6. From 8th to 10th standards, pass in all the 3 languages is compulsory.
7. Malayalam is added to the Ist language list, and Sanskrit is deleted.
8. Adding Sanskrit, Malayalam, Arabic, and Persian expands the second language list.
9. Marks for the first language is reduced from 150 to 125.
10. Both I and II languages carry 100 marks each; earlier they had 100 and 50 marks respectively.

4] Implications: The judgments of the High Court and the Supreme Court on the choice of languages in education and medium of instruction have many implications for language education in multilingual India. They are,

1. The three-language formula, which was so far designated as a strategy, and which had no direct Constitutional status and was totally dependent on the governmental and institutional support, has now been given a legal sanction and status from the Apex court of the country for its implementation.

2. Teaching a regional language, the Official Language of the concerned state as a compulsory language in the schools, more specifically at the
secondary stage, is recognized as legally acceptable. It may even be considered as a must.

3. Earlier research had claimed that learning more languages is not a load. The same is reinforced by the judgment that teaching more languages as subjects from primary schools is not a burden imposed on the students.

4. A government need not wait up to Vth standard to introduce a second language. It can be introduced from the IIIrd standard itself.

5. The Constitutional safeguard for the linguistic minorities to have education through their mother tongues in the primary schools is made obligatory for all the mother tongue groups, irrespective of their majority or minority status.

6. Kannada is now recognized by the court as the ‘second mother tongue’ of the indigenous speakers of the minority languages in Karnataka.

The poor success rate achieved by the students who opted for the mother tongue medium (Kannada) is not only a consequence of cumulative poor learning reflected at the school leaving stage, but also because, in the prevailing atmosphere, there is no sense of power and pride imparted to those who prefer to learn through the mother tongue medium. If the parents have to trust, and the students have to gain confidence in the mother tongue medium, the medium needs to be empowered at all stages of schooling with quality instructional materials, improved and updated teaching methodologies, and sharing of ideas and innovations through regular training of teachers. The co-existence of mother tongue and English medium continues the British legacy of creating special classes within the Indian society through the medium of instruction even among the educated people, bestowing greater prestige and privileges to those who choose to study through the English medium. Independence of the country and the linguistic reorganization of the states have not made much difference.

1.2 Status of teaching English in Kannada medium schools and challenges of the millennium

In the last four decades, India achieved rapid industrialization in several sectors and states. This has resulted in the relocation of people in the social hierarchy and mobility in some manner. This has also led to planned
and unplanned growth of major Indian languages with the help of Constitutional, institutional, and individual support. Some languages achieved better status because of the support they received from the Union and the State governments. However, the last decade of the century is the decade of globalization and Information Technology. These two developments have jointly begun to make a great impact on the education scenario of the new millennium. Globalization and information technology have created a greater demand for English education, and education through English. The state governments are vying with each other, taking steps to cope up with the demands for English education and education through English. This is a new development. Hitherto the governments always were forced to take steps to curtail English education and education through English. Now some states have decided to introduce English from the first standard, and some others from the third standard as a subject of study. In India, English was never replaced, in spite of all the efforts, by any other Indian language, as a medium instruction of Science and Technology.

Karnataka, at this juncture, is facing two challenges, one from the point of view of the preservation and development of Kannada language and culture as the Official Language of the State, and another from the point of view of coping up with the challenges thrown in by the market forces.

Gradually, the number of students opting for Kannada medium is fast decreasing. The social and educational system, as already illustrated through various statistics, has covertly designated English medium for the elite and the regional language medium for others. The changing equations in the society are clear for everyone to see. English education bestows an advantage on those who adopt it. Naturally, the poor people also desire to somehow improve their lot by opting for the English medium education for their children. (Their preference for the English medium does not really solve their problems. They continue to be disadvantaged because, more often than not, their children happen to be first generation school-goers, with no help from the family members to improve their study skills.) When the elite social groups do not care for their language and culture, why should others bother about the mother tongue, and education through that language? The fear is that if the present trend continues, the market forces will convert the regional and other Indian languages only as subjects of study and eliminate them as medium of instruction. This is an unfortunate and retrograde step for any society. Since independence, Indian languages have come a long way in their development through organized activities. One of the ways these can retain their status they gained in the first forty years of
Indian independence is through absorbing technology and regaining the confidence of their speakers by obtaining market value for them.

It is under these circumstances that the Kannada Development Authority constituted a committee of educationists to recommend a rational language policy for primary education from Std.1 to 7. The Interim report submitted on March 11, 1999 suggested that (i) mother tongue for the 1st and 2nd standards for both Kannada and other mother tongue medium students as a compulsory language of study, (ii) in the 3rd and 4th standards, for Kannada mother tongue students, mother tongue plus English, Hindi or any other Indian language and another language other than the two already opted for; and for other mother tongue speakers learning Kannada is compulsory and examination is optional plus another language other than the two already opted; (iii) in the 5th to 7th standards, for Kannada mother tongue students: Kannada plus English or Hindi or any other Indian language plus another language other than the two already opted, and for other mother tongue students: mother tongue plus Kannada and any language other than than the languages already opted. From 5th standard onwards learning and taking the examination in all the languages is compulsory, but at least in two languages including Kannada the student has to obtain the pass marks. A decision is awaited from the Government about this recommendation.

