CHAPTER I
INTRODUCTION

1.0 Overview

Education holds the golden key to human progress and it plays an important role in bringing about social change. In order to have the desired social change, a suitable system of education is required.

Emile Durkheim [1858] has observed in his writings “……all education is a continuous effort to improve on the child ways of seeing, feeling and acting which he could not have arrived at spontaneously……the aim of education is precisely the socialization of the human being, the process of education, therefore gives us in a nutshell the historical fashion in which the social being is constituted….This unremitting pressures to which the child is subjected to is the very pressure of the social milieu which tends to fashion him in his own image, and of which parents and teachers are merely representatives and intermediaries. “In the words of great Professor, Robert Hutchins (1954), “True education is not an imposition of standard pattern or knowledge, belief or habits on everyone alike but the drawing out, and development of their individual difference and potential” This is only a reflection of the words.

“Education is a manifestation of what is already in man”

-Swami Vivekananda

English is the language of international communication and it is widely used in India. It is anticipated that with the trend of Globalization, the country will face more stiff competition from other foreign countries. English being a multifaceted language as: official, academic, administration, prestigious, second language etc, occupies a prominent place in India. Moreover, the use of English as the medium of instruction in schools, requires students to be proficient in the second language. The introduction chapter provides a preface to the specific area that has been chosen for the research study.
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1.1 Context of the Study

Understanding fairly well the language in which instruction is imparted is essential for the educational process. However many number of people all over India at different levels, engaged in different branches of study, are unable to follow lectures in English and the literature available in their subject. It is a problem of national dimension of great gravity and at the same time of extreme complexity for the solution of which political will should go hand in hand with clear sightedness. Communicating in English has become a tedious task for most of the people in India. It is mainly because English is taught as a knowledge subject than as a skill subject. To get a clear picture about the problem, the history of English in India as well as its skills has to be analyzed.

1.2 English as an International Language

Globalization and the advanced E-Technologies have made English as one of the most widely used languages. In this process it has transformed itself into varieties of English and in fact communication between non-native speakers of English is far greater in frequency, amount and significance as well as the number of speakers today. Widdowson (1997) characterizes EIL as, “English as an International Language is not distributed as a set of established encoded forms, unchanged into different domains of use, but it is spread as a virtual Language. It is not a matter of the actual language being distributed, but of the virtual language being spread and in the process being variously actualized. The distribution of the actual language implies adoption and conformity. The spread of virtual language implies adaptation and non-conformity. It spreads, and as it does it gets adapted, as the virtual language gets actualized in diverse ways, it becomes subject to local constraints and controls”. The spoken English thus varies from one nation to another, abiding by their culture and societal setup.

Linguists divide the use of English in three categories:

* The Inner circle-where English is spoken as native (first) language.
* The Outer circle-where it is spoken as a second or additional language.
* The Expanding circle-where it is used as a foreign language.
Indian English, Nigerian English, Singaporean English and others that are categorized in the outer circle are English, which are daily in use in Government, Education and Commerce as one of the official languages.

1.3 Status of English

English is the obvious foreign language to master, not merely because it is the native language in Great Britain and the United States, but because it provides the readiest access to the cream of world scholarship and to the bulk of world trade. It is understood more widely than any other language.

These points are made crystal clear in the British Council's Annual Report for 1960-61.

“It has been customary to speak of teaching English as a foreign language, often merely to emphasize that the process is by no means the same as teaching it to those who already have it as their mother tongue. More recently the term English as a Second language has been employed to describe English taught or learnt for practical and necessary uses of communication-whether to serve as the language of instruction in education, for specialized studies or as a lingua franca among those to whom English is an acquired tongue. The distinction is important: for e.g., English in France or Germany is still largely learnt for reasons comparable to those for learning French or German in Britain-as a foreign language as a human discipline and as an introduction to the foreign culture. In many countries, however the place of English in education may be more important and indeed more fundamentally necessary because it is either the medium of education itself or necessary link with resources beyond the borders of the country where it is learnt. When it is used thus as a second language, English is not necessarily the vehicle of distinctively British or American cultural values; it may well be the means of expressing those of the country where it has been adopted. The educational use of English as a second language today varies from the level of the University to that of the Primary school; its social or economic functions range from the needs of internal administration to those of external trade”.

