

**AN EXPERIMENTAL EVALUATION AND ANALYSIS OF CONTENT OF
THE ENGLISH SYLLABUS AT THE PU LEVEL OF NEHU :
A CASE STUDY OF THE RURAL COLLEGES OF MIZORAM.**

**A
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BY :

**MR. GAUTAM BANERJEE
(M.A., B.ED., PGDTE, PGDEME)
LECTURER (SELECTION GRADE)
SERCHHIP GOVERNMENT COLLEGE
P.O.-SERCHHIP, DT.-AIZAWL, MIZORAM**

SUPERVISOR :

**DR. S. GANGULY
PROFESSOR AND HEAD DEPARTMENT OF ENGLISH
NEHU. TURA CAMPUS
TURA. MEGHALAYA.**

DR. S GANGULY, M.A. [DELHI] PGDTE [CIEFL], M.LITT. [CIEFL],
Ph.D. [RANCHI]
PROFESSOR AND HEAD
DEPARTMENT OF ENGLISH,
NORTH EASTERN HILL UNIVERSITY,
TURA CAMPUS, TURA, MEGHALAYA

SUPERVISOR'S CERTIFICATE

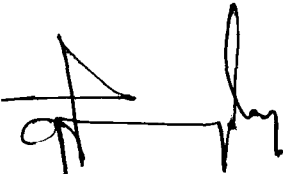
This is to certify that the work embodied in this thesis titled AN EXPERIMENTAL EVALUATION AND ANALYSIS OF CONTENT OF THE ENGLISH SYLLABUS AT THE PRE-UNIVERSITY LEVEL OF THE NORTH EASTERN HILL UNIVERSITY : A CASE STUDY OF RURAL COLLEGES IN MIZORAM has been carried out under my supervision by Mr. Gautam Banerjee.

I further certify that the subject matter of this thesis is a record of work done by the candidate himself, and that the contents of this thesis did not form the basis of award of any Previous degree to him.

In habit and character the candidate is a fit and proper person for the award of the degree of Doctor of Philosophy.

DATED 27-02-97

TURA



[S GANGULY]

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A B S T R A C T

In this study 'An Experimental Evaluation and Analysis of Content of the English syllabus at the Pre-University level of NEHU; A case study of Rural Colleges in Mizoram,' an attempt has been made to survey the material prescribed for PU Course in English. The research subject of this course is a three-pronged scrutiny of material, impact and lessons for the future. The main focus of the study has been given to the 'General English' course at the PU level. The teaching materials, teaching techniques and evaluation procedures of this course have also been critically analysed.

The study consists of:

- i] a critical analysis of the English teaching materials introduced in the current course.
- ii] a very close and detailed study of the present course in all its aspects.

The main tools used for the study are

- i] The views and attitudes of the classroom teachers and learners elicited through questionnaires.
- ii] Observati-on of classroom practices.
- iii] Survey of relevant literature/research findings and informal interviews with students and teachers.
- iv] A detailed analysis of the existing syllabus/material and examination Question Papers of NEHU.

Chapter I of the thesis discusses the background to the study. It states the problem, scope of the study, tools/instruments adopted for the study, hypotheses and assumptions, constraints and expected outcomes. It also makes a review of the previous relevant studies.

The study as stated in Chapter I endeavours to assess

- i] how far the PU English courses of study are an adequate and sufficient response to the changing demands of the society;
- ii] whether the present NEHU English materials carry a reasonably well articulated set of aims and objectives;
- iii] to what degree the different sets of materials prescribed by NEHU at the PU level possess the qualities and characteristics of good teaching/learning materials;
- iv] what demands the present set of materials made both from the teachers and students, and the teacher's preparedness, professionally and psychologically, to play a new role in the classroom, and
- v] the changes that were brought into the examination pattern and the question papers along with each successive change in the English course of study.

The researcher hypothesizes the following for his study:-

- i] Until recently there was very little concern for the needs of the learner and the society in formulating materials,

- ii] there were practically no attempts at an innovative course of study in the University suiting local needs and conditions. Changes were the result of an attempt at adopting models from other Universities and countries.
- iii] The successive materials lacked clarity and offered little guidance to teachers and others concerned.
- iv] The nature of the teaching materials and methods adopted for teaching them and the procedures employed for evaluation are unsuitable.
- v] There were little or no attempts at preparing the teachers for successive changes.

As a result of the study it was hoped that:-

the factors contributing to the success or the failure of the present course could be identified and assessed.

In Chapter II, a brief historical account of English as a second language in India is given. It is seen that a content, structure and philosophy of higher education came to us as a legacy of the colonial rule. As Wood conceived it, higher education in India had two objectives; to provide a test of eligibility for Government service and to transmit an alien culture. The post Independence era has witnessed several reforms in the field of higher education in order to seek and pursue a policy oriented towards the needs of the resurgent nation. Finally, a brief survey of ELT in Mizoram has been made.

Chapter III deals with the curriculum development in ELT and theories and approaches to syllabus Design. It attempts to find

out.

- i) the place of syllabus in language teaching and
- ii) the types of syllabus available in language teaching-learning scenario.

Chapter IV deals with the theoretical assumptions of the present study and analyses the present syllabus of English for PU and the question papers to find out what demands they make on the students in the form of skills. The skills demanded have been listed in a tabulated form.

Chapter V gives the details of the field work undertaken, such as the selection of the sample of teachers and students, preparation of the questionnaires and data processing. The presentation and interpretation of the data collected through the field study have been included in this chapter.

In the last Chapter, i.e. VI, the findings of the study and observations based on them are presented along with some suggestions.

Some of the findings of the study are given below.

- i) Objectives of the General English Course at PU level should be, in the opinion of both teachers and students
 - [a] developing a mastery of language skills for functional use in communication.
 - [b] the use of English as a 'library language' and
 - [c] the development of study skills for use in the study of the learners subject of specification.
- ii) Both teachers and students do not favour the present set of

material for language development.

iii] Both teachers and students prefer a selection or two of a variety of prose pieces with exercises suitable for developing communicative and related skills to be used for the two years of the PU course. The textbooks prescribed are not useful and suitable for the PU students of Mizoram.

iv] Most of the teachers emphasize the need for conducting tutorials after a certain number of lecture sessions.

v] Most of the teachers feel the most important step to be taken while a new course is introduced is counselling the teachers and other professional groups on redefining objectives, prescription of materials and examination reforms well before they are attempted, followed by the production of suitable teaching/learning materials.

vi] Most of the teachers feel the need of teacher training for teachers of English at the under graduate level. A sizeable number of teachers prefer periodical in-service training programmes, intensive training programmes of teaching English of 4 to 6 months duration, along with Diploma in the teaching of English of the kind offered by CIEFL.

vii] Present examination system specially objective type is not satisfactory in terms of development of language skills.

The study makes the following recommendations:-

[i] The teachers who are required to teach English at the

UG level should invariably be recruited and trained with the following considerations:-

[a] They should be MAs in English with high Second class.

[b] They should have professional training like PGDTE, of CIEFL.

[c] They should be given periodical orientation training.

[ii] The instructional materials should be produced with the involvement of the teachers of English teaching undergraduate classes. Such materials should reflect the needs of the learner and also pay attention to the students interest.

[iii] A scheme combining communicatio-n skills in English for Specific purposes and an exposure to the study of modern literature still seems to be the most suitable package at the UG level. A reasonable allotment of weightages at this stage could be

Communication skills - 30%; ESP-35% and literature-35%

[iv] Discard traditional memory testing procedures, a practical system of testing should be evolved which would be continuous and cumulative.

[v] Any reform in approaches, communicative design and examinations should be tried out first as a pilot project and only after the feedback should it be introduced on a mass scale in all colleges.

[vi] Library facilities in colleges should be improved.

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CHAPTER-I

INTRODUCTION

- 1.1. INTRODUCTION
- 1.2. BACKGROUND TO THE PRESENT STUDY
- 1.3. STATEMENT OF THE PROBLEM
- 1.4. SCOPE AND LIMITATIONS OF THE STUDY
- 1.5. HYPOTHESIS AND ASSUMPTIONS
- 1.6. EXPECTED OUTCOME OF THE STUDY
- 1.7. TOOLS OR INSTRUMENTS USED
- 1.8. APPLICATION OF THE PRESENT STUDY
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- 1.10. ORGANIZATION OF THE STUDY

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1.1 INTRODUCTION

English in the schools and colleges of Mizoram should be seen as a means to the pursuit of academic and vocational goals of students at all levels, particularly at the advanced level. The achievement of these goals can be placed in proper perspective only when the students-need themselves are clear. The goals are set by keeping in mind the purposes to which the language will be put, whether it is for pursuing a course of study, or for business in a town or city, or for communicating with tourists in one's area of living and so on. Thus, it is the auxiliary role that English is called upon to play, particularly in the sphere of academic studies, that is a prime motivating factor. Where such a role is matched with specially designed materials relevant to the needs of the students, the results can be fairly impressive. But where the language courses at the tertiary level merely repeat the context and techniques of those at the secondary level, the results will be as ineffective as they were before. Moreover, students become disillusioned and doubtful of their capacity to learn English. This is the situation prevalent today among the students in this State who have been struggling to learn the English language for a good many years. No provision is made either in the nature of learning materials or in the teaching methods used, to practise the skills needed and to develop the learning ability of the students. Little attempt is made to relate the teaching materials either to the communicative needs of the learner or to their subject specializations. Even at the advanced level of education, we see

thousands of Mizo students learning English merely with a view to passing their examination. A difference in approach is therefore needed in which English ceases to be only an examination subject and becomes a means to pursue academic and vocational goals.

1.2 BACKGROUND TO THE PRESENT STUDY

Despite the uncertainty that has marked the future of English in India, ever since we achieved independence, English continues to be taught as a second language to millions of children throughout the country. In the majority of schools, the English language is introduced at the higher primary or lower middle level (Std. V or VI) in Mizoram it commences in Std. III. Indeed, it is a massive exercise but unfortunately, the results are not very encouraging. In fact, the steady fall of performance in English is a cause for great concern to all those who are genuinely interested in promoting ELT in India.

In Mizoram, it is found that when students enter the PU level their general proficiency in English is incredibly low, despite the fact that they have been taught English for eight years and have studied all other subjects through English medium throughout high school [VIII - X]. One of the major reasons for this is that English is taught as a subject and not a skill. It is also found that some students know the rules of grammar but find it very difficult, rather impossible to use those rules to express themselves in English.

This practice of imparting formal knowledge of the English language continues even at the PU level. The obvious

result of such an approach to ELT is that thousands of students, even after undergoing eight years of formal English teaching, find it extremely difficult while attempting to communicate in English. The whole background may be described in five dimensions which are as follows:

- [i] Teaching and the teacher
- [ii] The role of the teacher
- [iii] The role of the student
- [iv] Material or syllabus
- [v] Examination

Each of them are thoroughly discussed in this thesis.

1.3. STATEMENT OF THE PROBLEM

This study began in an English as a second language [ESL] classroom-out of a not surprising awareness that a typical school learner and a college entrant in Mizoram, after a few years of having studied English, cannot still use the language with any amount of ease, which is a general complaint. Such a deficiency has been variously described as a lack of 'communicative ability,' 'accuracy but not fluency,' lack of 'an appropriate use of language,' lack of 'academic competence' in English and so on.

In Mizoram, like other colleges of India, teaching English is teacher textbook oriented, where the students play a passive role. The teacher reads a lesson, explains, dictates notes and prepares students for the examination. Teaching English has thus become synonymous with the reading of the text only.

Learning of English is evaluated through comprehension questions while the primary objective of developing the language skills, has become a secondary affair. The emphasis in the English classroom is to complete the lessons of the prescribed textbooks.

If the textbook has been properly designed, faithful adherence to it may not be a bad thing. Unfortunately, many of the textbooks in use are not properly designed. Some of them are produced by people who may not be fully acquainted with the principles of language teaching.

A language textbook should therefore be judged by its effectiveness as an aid to language learning, other considerations can only be secondary. Generally, it is found that producers of language textbooks are guided only by considerations of 'content' and overlook the basic purpose, which is to help the students learn the language.

The first requirement for us therefore, is to be able to judge how effectively the textbook is as a language learning device. Hence, in this study an attempt has been made to spot the deficiencies and strengths that are contained in the textbooks prescribed for PU students.

1.4. SCOPE AND LIMITATIONS OF THE PRESENT STUDY

No studies have so far been conducted in this State to find out the actual causes of this failure and the level of difficulties the learner faces in learning English at the PU level. What matters most is the attitude towards learning English

and not the 'error' which re-presents only a segment of the total language learning activity. English must be thoroughly evaluated to bring out a solution which must be pedagogically sound and psychologically acceptable.

The purpose of the study, therefore, is to find answers to the following:-

[i] To identify the deficiencies and inadequacies of the strategies adopted both by the teachers and the students of the present syllabus of English at the PU level.