The National Curriculum cited in the beginning recommends the following language pattern for school education: 1st and 2nd standards - One language: the home language/the regional language; for the 3rd to 5th standard One language - the home language/the regional language plus English; in other higher classes the three languages. Significantly, this document has recommended the introduction of English as a subject from the 3rd standard due to globalization and information technology. Hindi in non-Hindi speaking states and any other modern Indian language in Hindi-speaking states from 4th standard.

However, on Jan 5, 2001 the Education Minister of Karnataka had announced that from the following year English would be taught from the 3rd standard to prepare the children to face the competitive world effectively.

1] Decision on three-language policy: On Thursday, Jun 08, 2006: Horatti announced to staff reporters of India’s national news paper that
Primary and Secondary Education Minister Basavaraj S. Horatti said the Cabinet would decide on the issue of introducing the three-language policy to teach English, Kannada and the mother tongue at the primary school level. The policy was being thought of to help rural and poor children compete with those who learn English from first standard.

2] Karnataka makes English compulsory: 9 October 2006
khaleej times online stated that after its controversial decision to close down more than 2,000 English medium schools for violating the language policy, the Karnataka government has made teaching of English as compulsory from Class I in all Kannada medium schools.

Similarly, all the English medium schools in the state will have to compulsorily teach Kannada as a subject from Class I. In schools, run by linguistic minorities, Kannada will be a compulsory subject from Class III. Karnataka’s Minister for Primary and Secondary Education Basavaraj Horatti said the decision would come into force from the next academic year, beginning June 2007.

1.2.1 The positive and negative approaches of teaching English

1] Grammar-Translation: “This method emphasizes reading, writing, translation, and the conscious learning of grammatical rules. Its primary goal is to develop literary mastery of the second language. Memorization is the main learning strategy and students spend their class time talking about the language instead of talking in the language. The curriculum requires the memorization of paradigms, patterns, and vocabulary, with translation being used to test the acquired knowledge. Consequently, the role of L1 (that is, mother tongue or native language) is quite prominent” (O’Grady, et al. 1993).

2] The Natural Method: “Since children learn naturally to speak before they read, oral (should) precede literacy and that receptive skills precede productive ones. Proponents of the method tended to avoid the use of books in class . . . Like the child in his home, the student was to be immersed in
language and allowed to formulate his own generalizations... it consists of a series of monologues by the teacher, interspersed with exchanges of question and answer between instructor and pupil—all in the foreign language... A great deal of pantomime accompanies the talk. With the aid of gesticulation, by attentive listening, and by dint of repetition, the beginner comes to associate certain acts and objects with certain combinations of sound, and finally reaches the point of reproducing the foreign words or phrases... The mother tongue is strictly banished” (Bowen et al. 1985:21; part of this cited text contains a quotation from the Report of the Committee of the Twelve, 1890). The natural method can also be called direct method.

3] The Direct Method: “Adult L2 learners can learn a second language in essentially the same manner as a child. Therefore, if possible, the teacher should try to create a natural learning environment within the classroom. Instead of explicit grammar instruction, the major emphasis is on communicating. Classes are carried out totally in the second language with absolutely no reliance on the first language or on any form of translation. The expectation is that through question and answer dialogues, the second language will gradually be acquired. Problems have arisen with such an approach because adults do not in fact learn exactly like children, and they express the need for explicit instruction in grammar and other aspects of the second language” (O’Grady et al. 1993).

Teaching of receptive skills (listening and reading) rather than teaching of productive skills (speaking and writing) was encouraged as the first step. Contrastive analysis of the native language of the learner with the target language was done. Teachers were required to have a good knowledge of the phonetics of the language they teach, but they would use it to teach pronunciation and not phonetics. This method was indeed an extension of the Natural Method, with greater emphasis on and sophistication of knowledge of linguistics.

4] The Phonetic Method: This method emphasized “oral expression as the basis of instruction, stressing pronunciation, avoiding grammatical rule giving, and seeking to impart a practical mastery of language forms for use in-country; cultural information was also provided. The teacher would read a passage aloud, explaining unfamiliar words as students followed along. After discussing questions on the passage, students would paraphrase the story aloud. Next would come written answers to questions, phonetic work on new words, and ultimately recitation. Gestures, pictures, and interesting
contexts were to be used in making applications of familiar material. Graded reading would come later.” This method demanded “heavy requirements for linguistic expertise on the part of the teachers.”