In June 1965, the United States Government issued a policy statement showing a striking similarity of view and commitment:
“English has become one of the most important world languages. The rapidly growing interest in English cuts across political and ideological lens because of the convenience of lingua franca increasingly used as a second language in important areas of the world. Demands for help in learning English are therefore widespread. The United States ought to respond to these demands. English is a key which opens doors to scientific and technical knowledge indispensable to the economic and political development of vast areas of the world. An increase in the knowledge of English can contribute directly to greater understanding among nations. It can also be the means of assuring access to a treasure house of man’s knowledge about himself-about his political experiments, his philosophies, and his inner human needs”.

1.4 English in India

English was introduced during the colonial era but was at first spoken and used mainly by native speakers of English from Britain and America. However, as there was a need for locally recruited clerks and other employees in government and business offices schools were established in which English was taught and then used as a language of instruction for other subjects. Christian missions also played a part in the spread of English. Some missions did translate church services and parts of the Bible into local languages but many missions established schools where English was taught.

At first, the English medium schools had teachers mainly from Britain and USA. With an increase in school enrolment and the establishment of more and more schools, it became necessary to recruit teachers who were not native speakers of English. Teachers were recruited locally, some of those who had passed through the local schools were employed, and gradually teacher training colleges were established. Although these teachers attempted to use the formal English of the text books, their English differed considerably from that of the native speakers who had been their teachers.

As the Education facilities increased, often with English as a medium of instruction, the number of speakers of English increased too. Instead of only primary education, many students were gradually able to obtain secondary education and were also able to enroll at local Universities. English was no longer only a colloquial variety used for communication with friends but it could be used for formal occasions and by educated speakers for their everyday activities.
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English in India has gradually acquired the status of an official language. In India, a great number of different local languages are spoken. Although Hindi is now the official language of the Union India, English is the ‘associate official language’ and the sole official language in several states and territories. It is also one of the important languages used in press, for literature and still used extensively in Government offices. English is available as medium of instruction in several Indian States.

Prasher talks about the great public demand of English medium education in recent years: “There is always a great rush for admission to English medium schools. Although both Hindi and English are available as medium of instruction in the government-run Central schools and Sainik schools, a large majority of children admitted to these schools opt for English”

English slowly and gradually reined the Indian people and became an inseparable component, a binding component in all human activities. This English era faced many a criticism and clashes, and to set right all these disputes a reformative Educational Policy has to be brought into effect.

1.5 Educational Policy and English

The role of language in education has assumed fundamental importance in multilingual developing countries in the context of educational development and language planning. The politicians and planners face complex sociolinguistic issues in the formulation and implementation of national language policy in general and language—in-education policy in particular.

1.6 Goals of Language Education Policy

The use of indigenous languages in multilingual developing nations is considered a necessary pre-requisite for national integration and achievement of modernization ideals. In India, the Education Commission (1964-66) emphasized the role of mother tongue education for the massive resurgence of national life, the development of indigenous languages, the achievement of industrialization and modernization goals through a wider dissemination of science and scientific outlook and the release of original, creative thinking necessary for national development.
The question of language education has assumed crucial importance from the point of view of language development and spread and acceptance of technical vocabulary in the context of language planning. As Ferguson (1977:12) points out, the decisions about the allocation of language as medium of instruction can have far reaching consequences in the patterns of communication in the nation, and in the broader political processes with which language policy decisions take place. The goals of language education in the context of language planning therefore become the focus of political activity and social conflicts with regard to aims and scope of language education policy.

Another goal of language education has been that it promotes economic growth and national development. Though it has been realized that the role of education in economic growth, democracy and equality has not been fulfilled with the tremendous educational expansion in the developing countries, the function of language in this respect is assumed to be significant for economic development.

The basic tenets of language education policy is that, the mother tongue medium of instruction is the best first entry into education and that it promotes all round educational achievement of children. The principle of mother tongue education has been recognized by UNESCO (1953) as a sound principle, psychologically, sociologically and educationally. Though this principle has been criticized on various grounds, it has not been rejected by educational planners and policy makers in considering the goals of language education policy.

1.7 Context of Language Education Policy

The range of possible goals of language education and choice of goals for language education and policy are determined by the socio-political and socio-linguistic context in which the educational language policy is formulated and implemented. The foremost factor concerns the language situation in the developing countries which are highly multilingual, multi-ethnic and multi-cultural. The extent of linguistic diversity can be considered in terms of separately identifiable languages or dialects. For instance, according to 1961 census there are 1652 mother tongues in India. However, it is not merely the number of languages that creates complex problems in the formulation of language education policy. There are at least three linguistic and one sociolinguistic factor that complicate language situation and make any decision difficult in the formulation and implementation of policy.
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The internal differentiation of varieties within a single language pose problems of linguistic description, development of an acceptable standard, and application of the principle of vernacular education. For instance, in Arunachal Pradesh sociolinguistic survey it was found that several tribal groups identify themselves with Adi variety. However, neither the linguistic description of differences between Adi varieties spoken language of various tribes is available, nor there is a single standard variety of Adi acceptable to all concerned groups which can be used for educational purpose.