[ii] To examine whether the contents of textbooks are suited to the proficiency level of PU students in the rural colleges of Mizoram.

[iii] To ascertain whether the language and vocabulary used in the textbook are appropriate for PU students.

[iv] To find out whether the students can integrate text as a discourse.

[v] To study whether the prescribed texts help in increasing the proficiency level of the learner of English at the PU level.

[vi] To make recommendations for improving both the syllabus/material and the content-matter.

1.5. HYPOTHESIS AND ASSUMPTION

The present teaching-learning situation in Mizoram does not take care of the various problems of the learners. It is

the improper selection of teaching materials and the unsuitable nature of the content of the material for language learning, which is solely responsible for the low proficiency level of the Mizo learner.

Most of the people who have learned or want to learn English as a second language need to use it in connection with Science, Technology, Commerce and so on. But the type of English they have learned or will learn is said to be inadequate for their respective needs. Such a complaint is based on two facts:-

[i] The syllabus or material we use in English at the school as well as at the college level is not useful as it is based on the teaching of English literature, which fosters among the learners, the values, symbols and language specific to literature and

[ii] Whatever English is taught or learnt at school or college level is not learnt well enough to be of any practical use in one's day to day life.

It is believed that the knowledge of English acquired in literature classes can be transferred to any new subject or field of activity. Of the many counter arguments we shall refer to only two:

[a] Students who learn English in a routine class fail to 'transfer' it for specialized purposes and

[b] the pro-literature attitude of the teacher of

English coupled with the literary type of materials used in the classes, prevent our learners from appreciating and therefore from putting to use a type of language that is analytical, impersonal or even cold.

Hence, it is said that the materials used for it are unsatisfactory because we ignore the 'use' it is expected to be put to.

Primary survey indicates that both teachers and students find the contents of the prescribed books for PU students too difficult not only in terms of the language but also in their themes. There are a large number of new/unfamiliar words in each sentence which creates problems for the teachers as their use is not understood by the learners. The result is that learning becomes difficult and ineffective. It is also reported that as the language and themes of these texts are unfamiliar to the vast majority of the students, there is very little motivation for reading lessons as the text represents life not known to them [e.g. appendix iii]

1.6. EXPECTED OUTCOME OF THE STUDY

The expected outcome of the study is as follows:-

[i] The average PU student of Mizoram is not prepared for the type of selections made for his/her course,

[ii] The teaching of English at school does not produce the essential skills and the necessary competence which are required for the use of English in college.

[iii] The planners of present day PU courses in English in NEHU have failed either to understand the need to concentrate on essentials or, where they see the need, to provide for it. In both cases this is partly due to a lack of awareness of what constitutes the essentials. Hence the prescribed texts do not serve the purpose for which they are prescribed.

[iv] Difficult words, phrases and expressions, syntax and the length of sentences of the prose pieces that appear in the prescribed text are unsuitable as material for the purpose of English language teaching/learning. Appearance of such prose pieces in the text therefore betray the confidence of the teacher too.

[v] Students are unable to interpret text as a discourse.

[vi] Strategies adopted both by the teachers and the students in the classroom are unsound.

1.7. TOOLS OR INSTRUMENTS USED

The aim of the present study is to analyse the English material [we call it material because a syllabus should have instructional objectives which the present syllabus lacks] of NEHU prescribed for the PU students. Hence, an investigation of the needs/purposes of learners has been carried out. We have also enquired into 'what' and 'how much' the existing syllabus and examinations demand of them in terms of communication skills.

The designing and teaching of effective language courses involve an investigation into the uses to which the language will be put. Every English teaching programme at the PU level should be concerned with teaching English to students whose primary interest lies in some branch of specialization. But

" informal approaches to learners or their instructors in whatever professional field of study or vocational field they belong to will invariably lead to vague, confused and even erroneous results."

[Mackay and Mountford 1978]

Hence, in the present study, we decided to be as precise as possible in identifying the nature of the needs of the learners, finding out whether communication skill in particular is useful to our target group, whether the 'materials' and examination demand their use and also whether they are being developed through classroom teaching.

The following are the tools used for this research :-

- i) An analysis of the existing syllabus;
- ii) An analysis of the question paper;
- iii) Questionnaires for teachers and students;
- iv) A schedule for classroom observation;
- v) Informal discussions with teachers and students.

These instruments can be divided into two types. Instrument (i) and (ii) above, already exist. Their analysis is

taken up to see what demands they make on students in the form of skills. Instruments (iii), (iv) and (v) have been designed by us. They are meant to identify the needs of students, to find out whether skills are important for their needs and to see if they are being developed by the present material in use at the PU level of NEHU.

1.8. APPLICATION OF THE PRESENT STUDY :-

The present study is felt to be of immense importance. Poor standard of student's performance in English and infantile knowledge about the language in use are found to be the outcome of the present syllabus at the PU level. It is, therefore, useful to probe into the matter and find out whether this claim is justified or not. The existing situation at the undergraduate level may not be direct outcome of the present syllabus at the PU level or it may be just one of the factors and not the only factor to be blamed. Hence a thorough survey is necessary which will help future syllabus makers in a better way.

Application of the present *study* is felt to be more important at the present juncture because, from this year 1996, NEHU has handed over PU to the Mizoram Board of School Education which has adopted NEHU syllabus in toto [without any change]. Hence, the result will be the same when ' history repeats itself.'

To improve the standard of English at the undergraduate level [as all the Colleges of Mizoram are English medium], it

is therefore a must to investigate the present materials in English at this transitional stage.

1.9. REVIEW OF PREVIOUS STUDIES

A brief review of a few research studies conducted at the CIEFL Hyderabad has been found related to the present research and is given below :

No. (1) A critical study of the Fundamental Curricular issues relevant to the teaching of English in India leading to an Alternative Integrative ELT Curriculum.

(A Ph.D thesis submitted by B.N.Koul, in 1981).

The researcher opined that in India, teaching English is in a state of crisis today. The assumption is that the ELT problem remains unresolved mainly because the questions fundamental to curriculum referred to here in general, remained unidentified, and those which have not been understood properly. With this assumption in view, it has been hypothesized that the crisis in ELT/ learning remains unresolved because the solutions presented so far have not taken cognizance of the curricular considerations relevant specifically to the Indian situation.

One of the findings in this study is that the problems of ELT as they obtain in India are more 'social' than 'educational' in nature. And one of the solutions is that of accepting what the researcher calls 'An alternative Integrated ELT curriculum.' And he says if it is not implemented, there may not be any other way of improving the existing ELT situation in

the country. The study, it is claimed is the first ever search into the socio-cultural constraints that ELT in India suffers from, the explication of these constraints in terms of the 'unconscious culturally induced bias', and the identification of these constraints and the level-wise analysis of the relationship that obtains among the curriculum components, the identification of the weakness of this relationship and the consequences of such a relationship.

The researcher finds the following findings of Dr. B.N. Koul relevant to his study.

1. ELT problems as they obtain in the country today must defy all reforms that are based on linguistic, pedagogic or both. Only those reforms which take cognizance of the curricular considerations pertaining to ELT, relevant specially to the Indian situation must, when implemented, resolve the crisis in ELT in India.

2. A change in the socio-linguistic scene of a nation is consequent upon the socio-political changes which the nation in question undergoes.

3. It is high time that teacher training programmes in general and those of training English teachers in particular are made provision for re-ordering a trainee's personality.

4. It has been found that the Indian ELT syllabus designers visualize a syllabus meant for a certain level of instruction as an isolated 'ends' and 'means' unit. Such a unit

stands in a disjointed relationship with other units fixed for other levels of instruction, consequently, instruction imparted at the various levels of learning ceases to be relevant to one another. This fact alone must do immense harm to ELT at all levels.

Isolated reforms in teaching materials, teaching methodology or techniques or syllabus, will not in our situation, prove to be anything more than a hotch-potch patchwork of purposeless repairs. What is needed is what may be called an overall unified curriculum for ELT, a curriculum in which the components stand in conjoint relationship at each and every level and across the various levels of instruction.

The researcher also lists certain tasks that are to be undertaken in order to bring the proposal to the level of instruction. The tasks that are of interest to the present study are :

1. The preparation of a "manual of the teaching / learning units." This manual is conceived to be consisting of a pack of several units, each of which must present a few logically related 'notions' a few situations 'those 'notions' can fit into and their correspondent 'linguistic exponents'.

2. The identification of means and ways of using 'translation' as an effective pedagogic and testing device.

3. The preparation of various 'skills' and 'register-based' courses that might be used at various levels of instruction.

4. The preparation of detailed syllabuses that accomodate the contributions made by the activities and results thereof suggested above.

5. The preparation of teaching and supplementary materials for use at various stages of instruction.

6. Training teachers for the various levels of instruction.

7. The 'goals' of ELT at the high school level, a clear outline of which has been presented before by the researcher in his thesis, have been identified and established empirically. As far as the high school level is concerned the goal should be to produce a multilingual / bilingual person who can make effective use of English in the situation he has possibly been called upon to communicate in. The contents of the course are to be the applied linguistic material in terms of 'words' and 'situations' arranged in 'situations' with a view to making the learners learn to 'communicate' effectively as an efficient bi/multilingual.

8. 'Evaluation' should not be necessarily an end of the year activity. Achievement in L₂ learning must be checked and tested at shorter intervals of time and for this purpose standarized language tests should be made available.

One can find a lot of affinities between the present study and Dr. Koul's dissertation. Both of them deal with the designing of a syllabus / curriculum although Dr. Koul has looked at the issue in a broader perspective and has succeeded in

finding out some deep rooted problems that were not known hitherto. If Dr Koul has succeeded in looking at the problem at the macro-level, the present study intends to address itself to some specific problems faced by a specific set of learners within a specific area but the approach remains the same.

No [2]. The use of Communicative Tasks to Supplement Traditional/Structural text books in Teacher's English at the High School Level in Gujarat.

[M.Litt. dissertation submitted by M.C.JACOB IN 1985]

The ELT practitioners are aware of the fact that in most class rooms the learner is not exposed to any 'real' language necessary for day to day communication. One of the concerns of people involved in ELT is how real language behaviour can be replicated in the classroom. Jacob has made an attempt to identify some of the inadequacies of structural materials in this regard, and to show how these materials could be supplemented by curriculum tasks/games.

The aim of the study under discussion was to demonstrate the effectiveness of communicative tasks and games in supplementing the prescribed materials of Standard IX of the Gujarat State. There are some useful conclusions which could be drawn from the study. One can conduct his class using tasks and games in an 'informal' setting without losing anything of the seriousness of purpose. They will, in fact, help ease tension and nervousness, which encourages communication thereby creating an interactive atmosphere conducive to communication. There should

however be a change in the traditional role of the teacher. He is no longer a 'dictator' but a co-participant or a 'co-communicator'. He is one among the pupils who would help them to communicate. He should cultivate the sensitiveness as to when to interfere and when not to. He should help to ensure maximum learner participation. The learner should be taught some language function which have immediate practical application. The learner should be given the opportunity to do tasks, play games and take part in 'role playing.' By assigning different roles reality can be brought into the classroom.

As far as the textbook writer/material production is concerned, he has an important role to play in the changed situation. He needs to include task/games/some language functions at the end of each lesson so that it will have some utilization value and at the same time it will generate a lot of interest to the pupils to learn.

Jacob's study has an immediate bearing on the present research which attempts to suggest how changes should be brought about in English teaching at the high school level. Jacob throws some light on the theoretical aspects of the current ELT situation in India, Structural versus Communicative approach to language teaching, making ELT more communicative etc. which are really necessary before going into the specific problems of ELT in Mizoram.

NO. [3] Developing a need-based curriculum for students pursuing. General English at the Degree Level.

[M.Litt. Thesis submitted in 1986 by Simon Mathews Dabhi]

An attempt has been made by Dabhi to examine the validity of the assumption that achievement in English proficiency gained through four years of organized instruction can be achieved with one year's conventional formal instruction, without any remediation. Arising from a theoretical and practical concern, it is an attempt to examine the problem of stream B students of the first year degree course in Gujarat University.

The study points out the urgent need for research in the direction of need based curriculum. The teachers teaching the English language are in acute need of some basic language are in acute need of some basic training in ELT. Some possible steps that could be taken in that direction are suggested.

It is necessary to organize teacher training programmes in terms/forms of workshops and orientation may be arranged for college teachers with the help of the experts in ELT. Such programmes may be made compulsory for in service college teachers. More effective materials for teaching and testing English language should be produced under the guidance of competent authorities and institutions in the field of ELT.

The study thus emphasized the need to adopt a more modern and dynamic concept of Education where instructional objectives, learning experiences and evaluation constantly interact with the learner at the Centre. It has emphasized the

need for a learner-Centred conception of education that calls for diagnostic testing and need-based instruction which follows from instrumental objectives stated in learner-oriented terms.