5] The Audio-lingual Method: The audio-lingual method in some sense represents a return to the direct method, as its main goal is to develop native-like speaking ability in its learners. It is an extension as well as a refinement of the Direct Method. Translation and reference to L1 are not permitted. Underlying this approach, however, is the notion that “L2 learning should be regarded as a mechanistic process of habit formation . . . Audio-lingual learning comprises dialogue memorization and pattern drills, thus ensuring careful control of responses. None of the drills or patterns is to be explained, since knowledge of grammatical rules would only obstruct the mechanical formation of habits.”

“Just as the Direct Method was an extension of the Natural Method, so Audiolingualism had its theoretical roots in the Direct Method.” The Audio-lingual method used exhaustively the linguistic structures identified in the descriptive analysis of the target language. It resulted in carefully prepared materials. It was skill oriented, with a practical emphasis on oral. “It provided contextualised language practice in true-to-life situations including dialogue. It provided a wide variety of activities to help maintain interest, and it made extensive use of visuals. It arranged for abundant practice, although “the grammar-based Audio-lingual approach moved cautiously from supposedly simple to more and more linguistically complex features, often without adequate consideration for what might be needed in everyday situations.”

Some of the things which led to the spread and success of this method in this century include: Greater allotment of time, smaller classes, greater emphasis on oral-aural practice which led to automatic production of sentences repeated or in the internalization of sentence structures through repetition and inductive generalization, the structural description and gradation of sentence and other linguistic utterances presented to the students for drill, contrastive analysis between the structures of the native and target languages, and careful preparation and presentation of learning materials based on all these.

6] Communicative Language Teaching: This approach argues, “Merely knowing how to produce a grammatically correct sentence is not
A communicatively competent person must also know how to produce an appropriate, natural, and socially acceptable utterance in all contexts of communication. ‘Hey, buddy, you fix my car!’ is grammatically correct but not as effective in most social contexts as ‘Excuse me, sir, I was wondering whether I could have my car fixed today . . .’ (Communicative competence) includes having a grammatical knowledge of the system, . . . knowledge of the appropriateness of language use . . . (such as) sociocultural knowledge, paralinguistic (facial and gestural) and proxemic (spatial) knowledge, and sensitivity to the level of language use in certain situations and relationships . . .” (O’Grady et al. 1993).

7] Total Physical Response Approach: “It takes into consideration the silent period deemed necessary for some L2 learners. During the first phase of total physical response, students are not required to speak. Instead, they concentrate on obeying simple commands in the second language. These demands eventually become more complex. For example, Walk to the door becomes Stretch your head while you walk to the door at the back of the classroom. Students later become more actively involved, verbally and creatively. The objective of this approach is to connect physical activity with meaningful language use as a way of instilling concepts” (O’Grady, et al. 1993).

Immersion Programs: “Students are instructed in most of their courses and school activities in the second language. Instruction is usually begun in the second language and eventually incorporates the native language. The main objective of any immersion program is that all students acquire a high level of proficiency in oral, listening, and literacy skills . . . Fundamental to an immersion program is the belief that average intelligent children have the inherent capacity to learn a second language without jeopardizing their native language expertise. Total immersion involves the instruction of all subjects in the second language, including physical education and extracurricular activities . . . Partial immersion involves instruction in the second language for half the school day and in the native language for the other half” (O’Grady et al. 1993) Immersion programs have been greatly used in several missionary training programs, and in field studies done in northeastern India, and the Andaman and Nicobar islands by the students of linguistics.

The need for an eclectic approach: At present, teachers of English around the world prefer some form of communicative teaching and learning,
rather than the audio-lingual method and its derivatives. However, we must remember that a successful teacher is not necessarily biased in favor of one method or another. The teacher should first of all be competent with the preferred methods. There is a tendency to select different teaching strategies from different methods, and blends them to suit the needs of materials and students.

It is important that the students are given ample opportunities to practice English in the class as well as outside the classroom, even as it is important for them to have time and freedom to digest, reflect and analyze what has been exposed to them. Internalization of the linguistic structures and their ready and easy retrieval for communication are achieved in many ways.

A diligent teacher continually learns new techniques from peers and students, through interaction with them. She needs to know the new directions in teaching of English to speakers of other languages, which are debated in the journals and demonstrated in new textbooks. Her own English speech, pronunciation, and writing should be as close to the “standard” as possible, or native-like, if she is not a native speaker of English. She may use regional characteristics of English to inform and entertain, but she should be able to switch to the “standard” for presenting her lessons.

Writing in English should be simple, straightforward and plain. She should have a good command and conscious knowledge of the grammatical structures of the language and should be at home with the grammatical terms used to describe the structures. She should be sensitive to the background and the needs of her class.

The teacher should have a clear voice, and should be energetic and enthusiastic so that the class will come alive in her presence. It is important for her to get all her students involved in the drills and exercises conducted in the class. A good actor she should be!