The next factor relates to the strength and demographic distribution of language speakers within a country. This has implication for the formulation of language education policy and its effective implementation. Thus the comparative states of language development, internal linguistic differentiation within a single language, and the distribution of speakers of a language complicate the issue of linguistic diversity. It becomes extremely difficult to evolve any set of criteria which could be realistic and acceptable in formulating the range of Language Education policy.

1.8 Scope of Educational Language Policy

The scope depends on how far the use of indigenous languages in education is formally recognized and encouraged by the government as a matter of policy. In this respect India resents a contrasting situation with United States. In the United States the Constitution does not guarantee language rights nor a right to Education. Even the Bilingual Education Act of 1968 does not create any language rights. However, language related issues concerning linguistic minority become significant when they relate to discrimination based on fundamental rights such as right to vote.

In India the situation is entirely different. The Indian Constitution provides a fundamental right to conserve their language and culture, and “to establish and administer educational institutions of their own choice” vide Articles 29(i) and 30(i). It also recognizes the fact that the linguistic minorities may not be in a position to take initiative or mobilize resources to establish their educational institutions. It therefore sets a special directive vide Article 350A which rejoins upon the Government “to provide adequate facilities for instruction in the mother tongue at the primary stage of Education to children belonging to linguistic minority groups”. Thus the recognition
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of language rights and formalization of educational provisions through mother tongue constitutionally and legally extends the scope of language education policy. It depends on various socio-political and sociolinguistic factors whether are not these provisions are effectively implemented.

1.9 Problems in Implementing Language Education Policy

The criterion of unity has not only influenced the formulation, acceptance and propagation of national language policy, but also the use of national and vernacular languages for educational purposes. Three assumptions seem to have been made as regards to the role of indigenous languages in education from the point of view of national unity.

- First it is assumed that the choice of one language as the national language in a multilingual context is a highly politically divisive undertaking, since it will be interpreted by other language groups as rejection of their languages.
- The second assumption concerns the distinction made between socio-cultural integration and politico-geographic unity. Furthermore the indigenous languages promote socio-cultural integration, but may work against politico-geographic integration.
- Finally it is assumed that the colonial languages of wider communication, being foreign, are neutral, whereas the indigenous languages are associated with ethnicity, different social identities and local loyalties. It is feared that the use of indigenous languages in education will encourage localism and parochialism and thus contribute to political instability and rivalry. It is therefore suggested that the use of European languages should be encouraged to promote national unity.

English, after considering various aspects has been unanimously accepted as a common language for communication. Apart from these external features, English as a language to be learnt has certain language skills to be acquired.
1.10 Communication

Communication is interaction; it is the transfer of thoughts and ideas from one mind to another and serves as the very foundation of all business activity. Communication is an art because it is not a single, isolated skill but rather a combination of interdependent skill- LSRW. It is the process of conveying to others and receiving from them-information, ideas, feelings and beliefs, because the process is vital to human interaction, communication skills affect the individual’s ability to understand others, to establish relationships and to perform in most situations. The ability to communicate skillfully therefore directly affects one's career. Communication is one of the most important words in the English language. Lack of communication and the inability of people to communicate effectively in English cause a large amount of stress, frustration, anger, resentment, misunderstanding and disappointment. Good communication skills are absolutely vital in any successful workplace. The ability to impart information and instructions clearly and concisely and so that they are easily understood can determine whether or not one can get the message across to a customer or colleague, or clinch that deal.

1.11 Language Skills

Language is usually perceived globally. But when one wants to come to terms with the problems involved in language learning the individual is necessarily have to consider various aspects of languages. First language does not represent the same thing for all its users. It is something for illiterates, linguists, grammarians, writers, and poets find in it what others fail to perceive. For communication purpose, knowing a language does not merely consist of knowing the meanings of words and the rules governing the ways in which words are linked together. Learning a language amounts to acquiring skills for actual use of that language, not merely knowledge about the language.