The main interest of the present researcher in studying Dabhi's work is how the concept of 'needs' and 'testing' have been exploited and how they have been used to make the curriculum an inte-grated whole. It was also worth studying because of its elaborate discussion of the theoretical background in the area of ELT under the headings of: the nature of second language learning and instruction, different approaches, communicative strategies, concepts of language testing, the communicative trend, the role of evaluation in education, which the present researcher finds relevant to his own research.

NO. [4] English at the under-graduate level in Mangalore University: towards an alternative Syllabus.

[M.Litt. thesis submitted by Francis G Calaco in 1985]

Calaco's study is an attempt at bringing changes in ELT at the under-graduate level in Mangalore University. The study was undertaken at a most opportune time: it reports the effort to bring about a change, in response to a felt need which emerged at the time of setting up the new University in 1986.

The researcher has incorporated some of the most important principles in her 'alternative syllabus'. These are 'functional ' needs of learners, personality development as an entry to learning language, priority to listening, public speech and conversation, reading for pleasure, the need for varied

writing tasks, optimal exploitation of student potential, need for better self-perception, need for more encouragement and friendly attitude for teachers and authorities. These are some of the points, if taken care of, will lead to better teaching and learning, from which both the teachers & the students will benefit.

There are certain elements which hold one's attention to Calaco's study: one is the element of 'change' which the researcher has envisaged, and she has succeeded in bringing it about in the form of an 'Alternative syllabus.'

1.10. ORGANIZATION OF THE STUDY

The study presented in this thesis is divided into six chapters.

Chapter 1 of the thesis discusses the background to the study. It states the problem, scope of the study, methods and techniques adopted for the study, hypothesis and assumptions, constraints, expected outcomes and application of the present studies. It also makes a review of the previous related studies.

Chapter II, a brief historical account of English as a second language is given. It is seen that a content, structure and philosophy of higher education came to us as a legacy of the colonial rule. This chapter makes an attempt to show the place of English in our day-to-day life. Finally, this chapter gives a brief estimate of the ELT situation in Mizoram.

Chapter III deals with the syllabus design in ELT and

the theories and approaches involved in syllabus Design. It attempts to find out.

[i] the place of syllabus in language teaching and

[ii] the type of syllabus available in language teaching learning scenario.

In Chapter IV, we have analysed the existing syllabus and question paper. A brief description of these instruments are also given so that their strengths and weaknesses can be properly assessed.

Chapter V gives the details of the fieldwork undertaken, such as the selection of the sample of teachers and students, preparation of the questionnaires and data processing. The presentation and interpretation of the data collected through the field study have been included in this chapter.

In Chapter VI, the findings of the study and observations based on them are presented along with some suggestions on the basis that a model syllabus may be constructed.

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CHAPTER-II

ELT IN INDIA

WITH SPECIAL

REFERENCE TO

MIZORAM.

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2.0. JUSTIFICATION FOR THE CHAPTER

The story of English in India has in the background a significant interplay of "Pride and Prejudice", "Motive and Assertion", "protest and Persuasion". In this chapter, an attempt has been made, in a chronological order, to investigate the place of English Language Teaching in India. And finally it tries to show the place of ELT against the educational background in Mizoram.

2.1. INTRODUCTION

English came to India as a historical necessity and has since, gone through several litmus tests. In this multilingual country of ours, English Functions at many levels, namely as a "Link" language. This is in spite of the neglect it has suffered as a subject in Schools and Universities in certain stages, and all the apparent hostility it has had to face at the political level.

It is worth investigating how a gradual diminution of the importance of English after independence, uncertainty and lack of clear thinking exerted their baneful influence on the teaching of English at all levels. It is also equally interesting to study the recommendations of several commissions and study groups appointed by the Government of India from time to time to review the condition of English Teaching Programmes. A few major issues are taken up for discussion in this chapter.

2.2. HISTORICAL PERSPECTIVE

2.2.1. MACAULAY'S MINUTE [1835]

The British introduced English as a medium of instruction, about the year 1830. The main objective of English education in India, as Macaulay's well known Minute put it, was to impart to Indians, a

" Knowledge of English literature and Science
through the medium of the English Language."

There was a bitter and prolonged controversy before English finally became the medium of instruction.

2.2.2. WOOD'S DESPATCH [1854]

Macaulay's Minutes decided the content and medium of education, the problem of the dissemination of education still remained unsolved. Sir Charles Wood's Despatch noted that while English could be a suitable medium at the higher levels of education, instruction at the lower levels would have to be through Indian languages. However, as entry to the University would depend on a sound knowledge of English, the secondary schools adopted English as the medium of instruction for Natural Sciences and Mathematics. This resulted in the rapid growth of secondary and University education, particularly in the towns and cities, and neglect of primary education, particularly in the rural areas. Realising this, the Hunter Education Commission of 1882 recommended that priority be given to primary education through Indian languages.

2.2.3. MADRAS UNIVERSITY [1869]

The history of the English language in India is long and interesting. After English was introduced and made the medium of instruction, the British were careful to see that it was directed to the betterment of Indians. For instance, Lord Napier, while addressing the graduates of the Madras University in 1869, said,

"Higher English education will give you

[i] a new basis of national unity

[ii] a better knowledge of our country

[iii] self government, the Government of India

by the Indians in the modified form

[iv] a participation in the general intellectual movement of the world, now and hereafter."¹

English then occupied the most important place in the curriculum. The study of all other subjects at the Secondary Stage and in the higher classes, was in English. Students were able to understand and follow lectures in English, read whatever material was necessary and express themselves clearly in English.

2.2.4. SADLER COMMISSION [1919]

The last great pronouncement of the British on the situation of Indian Higher Education was made by the Sadler Commission [1917-19], under the chairmanship of Sir Phillip Hartog. The commission was highly critical of the quantitative growth of University education, and lowering of the standards of English. Commenting on the ineffectiveness of the teaching

programmes and the incapacity of the Universities to prevent the mad rush of students who were very ill-equipped for University education, the committee said,

"Throughout the whole educational system there is waste and ineffectiveness... The Universities have been hampered in their work by being overcrowded with students who are not fitted by capacity for University education and of whom many would be far likely to succeed in other careers".²

2.3. POLITICAL CHANGE

Shifts in the political scene led to changes in education and the medium of instruction with the introduction of diarchy at the provincial level in 1921, education passed into the hands of the elected representatives of the people. A significant achievement of this period is that education was in the hands of the people. English was unobtrusively and gradually replaced by the mother-tongue or the regional language. The remarkable feature of this stage is that there was no decision taken by any state to change over from English to the regional language as the medium of instruction. The adoption of the regional language as medium of instruction depended on the discretion of the schools and teachers.

2.3.1. RADHAKRISHNAN COMMISSION [1949]

The Education Commission under the Chairmanship of Dr

Radhakrishnan did much to guide the development of University Education in India in the post independence period while stressing that English should continue to occupy an important place in India's intellectual and academic life, it recommended that:

- [i] The federal language be developed through the assimilation of words from different sources and the retention of words which have already entered into Indian languages from different sources, thereby avoiding dangers of exclusiveness".
- [ii] International Technical and Scientific terminology be accepted, the borrowed words be properly assimilated, their pronunciation be adopted to the phonetic system of the Indian language and their spelling be fixed in accordance with the sound symbols of Indian scripts.
- [iii] For medium of higher education, English be replaced as early as possible by an Indian language.
- [IV] Pupils at the Secondary and University stages be made familiar with three languages-the regional language, the federal language, and English in order to read English.
- [v] English should be studied in high schools and in the Universities in order that we might keep ourselves in touch with the living stream of ever growing knowledge.³

2.3.2. SECONDARY EDUCATION COMMISSION [1951 - 52]

In 1951-52, the position of English was once again reviewed by the Secondary Education Commission under the Chairmanship of Dr A Lakshmanswami. It reiterated the recommendations of the Radhakrishnan Commission. It suggested that the ignorance of language should not handicap a student in the career of his choice. It also recommended that a good knowledge of English would be extremely useful to students of various courses, to understand the subject-matter of the course and also encourage further study of the same subject. These considerations lead to the conclusion that English should be given due position in Secondary Schools.⁴

2.3.3. ENGLISH VS MOTHER TONGUE

During the freedom struggle, a much discussed topic in educational and political circles was the question of an official language for India. English could not be declared the official language. Hindi was the only language that could be declared the official language of India, since it was spoken by the people in a large number of areas in the country. This aroused grave apprehension in the minds of the people of the non-Hindi speaking areas. However, a decision became imperative in 1950, when the Constitution of India was on the anvil before the Constituent Assembly. It was finally laid down by the Constitution that Hindi in Devanagiri Script would be the official language of India.

The declaration of Hindi as the official language of

India, greatly affected the structure of language study in the curriculum of the Secondary Schools. The schools in non-Hindi speaking areas were heavily burdened. For, in addition to learning the mother-tongue and English, Hindi was also learnt. The load was less for the Hindi speaking areas. There was thus an inequality of language load borne by the students of the non-Hindi regions. This caused dissatisfaction in the non-Hindi areas and intensified the opposition to the adoption of Hindi as the official language of India. The Central Advisory Board of Education, devised the three language formula at its 23rd meeting held in 1956, with a view to removing this inequality. In 1961, the Conference of Chief Ministers, simplified and approved the three language formula. The Conference recommended that the following languages should be taught at the middle and high school stages of education:

- [i] The regional language or the Mother tongue when the latter is different from the regional,
- [ii] Hindi or any other Indian language in Hindi-speaking areas, and
- [iii] English or any other European language.

The three -language formula in its modified form has been implemented by most of the States.

The implementation of this formula, shows that though it has been accepted in principle, it has been mis-applied in many ways in the States. This misapplication is found in both Hindi and non-Hindi speaking areas.

Certain difficulties inherent in the national situation itself are responsible for this non-implementation of the three-language formula. The furious discussions and controversies that took place and the intense zeal shown by the protagonist of Hindi led to tension and doubt in the non-Hindi speaking areas.

2.4. UNIVERSITY GRANTS COMMISSION [1955-57]

The University Grants Commission appointed a Committee in 1955-57, to obviate the difficulties arising out of the proposed change over in the medium of instruction. The Committee examined the problems connected with the medium of instruction and recommended measures to

" ensure adequate proficiency in English at the University stage".

The committee submitted its report in 1957. Some of the important recommendations are as follows:

- [i] The teaching of English literature should be related to the study of Indian literatures, so that apart from its value for linguistic purposes, it could be an effective means of stimulating critical thinking and writing in Indian languages.
- [ii] Where English is not the medium of instruction at any University, it is necessary to adopt special methods to secure an adequate knowledge of English as a second language.

[iii] For greater attention should be given to linguistics in our Universities and teacher training colleges⁵

2.5. KUNZRU COMMITTEE [1958]

The committee headed by Dr Kunzru struck a note of caution by suggesting that the change of the medium of instruction from English to Hindi should not be hastened. He also stressed the necessity to define the aims of English language Teaching at the school stage and the use of special methods in English language teaching. The committee recommended a study of linguistics as an essential pre-requisite for ensuring adequate proficiency in English at the University stage.

2.6. CENTRAL INSTITUTE OF ENGLISH [1958]

It was with the Kunzru Committee that the aims and objectives of the study of English were investigated for the first time. The setting up of the Central Institute of English in 1958, was a major step taken by the Government of India to meet the needs of the deteriorating situation. Since then the Institute has trained teachers and teacher trainees from all over India, in modern effective methods of English language teaching and literary interpretation. Much research has been done in the teaching of English, Linguistics and Phonetics. The Institute has also prepared suitable syllabuses and tests in English language and literature for different levels.

The University Grants Commission felt it necessary

that a committee of experts should examine the teaching of English at various levels of university education. The committee was to examine the standards and methods of teaching and learning English language and literature.

The committee said that the regional languages could not replace English as a tool of knowledge or as a medium of communication, since they were not developed enough. English would remain the language in which students would expand their knowledge through books, journals and reports.

2.7 EDUCATION COMMISSION [1964]

In 1964, the Government of India appointed an Education Commission to advise them,

"On the national pattern of education and on the general principles for the development of Education at all stages in all aspects".

The Education Commission appointed a study group to examine the changed position of English both as a subject of study at School and as a medium of instruction at the University stage. The chairman of the study group was Prof. V K GOKAK, the Director of the Central Institute of English. The group attempted to define the objectives of the study of English at various levels. Among the measures to improve the situation, it recommended:

- [i] the revision of curricula at all stages of education;
- [ii] a linguistic approach to literary studies at the university level;
- [iii] the expansion of facilities for teaching English language and an effective programme for adequate training for teachers of English;
- [iv] training of teachers in the state institutes of English and in the modern methods of teaching English as a second language;
- [v] reforms in the structure of examinations, flexibility in testing techniques and establishment of a Central Testing Service;
- [vi] use of mass communication media in the teaching of English and organisation of Special-bridge intensive courses as evolved by the Central Institute of English, Hyderabad.⁶

The Education Commission endorsed many of the recommendations of this committee. Regarding the place of a study of English in the pattern of Education, the commission warned that the adoption of the regional language as the medium of instruction in schools and colleges

"Should not be interpreted to mean underating the importance of English in the University."