**Approach, Method and Technique:** Language teaching comprises three basic aspects (Anthony 1972). They are approach, method, and technique.

1. **Approach** - is a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning.
2. **Method** - is an overall plan for the orderly presentation of language material, no part of which contradicts and all of which is based upon, the selected approach.

3. **Technique** - is implementation, that which actually takes place in a classroom.

**Study on psycholinguistic view**: Psycholinguistic is the study about language and mind. (Aitchison, 1993: 1) It looks at language as psycholinguistic phenomena. Psycholinguistic studies two important aspects: how someone receives and produces utterance (German, 1994: xiii). Because with the language people think, this definition put language and mind, as the centre of study. He says psycholinguistic looks at language as not just a sign but psychological phenomena. In addition, it approaches language with concrete operations in the psychological system, started from how to produce and comprehend language sign, to the cognitive abstraction system including memory of message construction and interpretation. Study of psychological process about language competence and its implementation, is psycholinguistic. (Caron, 1992:1). Mangantar (1987:1) summarizes Miller, Slobin and Slama-Cazakus’ ideas, that psycholinguistic is a science which tries to analyze psychological process occurred when someone pronouns sentence and comprehend what heard in the communication, and how those competences are obtained.

High school or even university graduate have low receptive and productive competence even though their grammar competence is quite good. They experience difficulties in facing spoken text and the reason is due to the unknown vocabularies and speeds of utterance, whilst the written text, is merely of limited, because of unfamiliar vocabularies. It is a good idea for language learners to start with comprehending utterance and then meaning because language is a tool of meaningful expression.

**The Cognitive Approach (awareness of the rules):** Cognitive theory assumes that responses are also the result of insight and intentional patterning. **Insight can be directed to** (a) the concepts behind language i.e. to traditional grammar. **It can also be directed to** (b) language as an operation - sets of communicative functions.

A variety of activities practised in new situations will allow **assimilation** of what has already been learnt or partly learnt. It will also create further situations for which existing language resources are
inadequate and must accordingly be modified or extended - "accommodation". This ensures awareness and a continuing supply of learning goals as well as aiding the motivation of the learner.

Cognitive theory therefore acknowledges the role of mistakes. See Dakin's Novish lesson in which he sets deliberate traps in "The Language Laboratory and Language Learning" by Julian Dakin published by Longman 1973. Dakin: "We must design our lessons and language laboratory tapes so as to invite the learner to make the minimum number of mistakes consonant with, and conducive to, learning new rules. Equally important to the principles underlying the use of "meaningful drills" and also relevant to the role of mistakes in cognitive theory is the association of mentalism with notionalism.

The context of evolution: The Context of evolution of an approach towards language teaching is an important issue. Every approach towards teaching language has evolved in a defined social and linguistic context. Every approach is context-sensitive and is context-defined. Thus, the linguistic context will define the approach to be followed in teaching languages in the schools. Most language teaching methods and approaches currently practiced in India have evolved mostly in monolingual and rarely in bilingual contexts. These approaches and methods usually assume ideal conditions of language teaching and language learning. Since Indian schools present a bi/multilingual situation, we may have to have a second look at the approaches currently used for language teaching.

The informal language teaching scenario: The Informal language-learning scenario shows that the students, who acquire more than one language informally, acquire these languages without being conscious of learning these languages. In many contexts around the country, two or more languages are acquired informally, sometimes even simultaneously, from the early childhood stage. When these children come to the school, they are already bilinguals or multi-lingual. This happens because they are exposed to many languages in the market, media, and in most of their surroundings and situations because in these environments more languages coexist. Here the learning more than one language is integrated in the day-to-day life, in a natural process.
The lack of functional and Integrative language Learning

The National Policy on Language Education in India recognizes this fact and recommends the teaching of a minimum of three languages through schooling for functional and integrative purposes. As far as the actual language teaching is concerned, there is some comparability, if not similarity, across the States and Union territories and across the languages.

Should the curriculum objectives be identical or similar?

The Curriculum objectives for the teaching of the three languages almost look alike across the states. For example, in Karnataka, sometimes the objectives listed for the teaching of Kannada as a Mother tongue or First language seem to be the translation of the objectives listed for the teaching of English as a Second language or Third language, and the objectives for the teaching of Hindi as a Third language look more like a shortened or abbreviated list of the objectives for the teaching of the other two languages. The quantum of language being taught and the year from which they are taught do differ. But gradually attempts are made to introduce them as early as possible in the schools.