Complete learning of any language means the acquisition of the following distinct skills: understanding spoken language, speaking, understanding written language and writing. The first and the third are understanding skills, the second and the fourth are expression skills.
1.12 Understanding Spoken Language

This skill requires good knowledge of the words as they are pronounced; ears have to be trained to that effect, words and sentences have to be gathered in their normal sequence. One cannot pause a while as in reading. Rarely one can be asked to repeat. Whatever the language, it is not spoken by all as per the standard pronunciation. There are variations which are more or less important. Therefore the aim should be to understand a language in its standard pronunciation and also in its other ways of pronunciation, at least in those ways which are prevalent in the area.

1.13 Speaking

Speaking skill is very important in the employment market. In all professions where speaking is an asset, success depends on the standard reached in that skill. Acquisition of this skill implies a good knowledge of its sound system, intonation, stress and rhythm. When one wants to speak a new language, his vocal habits have to change, has to learn to produce new sounds which would require a lot of training of the vocal organs. Apart from pronunciation, the skill of speaking implies good knowledge of the language to the extent necessary. One should be able to bring out appropriate words twined in correct patterns in quick succession and to talk smoothly without hesitation or break. One should be able to generate speech continuously without any conscious effort and with confidence. There should be automatic conjunction between what one wants to express and the actual expression.

1.14 Understanding Written Language

The skill implies first the ability of reading. Not all persons who speak a language are able to read. One has to learn painfully how to read. In fact this is the first school activity. Even when one is able to read with ease, he will understand only to the extent of his knowledge of the language and of the subject. If adequate knowledge of language is not present, reading cannot proceed smoothly. Further understanding written language is the way in which a foreign language is mostly useful because important information, otherwise unavailable, is made accessible. Understanding may take place in two ways: gathering rapidly the general meaning or getting the accurate meaning taking its own time. Whatever the way, the skill of understanding consists of getting at the substance by reading through the words in
which the author has expressed his ideas. Intelligent reading consists therefore of discerning the relative importance of the various parts and not to proceed in linear way. Developing understanding skill consists of developing that capacity of perceiving the hierarchy between the pieces of information of a passage.

1.15 Writing

Many people are not even able to write in their mother tongue. Paradoxically in examinations this is the most important required skill. In a sense, the skill of writing is much easier than that of speaking. Time is available for reflection, for the correction of the sentence pattern and of the words in respect of their propriety and spelling. But at the same time mistakes are tolerated in speaking and not in writing. One cannot be said to have acquired the skill in writing when he still thinks first in his native language and translates into the target language. That would be a laborious way, and the result would not be satisfactory. Thought should emerge directly in second language.

These are the major skills to be acquired by an individual when a language is taught. One could be considered competent if only he/she acquire the above mentioned skills. Various methods and approaches were adopted by educationist to teach English. Some of the common methods of teaching English are discussed below.

1.16 Importance of Teaching Speaking Skill

In learning a second/foreign language, the ability to speak in that language is of crucial importance. It reflects the knowledge and ability of the individual to express his/her ideas or thoughts in the target language. Many language learners and educators regard speaking as the measure of knowing a language. More important than that, is the fact that speaking is fundamental to human communication. And an individual speak more than read or write. Educationist also found that the amount of time devoted to the language art is inversely related to its social utility in human affairs. Yet, many English teachers still spend the majority of class time on teaching grammar, reading, vocabulary, and writing almost ignoring speaking and listening skills, it is because those skills can be quantitatively assessed through examinations. Students may have a good knowledge of grammar and a wide vocabulary, which they use to pass examinations, but they find it more difficult to speak English. There are
many advantages of learning how to speak. Good English speakers will be in a strong position to help themselves as well as their country’s economic, social and political development.

Speaking activities enhance an individual in learning of new vocabulary, grammar and functional language. It also paves way to use the learnt new language in varied situations. Several methods and approaches in language teaching have emerged during the last decade with the aim of developing the quality of language teaching. These methods and approaches differ from the point of view of their emphasis on certain language skills, techniques and procedures used in teaching. The students after learning English in school for many years find it hard to communicate in English. It is because of the insufficient training in speaking skill. Speaking activities in schools generally include repeating after the teacher, memorizing a dialogue, or responding to drills, all of which reflect the sentence-based view of proficiency. But this is not enough for today’s competitive world. An individual need to have sound subject knowledge and a competent communicative skill to come to the lime light.