The commission said that English would continue to be needed as a "Library Language " for a long time. As such a strong

foundation in the language should be laid at the school stage. Further more the report said,

" For a successful completion of the first degree course, a student should possess an adequate command over English, be able to express himself with reasonable facility, understand lectures in it and avail himself of its literature. Therefore,adequate emphasis will have to be laid on it right from the school stage.English should be the most useful "Library language" in higher education and our most significant window on the outside world".⁷

Since 1967-68, the situation of the teaching of English in India has changed at a greater speed than before. Today, English which was a compulsory subject in which pass marks were necessary to get through the High School Examination no longer occupies the same position.

"In several States, especially in the North, the most conspicuous feature of the changing policies with regard to English is their speed. We have examples of more than one State where, only a few years ago, English was taught as a compulsory language and, however low the competence attained, a pass mark had to be secured in order to get through the high school

examination. Today, largely because of the mounting concern caused by an alarmingly high percentage of failures in the subject at different end of the year and school leaving examinations, the governments have decreed that success in English should no longer be considered essential for admission to the undergraduate courses at the University." ⁸

The reasons for this deterioration of the importance of English and the low standard of the language, now in prevalence are not far to seek. The syllabi which were modelled in the nineteenth century still continue to be used and are by and large unchanged. The University departments confine themselves mainly to the teaching of English literature. The teaching of language and literature, unrelated to any particular social context has become an aimless, undefined, perfunctory study. This drop in the standards of English and the importance of English is equalled only by the increasing number of students of English.

2.8. STUDY GROUP [1969]

In March 1969, the Ministry of Education and Youth Services, Government of India, appointed a Study Group under the chairmanship of Prof. V.K.Gokak, Vice Chancellor, Bangalore University. The group was asked to prepare a working paper outlining a practical programme of action for improving the teaching of English both at the school and the University stages.

The group submitted its report in 1971.

With an eye on improving the English teaching situation in India, the group referred to three demands which have to be met in framing a syllabus. These are :

- "[i] The changing conditions and the need to answer the problems created thereby;
- [ii] The role of English as a second language; and
- [iii] The place of English as a 'Link' language with the outside world for the acquisition of new knowledge."⁹

The Group made several recommendations about the need for teacher training, more effective methods of teaching English and planning and production of structurally and lexically graded syllabuses and textbooks and other supporting materials. The Group also recommended a diversification of courses to meet the needs of students. One of the important recommendations of the Group was that the examinations in training institutions.

" Should place emphasis on the candidate's ability to deal with specific teaching problems, particularly with reference to remedial work".¹⁰

The Group provided a number of guidelines for the successful implementation of English teaching programmes in India.

2.9. THREE LANGUAGE FORMULA AND MEDIUM OF INSTRUCTION

The need for successful implementation of English teaching programmes in India is important when the place of English in the pattern of national life, is looked at critically. When the three language formula was introduced in 1961, it had been expected that English would be replaced by Hindi as a medium of communication in every field of activity by 1965. But the idea of replacement now seems to have been postponed indefinitely. People have begun to realize the cultural, technological and international advantages that flow from a study of English. This can be seen by the ever increasing number of students of English. This is mainly due to the unprecedented expansion of education during the post-independence era. Since English continues to dominate higher education in India, the greater the enrolment in Universities, the larger the spread of English in the country. Pass marks may not be necessary to obtain a certificate but English is still widely used as a 'link' language and as the medium of instruction. The fact is borne out by the following information collected from the University Handbook [Association of Indian Universities 1992] :

- [i] Out of a total of 120 Indian Universities listed in the Handbook, 84 Universities have English as medium of teaching and examination even at the B.A. level. Furthermore, in 19 Universities English is the only medium of instruction and examination at the B.A. level.
- [ii] As many as 89 Universities have provision of

teaching and examination through the English medium. In no fewer than 45 universities English remains the only medium of instruction and examination at M.A. level.

- [iii] Out of a total of 93 Universities offering M.Sc. courses 67 [about 72%] have English as the only medium of instruction.
- [iv] English which is not the language of agriculture in India is a medium of instruction and examination in all the 28 Agricultural Universities. It is the only medium at the undergraduate level in 21 Universities and at the post graduate level in 26 Universities.
- [v] English continues to be the sole medium of instruction and examination in all Indian Institutes of Technology and in almost all national institutes of higher learning and/ or research.
- [vi] There is no University in India where English language and/or literature courses are not offered at the undergraduate level.
- [vii] " There is hardly any University in India which does not provide for the teaching of English at M.A. level".¹¹

At the school level, English is both the medium of instruction and examination and a subject of study. A recent survey revealed that the

"number of the States and Union Territories where English is the medium of instruction in schools is greater than the number of

States and Union Territories where Hindi is the medium".¹²

English medium schools have been established due to great public demand. Even in public and sainik schools where both English and Hindi medium are available, a large majority of students opt for English.

According to Chaturvedi and Mohale [1976], English is taught as a first language in 13 States and 9 Union territories for 10 to 13 years, as a second language in 16 States and 5 Union territories for 5 to 10 years, as a third language in 8 States and 4 Union territories for 5 to 8 years and as an optional language in 4 States and 1 Union territory for 2 to 6 years. The class time allotted to the teaching of English varies from 15 hours a week for class IX, X, and XI in Jammu and Kashmir to 6 to 8 hours a week for classes VIII to XII in Maharashtra. In most States the teaching of English begins in Classes V or VI, except in Manipur, Tamil Nadu, Tripura, Goa, Daman and Diu, Mizoram, Lakshadweep and Pondicherry where it begins at class III and Arunachal Pradesh and Nagaland, where it is taught from class I.

Outside schools and Universities, English is the only medium of teaching and learning at national institutions providing in-service and pre-service training [e.g. Military Academics, several institutions under the Indian Council of Medical Research, National Council of Educational Research and Training, Banks, Finance Corporation etc.] English continues to be the medium of national seminars, symposia and academic

discussions. The proceedings of the Supreme Court and High Courts are recorded in English under a constitutional provision [Article 348].

2.10. ENGLISH IN PUBLIC LIFE

In public life, the English Press is by far better established and more influential than the regional language Press. The English Press is supposed to be wider in news coverage and more cosmopolitan in views than its Indian language counterparts. The regional language press is marked by its regional coverage and downgrading of international news items. The English language paper tries to argue on cosmopolitan grounds and reaches a wide audience.

English is widely used in broadcasting too. Though English is a second language, the popular and widespread usage of this language shows that it occupies an important place in India. English has co-existed with several Indian languages for about two centuries. This is enough evidence that there is a certain societal function which demands the use of English. According to the national policy for education, English which is the most widely used international language will continue to have a significant role in our educational programme, not as a medium of education but as an important auxiliary language, necessarily to be learnt well for certain specific purposes.

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2.11. LANGUAGE VS LITERATURE

2.11.1 INTRODUCTION

Since the introduction of English as the medium of instruction at the school and college level, English has been taught as a literary and humanistic discipline. The literature syllabus, teaching and evaluation technique belonged to the nineteenth century. The Universities of Calcutta, Bombay and Madras which were established in 1857 after the model of the University of London, unhesitatingly imported its syllabuses. Educationists held the opinion that the study of English literature was the logical development of literary development and that it served a general educational function. As a result students of English were introduced to some of the classics in English. The universities did not provide for any training in English language. In spite of the serious limitations inherent in it, the system produced considerable results as long as there were enthusiastic teachers and a limited number of highly motivated students. But after 1930, when the medium at the secondary level in most parts of the country gradually changed to the regional language, the shortcomings of this system became apparent. The M.A. courses exposed students to great works of English literature but did not attempt to train the students for teaching English language and English literature. The inadequacies at the top were soon reflected in the falling standards at the lower level.

2.11.2. LINGUISTIC CONTENT

Concerned about the deterioration in standards the Kunzru Committee was appointed to examine the problems connected with the medium of instruction and recommend measures to ensure proficiency at the University stage. The committee recommended that a

" Far greater attention should be given to linguistics in our Universities and teacher training colleges."

This was the first time that emphasis was given to the necessity of the English syllabus having a linguistic content.

The senior teachers of English were also very sceptical about the literature oriented syllabuses imparting the necessary language skills to the students. At the 'ALL INDIA ENGLISH TEACHERS' CONFERENCE, they repeatedly drew attention to the ineffectiveness of the traditional form of English teaching and the need to distinguish between English language teaching and English literature teaching. The Education Commission was the first to point out the necessity for a distinction between English language teaching and English literature teaching. In its report the commission pointed out that the regionalisation of the medium of instruction did not mean the elimination of English, which would continue to function as a 'library language'. Since an adequate command over a library language is indispensable to a University student, it recommended that adequate facilities should be provided in Universities and colleges for the study of

English and where necessary or possible for any other 'library language' as well. For the purpose of providing students with the necessary language skills the commission recommended that :

"A distinction has to be made between the teaching of English as a skill and the teaching of English Literature."

2.11.3. U.G.C.REPORT ON LITERATURE [1960]

In 1960, the University Grants Commission appointed another committee of experts, headed by Prof. Banerjee of Bombay University to define the objectives, examine the standards and the methods of teaching and learning English language and literature at the various levels of university education. This committee recognised that literature cannot be properly appreciated by those who do not know the language well and that English literature,

" cannot be taught in a vacuum."

It recommended that :

- " [i] Every student should have taken a paper on the English language at some stage before he obtains the M.A. degree.
- [ii] A B.A. pass course in English literature should have a broad cultural value and texts written in obsolete language however good in literary value, should be avoided.
- [iii] The M.A. course should comprise a paper on the

English language, three or four papers covering major classics, prose, poetry and drama, a paper on the principles of practical criticism, one or two literary forms and two optional papers, for example Shakespeare, American literature, Indian writings in English etc.

[iv] There should be no objection to the award of a Ph.D on the translation of well-known Indian classics with suitable editing and bibliographical details."³

This was the first sign of the realization for the need of change in traditional and outmoded English syllabuses at the Universities. It was also the first time that English literature produced outside Britain, was recognized as a valid subject of study in the English courses of Indian Universities. This was also the first time that the translation of works in Indian languages was considered a valid subject for research.

2.11.4. STUDY GROUP (1967)

In 1967, the study Group appointed by the Ministry of Education, made a distinction between English Language and English literature courses and also formulated lines along which the courses could be designed. The Group concluded that :

" No such distinction exists at present in our schools and Universities. The time has come to make this distinction in a department of English and to even insist on it. We are aware of the fact that any mechanical

distinction between language and literature is bound to break down, for it is an almost impossible task to separate substance and language from thought. Nevertheless we speak of a functional study of language, implying there by that a study of imaginative uses of language can be separated from that of its functional uses. This does not exclude the use of imaginative expression or creative writing for the purpose of teaching the functional uses of language to students for the imaginative overtones of form as well as substance make the machinery of language through which the form and substance are communicated memorably.'⁴

The Group held the opinion that since language teaching had become highly specialized the then current syllabuses of English at the Indian Universities, which were heavily weighed on the literature side were not equal to the task of preparing teachers of English language as distinct from English literature. The distinction became more and more apparent as one moved from the Pre-University year to the last year of the MA degree course. The Group felt that :

'Students should be given the choice to specialize either in literature or in language after making sure that they have a certain minimum equipment in both.'⁵

Students could specialize in English at the University by studying English either as a subsidiary or as a principal subject. The Group formulated the lines alongwith the syllabus to be framed, the optional/major English course, would require the student to study Linguistics, Literary Criticism, Literary Forms, background history and a paper on Shakespeare. It also recommended the frequent use of tutorials, for neither maturity of mind nor taste will develop if students listen to lectures passively.

A re-orientation of the courses as directed by the Group was expected to result in bringing about a sharp distinction between lectures in the English language and lectures in English literature. This distincti-on is not only valid but

" One which has a great significance for the future. Most of the Departments of English may be expected to be language-oriented departments during the next twenty years. Specialization in English literature as such may be confined to some of the older post- graduate centres."⁶

2.11.5. STUDY GROUP [1969]

In 1969, the Study Group led by Prof V K Gokak, drew attention to the need for certain improvements in the B.A. and M.A. courses in English. The Group held the view that the performance of a trainee in a Teacher Training Programme depends on his/her previous training. It depends mainly on the

organization and effectiveness of first and second degree courses in English in our Universities and Colleges. According to the Group:

" The B.A. course should include a general introduction to the study of language and the M.A. Course an introduction to linguistics with reference to the English language."⁷

Changes gradually took place within English departments. There was much controversy about the need and relevance of a study of English literature for the Indian Students. However, the teaching of English literature has become a subject in its own right distinct from the teaching of the English language.