1.2.2 The previous studies on the problems of English language learning and teaching:

Enough serious efforts have been taken in all quarters of the educational set-up; there have been some bottlenecks in the road of learning English language. Some early studies reveal a bitter fact that the students studying in the High School encounter great number of grammatical problems, which pose a hurdle to the language user to excel in their linguistic behaviour. When children first go to school, the majority of them have already acquired a great deal of language. They can talk happily, and often at great length, about things that are happening or that has happened. However, this predominantly narrative and descriptive type of language, important though it is, is not the only kind of language that they will meet or need in school. The world of the school is generally more formal than the world of the home, and the learning of academic subjects requires rather different kinds of language we find in to that whether conversation or in children’s new stories I think there, are three areas in which this more formal more academic language can cause difficulties. ; The first is that the child may find difficulty in understanding what the teacher says the second is that he
might have difficulty in understanding text books and the third he might have difficulty in expressing about academic topics.

**Some language problems In School learning**

1. Understanding the teacher’s spoken language.
3. Unfamiliar use of sentence patterns.
4. Implications for the classroom.
5. Understanding the language of textbooks.
6. Reading difficulties at word level.
7. Reading difficulties at sentence level.
8. Problems caused by the absence of intonation cues.
10. Concentration difficulties.
11. Reading difficulties at discourse level.
12. Studies of textbook difficulty.
13. Writing about school subjects.

English as a subject in the school curriculum is given great prominence by educated authorities. Its study is compulsory. Naturally there are a good many teachers of this subject in the school. But it is sad to note that there is something wrong with the teaching of English in Indian schools. Prof. Gokak says “The study of English in our schools is in a chaotic state today. Pupils are taught English for about six periods a week for six years. But it has been estimated that their vocabulary extends to 1500 words by the time they join a university. This means that they have hardly been able to learn English words at the rate of one word per period. They do not know how to use the most common structures of English.” So there is something wrong with the teaching of English as well as with the learning of English in Indian schools. The fact is that the standards are diminishing. The conditions under which English is being taught in the schools are far from satisfactory. The following points highlight the facts;

1. Lack of purpose on the part of teachers and students in teaching and learning English.
2. Many teachers of English who are teaching the subject are not competent.
3. Outdated methods of teaching
4. Inadequate examination system.
5. Over crowded classes.
7. Faulty syllabus; the prescribed syllabi of English for different school classes are not satisfactory.
8. Faulty supervision; The supervision of English teachers work depends on the head of the school. If he is conservative and not acquainted with the techniques of teaching than the supervision of English classes suffers.
9. The physical conditions under which English is being taught are unfavorable: the classroom and the seating arrangements are not favourable for teaching and learning English.
10. Lack of audio-visual aids.
11. Neglect of correction work, lack of accountability of classroom preference and management.
12. Interference by the parents: Too high or too low expectations and lack of support from parents.
13. Lack of research into solving the problems.

1.2.3 The present problem understudy:

English language as world wide communication tool has been gradually taught as a foreign language. As an international language, it is taught as a compulsory subject and as a second language in Kannada medium in Karnataka for a long time. Even though English has been taught in different levels in Karnataka for a long time, most students in Karnataka cannot use English properly as they experience their entire education through Kannada language. A scrutiny of different aspects of the present language curriculum in Karnataka such as the objects of the language syllabus, the class room language teaching practice, the procedure for the assessment of student achievement, content of the teacher training programme for language teaching and the text books for teaching language reveals that there is no co-ordination among themselves. This is mainly due to the fact that in Karnataka, no attempt has been made to study the problems of learning and teaching English as a foreign language at school level at the secondary stage of education with relevance to all the four skills.

It is the fact that many Indian authors such as Salman Rushdie, Vikram Seth, Arundhati Roy, Jhumpa Rahiri, Amit Chaudhury, Shashi Deshpande [short story writer], Late A.K.Ramanuja, late Raja Ram and others have won international laurels for their works in English language shows the pervading influence as also popularity of this language in our country. It’s importance, as a link language for inter state and inter national communications cannot be underscored. Our government has introduced the language from the primary
level. Our students make most glaring mistakes in speaking, writing this language. I make this observation based on my experiences. I have been the teacher of English for 12 years in Raichur district of Karnataka. I have taught English at the primary level for 8 years in Hutti village and 5 years in Mudgal village of Raichur district school level. During these years I have encountered Kannada medium students who find it difficult to learn English. It is true that there is no shortage of theorizing about second language acquisition. The research literature abounds in approaches, theories, models, laws and principles. Yet it is agonizing to note that very little progress has been made on an empirical level to analyze the problems, which second language learners face in and out of the classroom.

Hence a pragmatic study of the teaching learning environment provided to the learners of English as second language has been made within the limited campus of the school where I was the teacher of English. Such a study enabled me to highlight some agonizing at the same time amazing findings related to second language acquisition. The present investigation is mainly aimed at handling the problems faced by the Kannada medium students in learning English.