1.17 Approaches and Methods of Teaching English

The prominent approaches and methods include the Grammar Translation method, the Direct method, the Structural Approach, Situational Approach, Bilingual approach, the Audio-lingual Approach, Substitution method and the Communicative approach.

The Grammar Translation Method

It is the traditional deductive method of language teaching. According to Richards and Rodgers (1986), it is a way of studying a language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. This method emphasizes accuracy.

The Direct Method

It is known by various names like New method, Reform method, Natural method, and Oral method. The central idea of the Direct method is the association of words and sentences with their meaning through demonstration, dramatization, pointing etc.
The Structural Approach:

The structural approach stresses the importance of structures which are carefully selected and graded. Structural grading consists of arranging the structural items or patterns into a suitable order. The basis of teaching is, structures and patterns of English. Situations, actions, pictures, drawings are extensively used. The teacher gives choral, group and individual oral drills to reinforce the language items taught.

The Audio-lingual Approach:

Habbord et.al (1986) holds the opinion that the Audio-lingual approach is directly based on behaviorist theory. It assumes that language learning can be broken down into a series of individual habits which can be formed by reinforcement of correct responses. This approach emphasizes on the pattern drilling, repetition, and on the ordering of the skills….listening, speaking, reading and writing.

Bilingual Method

The Bilingual method stresses the judicious use of the mother tongue of the child and Teaching the second language through the mother tongue equivalents. Mother tongue is used for conceptual translation of new words, phrases, idioms, sentences, grammatical points and rules. The linguistic habits formed are taken care of.

The Substitution Method

In this method, words of model sentences are substituted by other words. Practice is given through simple, compound sentences. Use of substitution tables is insisted in this method.

The Situational Approach

This approach basically tries to teach English as the children learn their mother tongue. The teacher introduces some new words incidentally in the classroom and offers a lot of opportunities to the learners to associate the meaning of new words with corresponding situations. Many numbers of questions is asked by the teacher and constant repetition is stressed.
The Communicative Approach

The communicative approach is one of the most exciting developments in language teaching in recent years. In this approach the focus changes from the correct utterances to the fluent selection of approximate utterances in communication. The learner is now concerned with using language, not English usages. Student use the language a great deal through communicative activities such as games, role plays, and problem solving tasks.

English playing a pivotal role in varied fields finds a prominent place in the professional field. To equip and to upgrade ones profession mastery in English becomes mandatory.

1.18 Professional College

Generally profession is a vocation based upon special education training, the purpose of which is to supply objective counsel and service to others for a direct and definite compensation, wholly apart from expectation of other business gain. In the United States and Canada, a professional student is a student majoring in what are considered the professional degrees as Doctor of Philosophy (PhD), Doctor of Education (EdD), Law, Dentistry, Medicine etc. Medieval and early modern tradition recognized only three professions: Divinity, Medicine and Law. An occupant is considered professional if one fulfills the following criteria

- An occupation becomes a full-time occupation.
- The establishment of a training school.
- The establishment of a university school.
- The establishment of a local association.
- The establishment of a national association.
- Introduction of codes of professional ethics.
- Establishment of state licensing laws.

1.19 List of Professions

Generally speaking the following fields come under the category of Profession: Academics, Accountants, Air Traffic Controller, Audiologist, Clergymen, Dentists, Economists, Engineers, Language Professionals, Lawyers, Librarians,
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Nurses, Pharmacists, Physicians, Physiotherapists, Psychologists, Pilots, Scientists, Social workers, Speech Language Pathologists, Statisticians, Surgeons, Surveyors, Teachers, and Urban Planners etc.

1.20 Formation of a Profession

A profession arises when any trade or occupation transforms itself through the development of formal qualifications based upon education, apprenticeship and examinations, the emergence of regulatory bodies with powers to admit and discipline members, and some degree of monopoly rights.

1.21 Regulation

Originally any regulation of a profession was self-regulation through bodies such as the college of Physicians or the Inns of the court, with the growing role of government statutory bodies have increasingly taken on this role, their members either being appointed either by the profession or (increasingly) by Government.

1.22 Autonomy

Profession tends to be autonomous, which means they have a high degree of control of their own affairs. Professionals are autonomous; they can make independent judgment about their work. This usually means “the freedom to exercise their professional development.”

The concept of autonomy can therefore be seen to embrace not only judgment, but also self-interest and a continuous process of critical evaluation of ethics and procedures from within the profession itself.