2.11.6. SYLLABUS REFORM [1977]

In 1977, the University Grants Commission, in its report on Syllabus Reform wrote:

" We now study English literature as an independent ingredient of the discipline of the humanities. Regarded simply as an achievement of the human spirit, which because of its immense range and depth compels attention. It has an important place in the spectrum of University Studies - when English literature occurs as an optional subject offered by the student as the special area of his interest at the B.A. [HONS] and the M.A. level, our approach to the subject should naturally be that which is

appropriate to the study of "literature" as such,
with a due emphasis on its character as art."⁸

It was pointed out that our approach to English literature should be

" that to a foreign literature."

This would mean, that due attention should be paid to a background knowledge of the history and character of the people whose literature it is and particularly to those cultural singularities which might pose difficulties in freely and fully responding to the literary work.

The workshop recommended that what is needed for preserving the study of English literature as a liberal discipline is not a regrouping of the basic areas of study but a new stress at the under graduate and post graduate levels. what should be stressed is the study of the text as a concrete product rooted in a particular environment.

The workshop emphasized the need for an intergration of linguistics with the teaching of English. It was of the opinion that there is no use in pretending that all our students are looking for profound literary culture, since skills in English happen to be among the most saleable commodities in the job market today. Therefore, *one of* the objectives of specialist courses in English [that is B.A. and M.A. courses] should be to train our students to an advanced level on the actual use of the English language. Unfortunately, in some circles any talk about

language skills in the context of literature courses is regarded as anti-literature. Such opposition is harmful to the interests of both language and literature. The workshop felt that for the Honours Course in English there could be six papers—four papers devoted to the study of English literature and two to the study and practice of grammatical and rhetorical devices in English.

The workshop felt that for any meaningful study of literature a command of the language is an essential prerequisite. For our students English literature is literature in a foreign language. The cultural as well as linguistic problems our students face are enormous. These are required to be overcome by involving students own sensibility to such an alien literature. Unfortunately these difficulties are not given enough consideration. In such a situation literature deteriorates into a 'knowledge subject', a mere collection of information about authors and their works, from secondary sources. The texts themselves are ignored.

The workshop outlined the following practical steps to be taken if the literature courses are to serve any useful purpose at all:

- [i] to determine what abilities we wish our students to develop as a result of their study of literature,
- [ii] to restructure the courses and syllabuses, so that the literature programme becomes realistic in terms of the entrance competence of the students,

- [iii] to change our teaching strategies and examination techniques such that the student is encouraged to study the prescribed text closely,
- [iv] to restrict admission to these courses only to those students who have the necessary competence in English to benefit from them."⁹

The workshop was also critical of the present method of teaching and testing. It suggested changes in the system of testing to bring about a system that would be more responsible to the standards of academic excellence.

2.12. ENGLISH LANGUAGE TEACHING IN MIZORAM

2.12.1. INTRODUCTION

Unlike the rest of the country, Mizoram is unique in the dominance of a single religion and a single language. Christianity is the religion of more than 80 percent of the residents of Mizoram where Mizo language has the speakers accounting for 76% of the total population. It is the second highest literate State in India [81.23%] surpassed only by Kerala [90.59]. In Mizoram there are nearly 300 high schools and 34 colleges, one branch of SCERT and one teachers' training college.

English has been adopted as the official language of the State and the language of higher education as well. There is no will to change the existing situation. Students love English but simultaneously are afraid of English. A Pan-Asiatic

feature is dominant in this State. Students know that English is the most important language of the world today and Mizo is a comparatively under developed language [?]. English enjoys a higher position in the society.

To know the role any language plays in society, it is essential to know the socio-economic condition, as well as the geographical, and historical background of the State. To determine the position of a second language in Mizoram, the existing trend in the teaching-learning scenario is also felt to be in need of examination. An attempt is therefore made in the following paragraphs to portray a clear picture of English language teaching in this State.

2.12.2. GEOGRAPHICAL BACKGROUND

Mizoram is predominantly of mountainous terrain, inclining mostly North to South direction. The topographic features can broadly be classified into mountainous terrain, ridge and valley province according to altitude. The western part of the region is dominated mostly by wide valleys and ridges.

There are numerous rivers which drain the region, with flow directions either North or South. The important rivers are Tlawng, Turial, Chhimtuipui, Langkaih etc. The region, owing to its tropical location, enjoys a pleasant climate and falls within the influence of the South West monsoon. It receives an adequate amount of rainfall of about 250 cms annually. The southern and western parts receive heavier rainfall. The autumn temperature is

usually between 15° c to 25° c; while winter records temperature between 11° c to 23° c. Summer temperature is between 21°c to 31°c It can be seen that there is not much fluctuation of temperature throughout the year. The summer or the rainy season is longest, while winter and spring share about three months of the year respectively.

Geographical location of Mizoram is at 21° 56'N - 24° 31'N latitudes and 92° 16' - 93° 26'E longitudes. The tropic of cancer passes the state near Champhai and Chhawrtui in the middle part of the region. The area of the state is 21,081 square kilometres with a population of 6,89,756.

2.12.3. HISTORICAL BACKGROUND

Historical study of Mizoram reveals that settlement in the region is the outcome of the recent migration down to the west somewhere from China. Due to the dearth of integrated historical records, the accounts of culture, selection of sites for settlement, political administration in the past and the like, can only be described from folklores and folktales, legends and place names etc. It is believed that Mizos are the Mongloid stock of racial origin who speak a language belonging to the Tibeto-Burmese family of languages.

Historians are of the opinion that emigration from China towards the present habitat has taken place since the beginning of the 15th century AD, following different routes at several haltagues, at different periods in successive batches. The

first batch of migrants to the present Mizoram seemed to reach their destination during 1600 AD TO 1700 AD.

The conflict between clans and ethnic groups, as is common in earlier tribal societies elsewhere, laid the foundation of chieftainship among the Mizos. The chief then ruled the village in his own capacity to see that peace and justice was maintained in the society.

The Mizos are comprised of seven different broad tribes with as much as fifty-nine different clans and about three hundred sub-clans. Although these tribes and clans have had their own area of settlements before reaching the present Mizoram, the migrations towards the present setting have caused intermixing and intermingling which led to the adoption of a common language and tradition. At present there is hardly any distinction between culture and customs, although certain minority groups are well maintaining and preserving their own culture, traits and customs.

The official administration was started in 1890 with the separation of the erstwhile Mizo Hills into Assam and Bengal during the British rule in India; the northern part of the Mizo Hills with headquarters at Aizawl was annexed to Assam, and the southern part was administered by Bengal. The separated regions were again merged into a district known as the Mizo District under a Superintendent in 1898.

The region continued to remain as one of the districts of Assam, known as the Lushai Hills District till India attained

Independence in 1947. The name was later changed to Mizo District, till its formation into the Union Territory of Mizoram on 21st January 1972.

Prior to this, the region was swept by political turmoil. Peace and security was upset. This was due to the uprising of the Mizo National Front, which tried to secure an independent state of Mizoram- the state to be administered by the sons of the soil. Finally, an agreement was signed on 30th June 1986 and Mizoram was conferred statehood and became the twenty third state of India on 20th February 1987.

2.12.4. SOCIO-ECONOMIC BACKGROUND

Mizoram remained socio-economically backward, in spite of its natural resources. Local agricultural products could substantiate only about 30% of the State's requirement, despite as much as 64% of the workers engagement in agricultural activities. This shows that the Jhum system, which is prevalent in Mizoram, is not only uneconomic in terms of workload and subsequent yield, but also wasteful in terms of vegetation and top soils lost in the method.

The region is still at an infantile stage in the field of industry. Whatever industry, as it may be called at present, is only small scale and cottage industry, fed by indigenous agricultural produce, covering only a small market zone. The local vegetal resources like bamboo, wood and reed seem sufficient to feed a medium sized paper and pulp industry. The prospect would only become practical when the region has other basic infrastructure. Mizoram, thus remained socio-economically backward, amidst its rich natural resources. Infrastructural

facilities for economic growth are at their minimal level, mainly due to isolation and the nature of the terrain and population quality as well.

Transport network is a problem in Mizoram. It is connected by only National Highway [NH NO.54] from Silchar [ASSAM] and is the only inlet into the State. The State Highways within the region totals about 545 Kilometres.

Despite a good prospect for development of hydro power only 2.3 MW have been generated from hydel with the import of 10MW from Assam and 22.7 MW generated locally from Diesel Generators, Mizoram has a total power installation of only 3.5MW which covers only 45% of the total rural population.

Density of population is very low not only because of limited habitable area, but also due to political factors. Migro-regional variation of density is mostly decided by geographical factors.

Till the 1981 census, population confined to rural areas comprised as much as 75% leaving only 25% in urban areas. However, the 1991 census figures depict a sizable change indicating that 50% - 80% live in the rural areas and 46.20% in the urban areas. While the phenomenon is indicative of the addition of new towns by census classification, the natural growth and migration into town areas from rural areas also contributed to the growth of the urban population.

2.12.5. EDUCATIONAL BACKGROUND

The origin of education in Mizoram is untraceable. As it is stated in the previous paragraphs that the Mizos came from

China between the 15th and 18th Centuries, it is only believed they brought a "fairly developed spoken language." But no accurate records are available.

The British Government, during its regime over the region, was intensely concerned with the protection of the frontiers only. It did not have any interest in spreading education. The British policy was to exercise political influence only, without direct interference or direct control. They just set a boundary line between Assam and the neighbouring hill areas inhabited by independent tribes. This boundary line is popularly known as the "Inner Line". This line was guarded by a chain of posts beyond which only political relations with tribes were to be cultivated.

It is believed that for trade and commerce, people of Lushai Hills (previous name of Mizos) had to go to Rangamati in the Chittagong Hill Tracts and for trading purposes they had to learn Bengali. Returning from Rangamati these people transcribed their language in the Bengali script and started some informal school. Education spread by them mostly dealt with "information giving" about hygiene and related matter. This was carried on through the medium of Mizo written in the Bengali Script.

The Second phase commenced with the arrival of the missionaries in Mizoram. It was in 1891 that a group of missionaries arrived in Lunglei (230 kms South of Aizawl). Lorraine and Savidge, two missionaries, had learnt the local language to spread Christianity among the Mizos.

This group of missionaries also set up schools at Aizawl [2/4/1894]. These two people Rev J.H.Lorraine and Rev. F.W. Savidge are popularly known as Pu Buanga and Pu Sapupa in Mizoram. Among their contributions, the first grammar book in Mizo and the orthographic system of Mizo language were made. The school they had started was Mizo medium and there was no information about their curriculum. Hence, there is no evidence of English language teaching of that time. Encouraged by this attempt the Government had taken the step to officially open a school which was formal in nature. The school was established in Aizawl at Assam Rifle Ground. The school was upgraded to primary section(1903) with a proper examination system.

The first middle school was believed to be started in 1911 at the same site. People aspiring for higher education or continuing their education had no other option but to go to Ran-gamati as there was no provision available in Mizoram at that time. A few people were reported to be trained at that time and a training school was also set up to cater to the need of the local people who could in future serve the Church and spread Christianity.

As there was no Board to which the school was affiliated, the missionaries were free to choose their own curricula. To achieve the objectives i.e. to spread Christianity, the training school played its role successfully.

The first high school was established in 1944 and was affiliated to the Assam Board of Secondary Education and the medium of instruction was English or Assamese. English was also

taught as a compulsory subject with two papers- mainly literature and language which included grammar and composition. A few more schools were started in this period in different places like Lunglei, Champhai and Aizawl. Missionaries, therefore, started their career as teachers too, receiving remuneration for their teaching profession.

Higher education [college] was started in 1958 at Aizawl with the private effort of some individuals and was affiliated to the Guwahati University. The English syllabus was traditional and prepared on the line of other Universities of India. Prose, poetry, drama [mainly Shakespearean], fiction, a selection of poems, prose pieces and essays were prescribed. Later on in 1962, Pacchung Memorial Trust had taken over this college and this became the First Premier Institute for Higher Education in Mizoram. Establishment of Pacchung College was followed by four more colleges in the State. They are Lunglei College [1964], Champhai College [1969], Serchhip college [1972] and Aizawl college [1975].

Establishment of the North Eastern Hill University [NEHU] has turned a new leaf in the history of higher education in the state. The university was established with a view to cater to the needs of the tribals of North Eastern India. It has also started regional languages of different states of North Eastern India as a MIL for the undergraduate level for the first time.

NEHU has also opened full fledged campus in different regions and started giving education at the post graduate level

in different streams. In Mizoram, they had opened their campus in 1979 at Aizawl.

NEHU had started giving [two years] Pre-University degree too, in difference streams of education [Science, Arts or Commerce] as there were no higher secondary [+2] education system at the school level.

English gained prominence as there was no other medium of instruction except English at the high school level [class VIII] in Mizoram and the college or higher education was also in the medium of English. English is a compulsory subject at the PU and B.A. level too. The curriculum consists of two papers in English both at the PU and undergraduate levels carrying 100 marks each. At the PU level selections of prose, selections of poetry and non-detailed study and a few grammatical items are prescribed, while at the UG level a Shakespearean Drama, a novel, two one-act plays, a selection of prose pieces and a few poems are prescribed for the course.