1.2.4 The different factors influencing English language learning and teaching:

The different factors explained here below show very clearly that English has its unique importance in our motherland

[1] A Link language: In our country, we have different states with different regional languages. People living in those states use their own languages for conversation, discussion etc., But English is a language, which links them together. The leaders from different states meet sometimes formally over a common platform. By using this language, they can convey to one another their heart felt desires and thus they could share the views of one another. In the words of Pt. Nehru:” The language link is a greater link between English speaking people and us than any political link or common wealth link or anything else. It is so because we can see how their thoughts are functioning, much more than in other European languages” Thus we find the use of English in our country has been unifying factor.

[2.] Educational Importance: From an educational point of view, English played a prominent role in the past. Prior to independence, it was the college
stage. Higher education in sciences, medicine, engineering, technology etc. were not possible without English. Even now, advanced studies in these areas are not possible without the knowledge of English. Good texts in all these subjects are available in English only. Indian languages have not been developed enough to meet the demands of the difficult subjects. If we decide to relinquish up English altogether, we would cut ourselves off from the living stream of ever growing knowledge.

[3] **English in Trade, Industry and commerce:** English plays an important role in the industrial and commercial life of the country. Much correspondence is done mainly in English. National and international trade, development of industry and the working for commercial establishments take place in English. Efficiency and success in these fields depends upon an adequate knowledge of English. Their maintenance of accounts, issuing of instructions and correspondence with others are mainly conducted through English medium.

[4]. **International Importance:** As English is spoken and understood all over the globe, so it has risen to international importance. It is the first language in U.K., U.S.A. Canada and Australia and the second language in India, Africa, Russia, France, and Pakistan etc. The number of people speaking this language is about 350 million which is next in number to the Chinese language. Thus it is English and no other language which can serve the purpose of linking together people of different nations of the world. Chinese language is confined to that country only whereas English is popular with people living in different countries of the world. Naturally its popularity on the basis of its utility all over the globe determines its strength. It is English language, which can bring greater and greater number of people in closer contacts.

The following points indicate very clearly the international importance of English language;

a] Use in international trade and industry

b] It leads to better understanding between the different nations of the world.

c] The latest and up to date information in the field of science and technology is available in English only.
d] A person proficient in English has greater opportunities of employment almost in many countries.

e] It helps to bring people of different nations together.

[5] **English a window on the world:** The study of English by Indian people serves the purpose of a window. As we peep through the window and see what is happening all around us. In the same way, by the study of English we can come to know the progress made by people of different nations of the world in different areas of life.

[6] **English at the Administrative level:** It remains a proved fact that English dominates in our country at different levels of administration.

[7] **A Foreign language already known to Indians:** In this age of competitions, every one wants to excel. Some people are interested in learning more languages. There exists a desire to learn some foreign language. Now the question arises which foreign language should be learnt. As English is already spoken widely in our country, it becomes a devious choice. English is a language already prevalent in our country. We have people who can teach this language and also we have English literature produced by our own countrymen. So instead of thinking about some other language, it would be better if we learn this very language. Have a suitable climate for it already created in our country. Regarding English language Pt.Nehru once said, ‘’we know it a good deal and we have people who can teach it.’’

8. **Knowledge of English- a successful passport for employment:** The knowledge of English provides a privileged position to a person. People with a good knowledge of English are given preference for selection to good posts. The prospects of employment for a person knowing English are good anywhere whether India or abroad. S.K.Chatterji rightly says.’ It is, therefore, pre-eminently the language, which opens to us prospects of employment at home and abroad and offers means of culture communication with other parts with other parts of the world. Knowledge of English is an asset for any person.’

1.3.1 **The aims and objectives of the study**

A] **General objectives:**
~ To introduce students into the world of English language learning and language teaching.

~ To reflect upon the factors influencing language learning and language teaching.

~ To provide students with basic skills for English language learning.

~ To understand how individual factors can affect second language acquisition (age, first language, personality, motivation, intelligence, learning style).

~ To understand the roles of input, output, and interaction in second language learning.

~ Become familiar with theories of second language acquisition.

~ To understand the ways in which culture and society can influence second language acquisition.

~ To draw connections between classroom practices and research in second language acquisition.

B) Specific objectives: 1) The aim of the present study is to identify the problems of the students learning English as a second language and to advocate certain remedies to solve those problems or at least to lessen the severity of them.

~ To find students' ability in attaining the English language.
~ To make a critical revision of approaches and methods to English language learning and teaching.
~ To study language learning variables conditioning the language learning and teaching process.
~ To provide students and teacher with general tips and guidelines on classroom learning.
~ To present and carefully examine a series of techniques for the learning and teaching of the four skills.
~ To discuss the role, functions and techniques of pronunciation, vocabulary and grammar learning and teaching.
~ To examine the role of new technologies in the learning and teaching of English.
~ To illustrate the main differences between testing and evaluation together.
with their importance for the learning and teaching process.
- To provide students with basic theoretical principles and practical techniques for their own development as future English language learners and teachers.