1.23 Status and Prestige

Professions enjoy a high social status and esteem conferred upon them by society. This arises primarily from the higher social function of their work, which is regarded as vital to society as a whole and thus of having a special and valuable nature. All professionals involve technical, specialized and highly skilled work often referred to as “Professional Expertise”. Training for this work involves obtaining degrees and professional qualifications without which entry to the profession is barred. Training also requires regular updating of skills through continuing education.
1.24 Power

All professions have power. The power is used to control members and also its area of expertise and interest. A profession tends to dominate and protect its area of exercises, a dominating influence over its entire field which means that professions can act monopolist, rebuffing competition.

1.25 Research Questions

1. Do Professional College students have positive attitude to communicate in English?
2. Do students of Professional college have a desire to learn and communicate in English?
3. Do the Professional college students have anxiety in Communicating in English.
4. Since English as a second language is introduced at Primary level do the students fair in their communicative ability?

1.26 The Need and Significance of the Study

English has been widely accepted as the most widespread language used in the world, as it is the prime means for communication globally (Kitao & Kitao, 1996). English can often serve as the global language between two people from two different cultures, neither of whom speak English as their native tongue. It is therefore very important for university students to learn English and be able to master the language; this skill could help them greatly in securing and keeping a job, especially with multinational companies. Multinational companies utilize English as the medium of communication among the workers. Consequently, if students would like to be a part of globalization, they must be able to communicate well in English.

Professional college students are more vulnerable to the global impact of English. They have to equip themselves with various skills, especially communication skill in order to keep pace with technological advancement and also to maintain a good rapport with their colleagues worldwide. Feeling of anxiety, apprehension and nervousness are commonly expressed by second language learners in learning to speak a second language. These feelings are considered to exert a potentially negative and detrimental effect on communication in target language. Modern use of
communicative language teaching approaches in the language classrooms and the wide-spread use of English language have increased the demand to learn good communication skills, but existence of such feelings in the learners may prevent them from achieving the desired goal. The individual’s attitude to learn a second language plays an important role in this aspect. Whether the learning environment and methodologies adopted is conducive and helpful in acquiring the language also matters. Psychological and physiological needs have to be met out with proper care in learning a second language.

The present study focuses on analyzing the barriers of English communication. The role played by anxiety, attitude and desire in the communication aspect of an individual. The researcher feels analyzing the above mentioned variables and its impact on the college students communication skill will render amicable solution to the problems faced by an individual to communicate in English.

1.27 Scope of the Study

The last few decades reveal that many a research studies has been undertaken on second language acquisition. However it could not be concluded whether it’s the psychological or physiological constraints that affect the language acquisition, it tends to vary on the basis of individual and the societal background. The present study is expected to throw light into the hearts of the learners about the psychological variables, such as attitude, desire and anxiety that affect second language learning. It also intends to help the Administrators to understand the communicative ability of the learners and to come up with valid remedial measures. The study will also serve as a guiding light to educational administrators for policy making, curriculum framing and in student management.

1.28 Delimitations of the Study

Every attempt was made to make the study a precise and objective as possible, yet certain delimitations have crept into the study. The study was confined to only the first year professional college students. It also concentrated only on the major or mostly preferred professions as Medicine, Engineering, Law and Education. Fisheries college students were also taken into consideration as it was available in the demographic area of the study. The study is based only on this area in order to reduce
intricacies which would arise if students from all levels of the professional courses are included.

The study was limited to colleges from only two Districts, i.e, Tuticorin and Tirunelveli. Despite all these delimitations, it is hoped that the study would provide useful information about the present communication problems faced by the students. The finding of the study hopes to throw light in the modification to be done in the Educational field.

1.29 Limitations of the study

Professionals colleges available in the area of research is taken for the study. A few management where survey was done then didn’t permit diagnostic test. Other state students include only students from Kerala. The samples that were present on the day if data collection were alone included in the present study.

1.30 Organization of the Report:

This report has been divided into six chapters.

Chapter-I deals with need and significance of the study, statement of the problem, hypotheses of the study, objectives of the study, scope and limitations of the study.

Chapter-II presents a detailed description or theoretical overview which includes various definitions of attitude, anxiety, desire regarding language acquisition and communication.

Chapter-III deals with a brief survey of the related studies.

Chapter-IV describes the method adopted for the study, details about sample, tools for data collection and statistical techniques used in the study.

Chapter-V gives the analysis done and the interpretations made on the basis of data collected.

Chapter-VI presents the summary and conclusions of the study.

The following second chapter focuses on the conceptual framework