In fact, both at the PU and BA level, language plays a very minor role in the curriculum and virtually no time is spent to teach grammar at the college level with the assumption that students have enough grammar at the high school level. Furthermore, it is also mentioned that the lecturers find the task of completing the course in schedule time of prime importance rather than developing the language skills of the students. English is taught as a subject with a view to impart knowledge about the content more than to use the language as a

communicative tool. Communicative competence of the students is, therefore, neglected by the curriculum. The methodology adopted to teach English also becomes synonymous with reading the text and lecturing. The blackboard and other audio-visual methods are seldom used by the teacher and dictating notes are the common sights of the classroom methodology. Where memory and model answers are stressed any form of notes are welcomed.

Teachers are mostly untrained and students are ill motivated. Curriculum is unsuitable and examination procedure is pedagogically unsound and psychologically not desirable. In fact the ELT situation in Mizoram is, in no way, different from that of other States of India. But it is pathetic that English being the only medium of instruction, the students, yet, have such a poor command over the language.

2.13. CONCLUSION

The story of English is a story of both success and failure. As an article of trade and political domination, it has succeeded brilliantly- we remain divided on the national language question even today. As a medium of education, it has failed miserably - the failure is too obvious to need any proof. But English should continue to be studied as an important language, not as a substitute for education but for specific educational purposes of national relevance.

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CHAPTER-III

THEORIES OF

LANGUAGE

LEARNING AND

SYLLABUS DESIGN

IN ELT.

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3.0. JUSTIFICATION FOR THE CHAPTER

In this Chapter, we have tried to deal with the types of existing syllabi in language teaching. Though some of the syllabuses are dealt with independently but in actual practice, it is found that they hardly occur independently. Almost all language teaching syllabi are combinations of two or more of the types defined here. Moreover, the distinction between syllabi as "skill based" and those defined as "task based" are not entirely distinct from each other. In such cases, the distinguishing factor is often the way in which the instructional content is used in the actual teaching procedure. Finally, in this Chapter, we have not recommended that language teaching adopt one or the other in pure form for any purpose whatsoever. Our only aim in treating them separately is to find out the strengths and weaknesses of these syllabuses.

3.1. ELT MOVEMENT IN INDIA AND SYLLABUS DESIGN

It is interesting to trace ELT in India since the 1920's. When H.E. Palmer, a British Applied Linguist, was pre-occupied with devising the structural approach to language teaching and developed the pedagogic principles of gradation and frequency in England, it was a coincidence that Michael West, a British linguist who was in India in the 1920's developed a method to improve the reading skills of Bengali children introducing texts on the basis of gradation and frequency.

In the 1950's, West's word list played a prominent role in the Indian syllabuses at the school level. Combining Palmer,

Hornby and West's approaches [sentence structures and vocabulary] an Indian version of structural-oral situational method was developed for classroom teaching, incorporating the priorities of National Curriculum of India [Cultural factors]. Courses were designed with structural base by the State-level institutes like NCERT [NEW DELHI] and CIEFL [HYDERABAD]. Even today, structural based materials and S.O.S. method are popular in Indian Schools.

In the 1970s, the functional approach brought a new orientation to language teaching. It focused on learners needs and 'English for specific purposes' became a major development in ELT. 'English for Science and Technology', a sub-division of ESP attracted the attention of course designers in Science and Technological Institutes in India. Mainly, Technical Teachers Training Institutes [T.T.T.Is] concentrated on EST courses. Courses were designed and materials were prepared in collaboration with EST expertise in the U.K. These materials are being used in Polytechnics.

In the 1980s, discontent with the structural approach led to new pedagogic explanations. Many major figures of ELT in the UK and USA, have been proposing and devising new procedures. Communicative Language Teaching [CLT], the recent trend in the ELT movement started as a movement of syllabus development. Criteria for new courses- method - based, skill -based and inte-grated approaches have been suggested. The 'Intervening model' [Maley 1981] the 'Spiral model' [Brumfit'1984] and various models using the frameworks of psycholinguistics and

sociolinguistics have been proposed by Yalden [1983,1987], White [1988], Candlin and Breen [1984,1988]

The 'Communicational Teaching Project' [1982] in South India provided a practical base for CLT. Prabhu's 'Procedural Syllabus' was hailed as a 'grass root experiment' by ELT visiting expertise. The Procedural Syllabus is a meaning-focused activity implemented through task based teaching. It was experimented with young school children with basic teaching aids [a black-board and a piece of chalk].

In the mid-1980s, to meet the communicative needs of adult learners of Second language, attempts to design functional syllabuses were being made in colleges and Universities. In 1986, a project of functional English course was started in Tirupathi to meet the academic and occupational needs of the learners.

In the academic scene of India, there is an awareness of the need to improve the communicative ability of ESL Students. How to design language course to suit the multilingual setting of India, has become a major issue for the language course designers.

3.2. SYLLABUS EVOLUTION : A BIRDS'S EYE VIEW.

This Chapter provides a Comprehensive Survey of ESL (English as a Second Language) Syllabus evolution from the 1920s to the 1990s. The researcher begins with the definitions of Syllabus / Curriculum and general characteristics of Syllabus and current views on Syllabus design, then moves on to the inter-

relationship between language learning theories and language Syllabus design. The theories of Psychology, Sociology and cognitive science have influenced pedagogical theories. One of the major developments is Linguistics, applied to language teaching. The two main frameworks of Applied Linguistics- Psycholinguistics and Sociolinguistics have considerably influenced Syllabus design. Theories of Chomsky, Dell Hymes, Krashan and Halliday are discussed in the content of language teaching.

A general description of three approaches to language teaching is provided. Sub-Systems, Classifications and Categorizations of Syllabus given by Wilkins(1976), Shaw(1977), Brumfit(1984), Yalden(1983,1987), White(1988) and Breen(1988) are discussed. It is also argued that these three approaches, Structural, Functional and Communicative, are interdependent and language syllabuses involve a grammatical base combining with the Functional / Notional approach and finally leading to the communicative competence of the learner.

We have also presented a detailed discussion of formal and functional syllabuses and materials and methods. An account of Indian syllabuses with the structural approach is provided. Wilkins' attack on structural syllabus and proposals for the systematic syllabus is taken up. A major development in ELT in the 1970s, is a shift of focus from form to meaning. Pedagogical syllabuses based on functional approach are developed taking into consideration learner's need(Munby Model 1978).

'English for Specific Purposes' receives special attention in this Chapter too, as ESP has grown so widely integrating language teaching with various disciplines. The growth of the ESP movement which includes 'English for Science and Technology' (EST) has been touched upon. ESP courses started as register based courses and later on were shaped into discourse based courses.

Finally, major issues in Communicative Language Teaching (CLT) and an experiment of 'Communicational Teaching Project' (The Bangalore Project) based on Procedural Syllabus have been discussed. A brief description of the existing syllabus in colleges like the topic syllabus and its shortcomings is also given. An integrated approach drawing relevant features from various approaches is therefore suggested.

3.2.1. CURRICULUM VS SYLLABUS

Before going into the details of contemporary issues in syllabus design, it is essential to have clear definitions of the terms syllabus and curriculum. Shaw (1977) defines the term Curriculum that

" Include the goal, objectives, content, processes, resources and means of evaluation of all learning experiences planned for pupils both in and out of the school and community through classroom instructions and related programmes."

The Curriculum seems to encompass the educational

philosophy, its values and objectives in a broader sense. For instance, a National Curriculum defines the country's educational philosophy, objectives and its relevance to that country's culture, in a broad sense. Similarly, a school curriculum addresses the question, what ought to be taught in the school through classroom instruction? Curriculum, in general, refers to a totality and broader spectrum whereas the term syllabus is used in a restricted sense. 'Syllabus' is defined as a statement of the plan for any part of the curriculum and is considered to be the part of Curriculum. In other words what is usually assumed is that curriculum includes syllabus, but not vice versa (Dubin and Olshtan 1986, PP.3). A syllabus is more specific and more concrete than curriculum and curriculum may contain a number of syllabi. A curriculum may specify only the goals (What the learners will be able to do at the end of the instruction) when the syllabus specifies the content of the lessons used to move the learners towards the goals.

3.2.2. ELT CURRICULUM / ELT SYLLABUS

But, in the case of ELT, we would notice that 'Curriculum' and syllabus are being used as interchangeable terms: we use both the terms ELT Curriculum and ELT syllabus. Yalden [87] says that in North America Syllabus is often used interchangeably with curriculum. R.V.White, in his book, 'ELT Curriculum(1988) places language syllabus design within the wider context of Curriculum when he discusses the values and ideologies of the ELT curriculum. We could observe that ELT has isolated itself from the National Curriculum and evolved as a special branch of the

discipline not only in the U.K., but all over the world. ELT Curriculum has international significance. English being an international language, it is taught as a compulsory subject in the Secondary School Curriculum, throughout the world. In the English speaking countries, it is taught as a first language and in the rest of the world as a second language.

3.2.3. WHAT IS A SYLLABUS. ?

Let us examine the question, 'What is a Syllabus?' A syllabus has been compared to 'A blue print' (Yalden 1987 : 19). In the school curriculum, each subject has a syllabus, so when we refer to syllabus, we would wish to restrict the term 'Syllabus' to that of language teaching for the purpose of our argument.

The general characteristics of a syllabus are as follows (Brumfit 1984 a P. 75-76) :

1) A syllabus is a specification of a work of a particular department in a school or college.

2) In practice, it is often linked to time semesters, terms, weeks or courses which are tied to these.

3) A syllabus may specify some kind of sequence of events.

i) Sequencing intrinsic to a theory of language acquisition or to the structure specified.

ii) Sequencing constrained by administrative needs.

iii) A syllabus is a document of administrative convenience and will only be partially justified on

theoretical grounds. Hence, it is negotiable and adjustable.

iv) A syllabus can only specify what is taught, it cannot organize what is learnt.

v) Not to have a syllabus is to refuse to allow ones assumptions to be scrutinized.

More or less, syllabuses in most of the schools and colleges all over the world are based on these general principles. But in some countries like India a syllabus is viewed as ' a document of administrative convenience' and is ' constrained' by 'administrative needs.' In India, the ' National Curriculum' is regarded as a document of Government Educational Policy. It specifies a broad outline of what is to be taught in schools and colleges of all States. State governments, in turn design their curriculum based on the specifications in the "National Curriculum". In this case, negotiation of syllabus becomes a rare possibility, as its role is strictly limited down to administrative needs. The text books [materials] are prepared according to the specification given in the syllabus. Both the syllabus and materials are pre-ordained giving little choice to the teacher to organise, 'negotiate and adjust the syllabus to suit the needs of learners.

3.2.4. CURRENT VIEWS ON SYLLABUS

The communicative movement started as a development of syllabus design. It is interesting to note that some of the contemporary views on communicative language teaching syllabuses differ [to some extent] from the general characteristics of a syllabus.

In the Symposium on 'General English Syllabus' [Brumfit, 1984 b], J P B Allen, H G Widdowson, C N Candlin, Michael P Breen, C J Brumfit and Janice Yalden, discussed their views on communicative syllabus. H.H.Stern reviewed their views in his paper, while Brumfit summarized and classified their assumptions on communicative syllabus design.

Candlin and Breen seemed to have taken an extreme viewpoint regarding syllabus as a 'retrospective record'. It is a reaction against a pre-designed syllabus. An ideal syllabus according to them is open and negotiable with the learners, the learner and the teacher can create/reconstruct the syllabus together. It is not a statement of teaching process but a record of 'learning process'.

Widdowson and Brumfit found the views of Breen and Candlin extremely unrealistic. "A syllabus can only specify what is taught, it cannot organize what is learnt," as it is not practical to measure the learners's acquisition/learning through syllabus. They agree with the notion that 'syllabus is negotiable and adjustable.' They liked the idea of teachers' freedom to reconstruct the syllabus consulting the learners. They found

' a syllabus is necessary and useful because it, serves all practical purposes.'

Widdowson maintains a conceptual distinction between syllabus and methodology. Janice Yalden identifies the theoretical principles of syllabus. Her criteria of 'pragmatic'

and pedagogic efficiency is similar to that of Brumfit's concept that a syllabus is ' a public statement.'

The views of all these syllabus designers are categorized and classified by Brumfit. These ' set of shared assumptions help us understand the major issues in communicative Methodology.

1. A syllabus must be related to a broader curriculum and to a larger social context reflected in the hidden curriculum, which may be supported or criticized through the syllabus.
2. It is a device for public planning but for teaching not learning. Thus, it operates as a means of control and must be administrably workable. Planning may be limited to a broad curriculum level, the specific syllabus remaining more spontaneous and local.
3. It involves initial specification with discreet items which must be selected, defined and graded with an appropriate starting point and end point or at least goal. There will be sequencing which is intrinsic to the language or content system and extrinsic, administratively determined, sequencing for items which do not fit into a system and the items taught should not be explicitly linked to the time.
4. It generates a set of units of work and implies particular methodologies. Indeed the methodology can be

considered part of the syllabus specification.