- To identify, describe, categorize, and diagnose Kannada speakers’ difficulties with spoken English.

1.3.2 Methodology adopted for the study:

The present study adopts certain modern methods and approaches available in the field of linguistics in general and applied linguistics in particular. They are:

**Questionnaire method:** For the present task, four questionnaires (each one for each skill) have been prepared and the students have been tried out in the field through pilot study and based on the results drawn through the pilot study, the questionnaire had been modified and finalized. The finalized questionnaires were used for data collection (Questionnaires are added in the appendix).

**Interview method:** also was adopted to carry out the study. Thus, a structured questionnaire was used to elicit data from the students through interview method, (or) conversation, and the responses of the students were recorded using the tape recorder (Questionnaire - II).

**Observation method:** Along with the questionnaire and interview methods, observation technique was followed with the aim of filling the gap in the corpus drawn by the questionnaire and interview methods.

**Personal data sheet:** In addition to the above tools, a personal data sheet was developed to collect the information from the students related to the variables included for the investigation.

**Questionnaire:** The present study adopts a descriptive method for describing the problems of learning and prescriptive method for prescribing measures. The Questionnaire was one of the important sources for data elicitation. For this study, the 2 types of questionnaire were prepared. The first part was based on personal, class-room, social and economic aspects of students on learning English. The second part was given to test their four skills of learning English language. This was all recorded on a tape recorder and it has been transcribed and analysed individually. Another questionnaire was
prepared for teachers. This was divided into four parts 1st on personal aspects, 2nd on teaching experience, 3rd on teaching methods & environment and 4th on English language curriculum. The teachers were asked to answer the questions and the answers were recorded with the help of the tape recorder, I had later transcribed and analyzed individually.

1.3.3 Limitation of the study

As said earlier, the present study covers only the students studying English in Kannada medium high school. Effort is taken to evaluate the teaching methods, teacher, and etc. only to some extent. The students performance in the English language, communication strategies adopted and problems encountered by the learners have been taken into consideration, and the remedial measures for all the problems identified have been suggested centering and focusing on the students.

1.3.4 Significance of the study:

Errors observed from rural students studying from V Std. to X Std. have been taken into account for the present study. This is confined to the problems experienced by the cited students especially while learning English. Other problems are beyond the purview of the present study.

1.3.5 Selection of the informants and interviewed:

The total number of students surveyed was 80, which included students from two rural areas of Karnataka studying in Kannada medium schools. All students were studying in the classes from V Std, VI Std, VII Std, VIII Std, IX Std, and X Std. Those 80 students have been personally interviewed besides interviewing by questionnaire. 14 Teachers were also interviewed for their views on teaching and learning English.

1.3.6 Study area

The corpus for the study has been elicited from the rural areas of Karnataka, from Mudgal village of Raichur district and Kodi of Hanglur village of Udupi district. Students and teachers from Government Schools as well as private schools were interviewed. They are as follows. [1]. Sajjalashri High School Mudgal – Raichur District –9 students and 1 teacher. [2.] Shri Vijay Mahantesh Higher Primary School Mudgal, Raichur District. -10students and 2 teachers.
1.3.7 Data elicitation

1. Data was collected from 80 students from rural Kannada medium students.
2. Only 14 teachers were interviewed via questionnaire, they were asked to give their own views and suggestions.
3. The students were asked to answer the questions, given in the questionnaire.
4. In the first part, they were asked to answer on personal, classroom, social and economic aspects of learning English.
5. In the second part their four skills on English language learning were tested.
6. The questionnaire for teachers was divided into four parts: 1st on personal, 2nd on teaching experience, 3rd on teaching method and environment and 4th on English language curriculum.

1.3.8 Data analysis

The student's errors have been classified and error analysis has been made. Statistical analysis was also done. The analysis deals on phonological, morphological, lexical, syntactic and supra-segmental errors, as well as errors in primary and secondary skills, then their comprehensibility was inferred through the statistical analysis.

1.4.1 Socio-economic background and attitude of students

The attitude of the students plays a vital role in determining the extent of success of teaching/learning activity. The first part of the questionnaire used in this study contains questions related to the personal, classroom and socio-economic background of the students. Because of this the information has much to do with his/her learning process. It has the information regarding their mother tongue, rural background, educational level of their parents, and their performance in their previous exams.
The questionnaire provided information regarding the student's, likes and dislikes towards teaching / learning of English. 80 students were selected as the subjects for this study. In each class from 5th Std, to 10th Std rural Kannada medium students were taken into account. In each class 9 to 10 students were taken and the data elicitation was made. All the students from V, to X use study guides for English. All of them have expressed that they like English classes and only few of them do not like English. They rarely speak English in the classroom or with their teachers. They mostly speak Kannada with teachers. In 5th Std 7 students had a T.V set at home four of them did not have. 1 student read magazines in English. Ten students do not read magazines in English. In 6th Std four had T.V set at home others do not. Two students read magazines. Ten students do not read magazines. In 7th Std 3 students are having T.V set at home. 5 of them do not. 1 is reading English magazines, 9 of them do not read magazines. In 8th Std 6 students have T.V set at home. 8 of them do not have T.V sets. 7 of them will read magazines in English. 9th Std 7 of them have T.V set 6 of them do not. Then 9th Std 1 student reads magazines 11 of them do not read magazines. In 10th Std 10 students have T.V set at home. 4 of them do not. 3 of them read newspaper in English. 10 of them do not read magazines in English. Given below is the table showing the educational qualification of parents of V to X, students of Kannada medium schools;