5. It should be negotiable during use and after but constraints will be needed as support for some students. However, it may be considered a retrospective record rather than a prospective plan.

6. It can lead to many courses of study and should produce general competence, unconscious automatic abilities and conscious metalinguistic capacities.

7. The language syllabus will interact with other syllabuses, but will be the fundamental one-others will include cultural, communicative ability etc. or it can be viewed partially in terms of items of content, skills of behaviour and values of ideology.

8. It must be evaluated by a range of procedures as part of our responsibility to be democratically accountable.

These views favour the argument for a syllabus for language teaching. For pedagogical purposes, a syllabus must be related to a broader curriculum. The syllabus as a 'device' for planning must be explicit for the teacher so that the teacher can plan, prepare and organize the course. A syllabus must be more or less explicit to the learner and the learner must have some idea of what he is going to learn. But, it should not be rigid, it should be flexible so that it allows negotiation during its use. A syllabus operates as a means of control of the learning

process, indeed, Prabhu (1987: 86-87) refers to the syllabus as an 'Operational Construct'.

A syllabus as a specification of what is to be taught, the 'discreet items which must be selected, defined and graded' gives a clear picture of the starting point and the end. One cannot ignore the goal in language course planning.

The communicative language teaching syllabus considers the methodology as part of it. In CLT, methodology and materials are merged into the syllabus design as the teacher devises his materials and defines teaching in terms of methodology. But,

" a syllabus should be in the first instance, a statement about content and only at a later stage of development a statement about methodology and materials to be used in a particular teaching context." (Yalden (1987 b : 87-88)).

Syllabus as a 'retrospective record' rules out pre-design of the syllabus. Indeed, the 'nature of language as communication' argument leaves less room for prior design of a syllabus (Yalden 1987 b : 75). But, a syllabus may be used as an instrument to coordinate all the aspects of language teaching. It defines content and learning activities as well as classroom interaction necessitating pre-design of the syllabus.

The aim of the CLT Syllabus is to draw upon the 'unconscious automatic abilities' and 'conscious metalinguistic

competence' of the learners. It makes use of both 'linguistic competence' and 'linguistic performance' of the second language learner.

The language syllabus is not isolated from the rest of the curriculum. In the first phase of syllabus design, 'language use' is taken into consideration and in the second place materials and methodology can be considered. Finally, a CLT syllabus is subjected to evaluation:

The view of the CLT Syllabus designers emphasize the aims, objectives, relevance and the significance of a language syllabus in a broader curriculum.

On the other hand, Krashan's theory of the 'Natural approach' seems to view the syllabus as irrelevant. Yalden [1987 b:70] discusses Krashan's attitude to syllabus,

" he seemed to take for granted that since there is a natural process of second language acquisition-or a natural syllabus that will in any case emerge- there is no need to design an artificial progression for the learner."

Krashan, in his theories, is concerned about the 'acquisition', the 'intake' rather than 'input'. A syllabus can only specify what is to be taught in a course but not what is learnt, 'Intake' does not have a syllabus that can be created by a linguist or by a teacher.

The idea of 'immersion teaching' - 'offering part of

the school curriculum or even the whole curriculum in the second language' [Stern 1983: 57-58], clashes with the regular school curriculum, as the school curriculum has to make provision for other school subjects and cannot afford the whole time for second language learning. Second language courses need to be specified in terms of syllabus so that they can be fitted into the framework of school curriculum.

The second argument about the 'immersion programme' is that it aims at developing both the first and second languages 'as though each were a mother tongue' [Bibean cited in Yalden 1987 b:72]. In fact, a second language is not a mother tongue and, when it is taught in the classroom, the process of teaching is subjected to the pedagogic conditions that demand specifications of the course.

3.3. LANGUAGE THEORIES AND ELT SYLLABUSES

We have discussed how a syllabus serves as an instrument to organize second language teaching. Before we move on to the issue of syllabus organization of second language teaching, we should ask what is language ? How do individuals acquire / learn the language ? These questions address the language learning theories of mother tongue and foreign language. The answers developed by behavioural research in psychology are applied to language learning in and out of the classroom. Linguists and psycholinguists have kept language pedagogy as an applied field [Rivers 1983:1] to address the unresolved issues of language learning. The important question in applied

linguistics is, 'how best to present language material to facilitate student learning.' For that, a systematic study of ELT was launched in the early twentieth century, by the structural linguists: Palmer, West and Hornby in Britain and Bloomfield, Fries and Lado in America.

3.3.1 THEORIES OF PSYCHOLOGY IN LANGUAGE LEARNING

In the 1920s and 1930s these structural linguists were influenced by behavioural psychologists [Pavlov, Thorndike and Skinner] who were committed to a non-introspective study of human behaviour. Learning theories of this period focused on habit formation. Structuralists viewed language use as a set of habits. A number of structural linguists were language teachers in Universities. So, the methods the structural linguists as language teachers developed for language learning, similarly emphasized patterned behaviour. These kinds of habit formation techniques became known as the audio-lingual approach in language learning.

" Grammar is learned through drilling in substitution, expansion or conversion of elements in the language patterns". [Rivers 1983 : 4]

The objective of the audio-lingual approach is to provide students with ' useful building blocks' of language material so that they can use them in communication and generalize by analogy to parallel forms. Both the learning materials and the classroom situation are structured to form

correct habits. Thus the inductive procedure of

" the audio-lingual approach gradually become the pre-dominant methodology in teaching English to foreign students who are flocking into the Universities. In the late fifties it began to spread to foreign language classrooms in colleges and high schools" [Rivers 1983 : 3]

3.3.2. RULE-GOVERNED BEHAVIOUR : DEDUCTIVE PROCEDURE

When cognitive Psychology became popular, languages were no longer regarded by the linguists as a set of habits. Revolutionary concepts in linguistics such as transformational grammar had appeared a few years before Chomsky [Chomsky : 1957] Chomsky's [1965] theories rejected the notion that a child acquires language through conditioning. According to him the child internalizes a knowledge of the grammar of the native language which he calls linguistic 'competence' and this competence makes language use ['Performance'] possible. Language use is thus rule-governed behaviour that enables speakers to create new sentences that conform to the rules they have internalized. Chomsky's term 'rule governed' attracted the attention of language teachers who could not accept the mechanical repetition of patterns in audio-lingual approach. They favoured systematic presentation and explanation of grammar rules first, this approach puts language analysis prior to language use, providing a more 'cognitive' approach to language learning. But we cannot conclude that a deductive instructional approach is

more 'cognitive' than the inductive, these approaches could influence the concepts of 'rule governed behaviour' and 'habit-formation' [audio-lingual approach] in language learning. Chomsky's rules are considered to be of great abstractness and intricacy [Rivers 1983:7] and they are in no way related to the rules of language functions offered in traditional foreign language - text books. Nevertheless, Chomsky's well-known distinction between linguistic competence and linguistic performance influenced the theories of language use, language acquisition and second language learning.

3.3.3. SOCIO-LINGUISTICS : COMMUNICATIVE COMPETENCE

From the point of view of language teaching, Chomsky's claims were challenged by Del Hymes's theory of 'Communicative Competence'. He pointed out that Chomsky's category of competence did not provide for language use but neither did his category of performance, which includes only psychological constraints on performance and ignores all aspects of social interaction. Hymes believed that Chomsky's theory could not handle, in particular a heterogeneous speech community, differential [not standard] Competence, and the constitutive role of Socio-cultural features [Hymes as quoted in Yalden 1987 : 16] Chomsky's theory focused on judgements of grammaticality and acceptability to the native speaker whereas 'Hyme's theory of communicative competence linked linguistic theory to a more general theory of communication and culture. Chomsky seemed to have preferred not to connect his theory of generative grammar with the manner in which language is used in communication. Hymes on the other hand, was concerned

with the linguistic theory that was to be integrated with a theory of communication and culture.

3.3.4. SOCIAL FUNCTIONS OF LANGUAGE

Halliday [1973] defined and elaborated the theories of 'Social functions of language'. He noticed that adult language is functionally far more complex than that of the child. The child learns the mother tongue interactionally whereas in the adult linguistic system, there is an indefinitely long test of uses. He proposed three highly generalized functional components:

- [i] The interpersonal function: to establish, maintain and specify relations between members of societies.
- [ii] The ideational function: to transmit information between members of societies.
- [iii] The textual function: to provide texture, the organization of discourse as relevant to situation.

As a linguist, Halliday seemed to be interested in language in its social context.

"Linguistics, for Halliday, is concerned with the description of speech acts, because it is only when language is in use that all its functions, all components of meaning, are operating at the same time. [Yalden 1987 b : 18]

Yalden observed that both Hymes and Halliday deal

with Chomsky's 'Competence-Performance' distinction in two different ways which affect the concept of proficiency in language by adding to it the dimension of social appropriateness on social context.

3.3.5. LANGUAGE ACQUISITION VS LANGUAGE LEARNING

Krashen [1981] has drawn the distinction between 'acquisition' and 'learning' of language. His 'Monitor Theory' of adult second language acquisition hypothesizes that adults have two independent systems of 'language acquisition' and 'language learning.' He attributes 'acquisition' of language to a sub-conscious process and 'learning' to that of a conscious process. Krashen considers that formal learning of rules and practice are of little value. Krashen and Terrell [1983] advocated 'natural language learning' and the activities like problem-solving tasks, games and puzzles engage the students attention on meaning not form of utterance. Krashen suggests active interaction in the language should be the major activity in the classroom. The idea that 'forms' is best learnt when the learner's attention is on meaning, is adopted and experimented in Second language teaching by Prabhu [1983] through task-based teaching.

Thus language learning theories are mainly drawn from psychology and sociology and applied to linguistics. The two major 'frameworks' of applied linguistics and socio-linguistics have had a considerable influence on second language acquisition and syllabus organization in language teaching.

3.4. THE THREE APPROACHES TO LANGUAGE TEACHING

In this section of the Chapter we would like to present a broad outline of the three approaches to syllabus development in ELT before we go on to discuss in detail these approaches separately. A survey of the characteristic features of these syllabuses may help us observe how ELT syllabus has progressed from one stage to the other attempting to make language teaching more effective. These three broad categories are structural, functional and communicative.

3.4.1. SUB - SYSTEMS AND CLASSIFICATIONS

The ELT expertise, classified and categorized these approaches. Though the terms they used for these approaches and classification of sub systems may vary, the frames of reference were identical. For instance, the Structural syllabus is referred to in different terms-Traditional, Grammatical and Formal Syllabuses. It is called the grammatical syllabus because it has grammar as its base.

" This syllabus has generally consisted of two components : a list of linguistic structures [the grammar to be taught] and a list of words [the lexicon to be taught]. Often the items in each list are arranged in order showing which are to be taught in the first course, which in the second one and so on. This kind of approach to language course design is one traditionally adopted in our educational institutes. " [YALDEN 1987a P.19]

This approach has been in existence for nearly four decades and it is popularly known as the Traditional Syllabus.

" The term 'structure' is generally used to include not just sentence structure or patterns but other formal features of language at lower levels, notably nouns and verb phrases and inflections of both nouns and verbs" [WHITE 1988 P.48]

Since the Structural Syllabus deals with the formal features of the language, it is called the Formal Syllabus as opposed to the functional syllabus. ELT expertise have been using all these terms interchangeably to refer to the structural syllabus.

The structural syllabus is implemented through structural-Oral Situational method [S.O.S. method]. Structural patterns were drilled orally in the classrooms and the text book materials presented the structures through situations.

3.4.1.1. WORKABLE ALTERNATIVE

Discontent with the structural approach led to the exploration of new pedagogic approaches. Reacting against the over-emphasis of structures Wilkins D.A. [1976] proposed semantically oriented language teaching. He classified English language teaching into 'Synthetic' [leading to the goal of linguistic performance] and 'Analytic' [leading to the goal of Communicative Competence] Strategies and his categories

established the ground for the functional approach to language teaching.

In the mid 1970s the Functional Syllabuses began to be seen as a valid and workable alternative to the formal syllabus types [Breen 1987]. Functional Syllabuses as the term suggests focus on the functional aspects of the language. Skill based courses are designed indentifying the needs of the learners. English for specific purposes [ESP] has branched off to suit academic study as well as the 'real world' functions. The former is [known as] English for Academic Purposes [EAP] and the latter English for General Purposes [EGP] and they are again subdivided to suit different courses based on the Functional Syllabus.

3.4.1.2. COMMUNICATIVE LANGUAGE SYLLABUS

Itemizing and sub-systems narrowed the scope of functional syllabuses. The Pedagogic significance of ESP was questioned. A narrow focus on the functional aspect of language, it was claimed, limited the communicative competence of the learners.