**Educational qualification of the parents**

<table>
<thead>
<tr>
<th>Class</th>
<th>Illiterate</th>
<th>School</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>6</td>
<td>2</td>
<td>--</td>
</tr>
<tr>
<td>VI</td>
<td>10</td>
<td>4</td>
<td>--</td>
</tr>
<tr>
<td>VII</td>
<td>3</td>
<td>10</td>
<td>--</td>
</tr>
<tr>
<td>VIII</td>
<td>7</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>IX</td>
<td>7</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>X</td>
<td>5</td>
<td>8</td>
<td>0</td>
</tr>
</tbody>
</table>

Table : 4

**Table showing the occupation of the parents**

<table>
<thead>
<tr>
<th>Class</th>
<th>Laborer</th>
<th>Self-employed</th>
<th>Govt. employed</th>
<th>Un-employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>VI</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>VII</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>VIII</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
1.4.2 Evaluation of teaching methods: Evaluation of teaching methodology plays a vital role because the second language is learnt deliberately through formal classroom teachings. Various methods are used throughout India to teach English. Experts in the fields of language teaching evaluate these methods now and then. Some of the teaching methods that are followed in India are as follows.

1. Direct method
2. Grammar translation methods
3. Conversational methods
4. Audio-Lingual methods
5. Eclectic method etc.

From those methods one is different from another or it may be different from many aspects. In the schools, they are introducing them in different contexts. No method is self-sufficient.

1. Direct method: The main idea of the direct method is to encourage the learner to acquire the second language in the same way as he learns his mother tongue. In this method, oral practice is given by associating speech with ideas. The words are taught by pointing out the objects or pictures to the learner. That will be suitable according to their lesson plan including regular grammar exercise easily. The second language is taught directly without associating it to the mother tongue.

2. Grammar Translation Method: This method is to teach the second language through translation. This is marked by the dominance of mother tongue. This method is used widely in the schools.

3. Conversational Method: This method, vocabulary and grammar of the second languages are presented to the learner in the form of the pattern (e.g. conversational to the situation). Then, the learner is required to participate in the conversations. The conversational method, they are able to by-heart all the source materials that are required for their lessons.

4. Audio-Lingual Method: In this method, listening and speaking skills are given more importance. The learners are expected to listen to the teacher and repeat the graded utterances. According to this method, learner is getting
the listening habit in the class and whatever teachers easily teach they are able to grasp. For the hard words they are able to get from their teachers speech itself.

5. Eclectic Method: In this method it is a combination of all above-mentioned methods. The function and success of this method depends upon the needs of the learners and the skill of the teacher. It gives more importance to all forms of the skills of the language, namely speaking, listening, writing and reading. It improves all areas of learning with this one method. The student is able to develop listening, writing, oral communication skills and an enhanced vocabulary.

1.4.3 Conclusion: Of the five identified methods only the translational method was being implemented in the schools involved in the survey. Teachers appeared not to be trained in or familiar with eclectic, conversational or audio-lingual methods. Grammar classes are particularly dull and lacking in zest. There is little space for the boredom of rote learning in modern educational methods. Passion for a language is essential at all levels of learning and teaching.

For the acquisition of any language adequate exposure to the language, guidance of experts and devoted teachers need to be provided to the learners particularly at the initial stage of language learning. Many linguists like Chomsky pointed out that a child is able to learn languages quickly in his early stage of development. Therefore to bring any desirable effect in the field of second language learning our government should take stringent steps like appointment of fully equipped teachers in the primary and higher primary classes when children have better flavor for language learning than in higher classes. Further, teachers, parents and even society should shoulder the responsibility of providing learners with adequate exposure to language. In short the present second language teaching/learning situation in Kannada medium schools is not satisfactory. The quality of teachers who teach English to the beginners are not adequately qualified and properly trained in the respective language. Hence teachers who are not competent to use the English language well lay the foundation. The prescribed syllabi of different classes are not satisfactory. Perhaps this is one of the main reasons for the low standard of English language learning in high school level. Thus if all are ready to shoulder their respective responsibility we have every chance to hope for a better and more congenial atmosphere for learning English language in Kannada medium schools.