The theories of Communicative Competence [Dell Hymes 1972] were interpreted and realized through the development of Syllabus design. The broad assumptions made about Communicative Language Teaching [CLT] are, in general, shared by the CLT syllabus designers. Brumfit defined CLT as no more than the name for a shared set of general assumptions about the nature of language and language use and of language learning and teaching [Brumfit 1988]. The goal of CLT syllabuses presumably is

communicative competence, though the priorities [and focus] may be different. The blue prints of CLT Syllabuses have been prepared denoting the priorities.

The Development of Accuracy and fluency in target language has been Brumfit's priority [1984] and it resembles closely Wilga Rivers' skill-getting/skill using distinctions. Yalden's Needs Analysis led to a learner-oriented approach which has been developed by Nunan [1988], Breen and Candlin proposed the process syllabus while Prabhu [1982] developed the procedural syllabus on an experimental basis.

For a clear understanding of these three major syllabuses in ELT, it is worthwhile to observe the classifications and categorizations of syllabuses given by Wilkins [1976], Shaw [1977], Brumfit [1981], Yalden [1987], R.V.White [1988] and Michael Breen [1987].

3.4.1.3. WILKINS' STRATEGIES

D.A. Wilkins [1976] classifies Foreign language Teaching into two categories- Synthetic and Analytic Strategies.

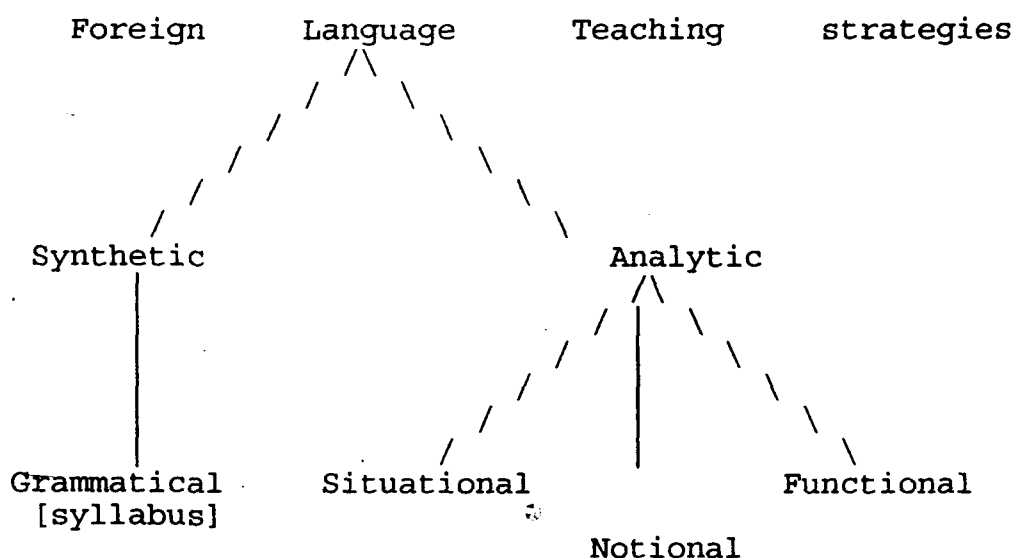
" A Synthetic language strategy is one in which the different parts of language are taught separately, step by step, so that acquisition is a process of gradual accumulation of the parts until the whole structure of the language has been built up ". [WILKINS 1976 P 2]

Criteria for synthesis includes frequency, range,

availability, familiarity and coverage. The structural syllabus comes under the category of Synthetic Strategy.

In analytic approaches there is no attempt at this careful linguistic control of the learning environment. Components of language are not seen as building blocks, Focusing on important aspects of language structure is referred to as analytic. Wilkins says that Situational, Notional and Functional Syllabuses are analytic in this sense.

Wilkins' classification can be presented through the following diagram.



Wilkins' proposals for Notional syllabuses spelt his reasons for partial rejection of the grammatical syllabus. A detailed discussion has been given under the head formal and functional syllabus.

A.M.Shaw in his survey article 'Foreign language

Syllabus Development : Some recent approaches ' [1977], presented a sweeping review of ELT syllabuses. Shaw used Wilkins' categories and elaborated Wilkins' views on syllabus design. Shaw says,

" the approaches we propose to discuss are ' situational ' [contextual] 'topical' [thematic] 'notional' [functional] and 'operational' with the exception of the topical approach, all of these have been discussed by Wilkins " [Shaw 1977 : 220]

Shaw states that topics are an important element in the syllabus but it is unlikely that it will be advisable in most cases to take them as the sole organizing device. He observes that Wilkins' idea of Notions has been developed mainly within the Council of Europe Project.

In Notional Syllabus, Shaw points out the switch of emphasis from content to objectives. In the structural syllabus focus is on the content. Shaw categorizes Wilkins' analytical approaches under communicative syllabus and he stresses the need for reconciliation of grammatical and communicative objectives.

Brumfit sees a pragmatic reason for not rejecting the Grammatical basis for syllabus design. The grammatical syllabus is considered as a starting point and Notional/Functional and situational specifications can be conceived of as a spiral round a basically grammatical core [Brumfit 1981]. ELT syllabus design is viewed as a process of continuum. Grammatical, Functional and Communicative Syllabuses are parts of developmental stages in

syllabus design. This point of view leads to the development of the argument that these three syllabuses are inter-related [dependent] and as they share some common features, all these approaches aim at the common objective of effective language teaching.

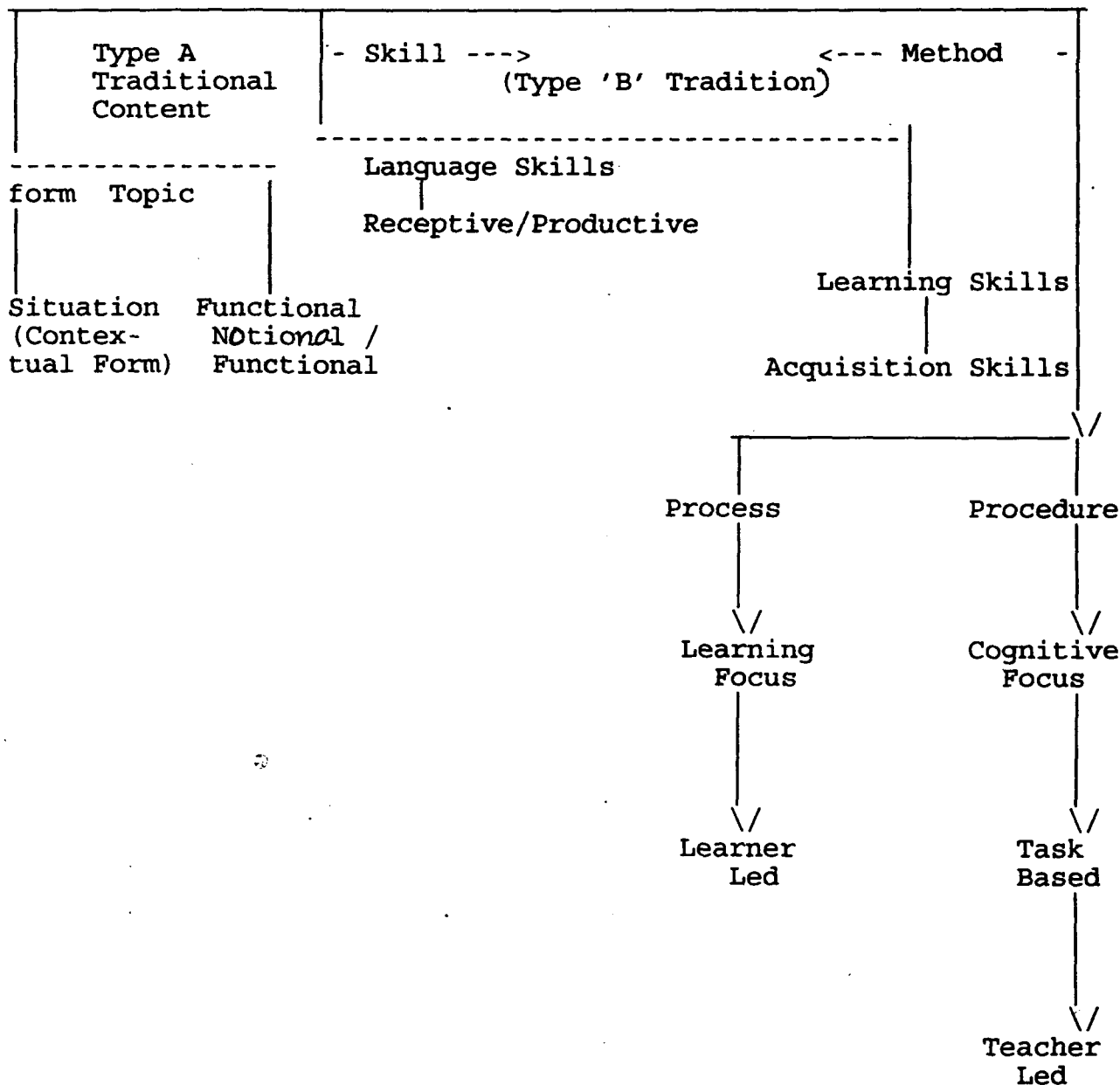
Like Shaw, Yalden also uses Wilkins' labels 'Synthetic' and 'Analytic'. She defines the purposes of these three syllabuses and says that we expect learners to do three things to produce grammatically well formed sentences and to be aware of intra-sentential semantic identity, to recognize and produce pragmatically equivalent utterances, and to manage interaction [Yalden 1987]. Yalden says that the third kind of ability had not been taken into account in pedagogical syllabus.

Yalden considers the syllabus models designed by Strevens [1978], Allen [1980], Maley [1980] and Brumfit [1981]. She proposes a ten-point formula [Yalden 1987 a:PP 86-87] for syllabus designing and classifies communicative Language, teaching into 'Proto syllabus' and pedagogical syllabus. The proto-syllabus describes language and language use to be covered in the programme. The pedagogical syllabus is a description of development of teaching, learning and testing approaches [Yalden 1987 b:89].

R V White [1988] applies the ideologies of classicism, Reconstructivism and Progressivism to Grammatical, Functional and Communicative approaches respectively. He classifies the ELT syllabuses into Type A tradition and type B tradition. Type A

focuses on content: Structural and Notional-Functional syllabuses belong to this class. Type B has two major classifications-skill-based and method-based. Skill -based cover-s receptive/productive skills. Method-based are process and procedural syllabuses. White gives a diagram to illustrate his classification:

BASES FOR LANGUAGE SYLLABUS



(WHITE 1988 : P : 46)

Like R.V. White, Michael Breen [1988] made two major categories, grouping formal and functional syllabuses under Conventional paradigms and process and procedural syllabuses under exemplars of paradigms. Breen discusses the organizing principles of syllabus [Plan] design. His analysis of ELT syllabuses gives us a clear-cut idea about the similarities and differences between the syllabuses.

Breen [1987] addresses the following five principles to the organisation of the syllabuses- the formal, the functional and task-based syllabuses.

- i] What knowledge does it focus upon and practise?
- ii] What capabilities does it focus and prioritise?
- iii] On what basis does it select and sub-divide what is to be learned ?.
- iv] How does it sequence what is to be learned ?.
- v] What is its rationale ?.

3.4.1.4. THE FORMAL SYLLABUS

- i] It focuses upon the systematic and rule based nature of language itself prioritising the workings of the sub-systems of phonology, grammar, lexis or morphology and more recently, discourse as text.
- ii] The formal syllabus identifies language use with skill use and typically the skills being worked upon in a sequence from the receptive to the productive.

- iii] It is organized on the basis of the linguistic analysis of the various sub_system and their rules.
- iv] Sequence of the formal syllabus proceeds from ' Simple ' (in terms of form and structure) to 'Complex' and on the frequency of occurrence of linguistic features in the day to day use of language.
- v] Breen presents four main arguments that support teaching of a formal syllabus:

- a) It was a long tradition and is familiar to many teachers.
- b) It supplies the learners with a subject matter which is systematic and rule governed. By mastering the rules, the learner can generate a number of new sentences.
- c) The linguistic system of a formal syllabus are analysable and can be incorporated in a plan for teaching the system.
- d) A fourth rationale for the formal syllabus is that it calls upon the human capacity to be metalinguistic, through which the learner can understand and control a new language.

3.4.1.5. A FUNCTIONAL SYLLABUS

Breen defines the Functional Syllabus as a propositional plan of language knowledge and capabilities based

upon a distinctive view of the nature of content for language pedagogy.

- i] It focuses upon the learner's knowledge of 'Speech Acts' or the purposes a learner may achieve through language in particular social events.
- ii] The Functional Syllabus gives priority to social purposes, it also addresses the learner's capacity to be correct in the interpretation and production of those linguistic exponents.
- iii] Unlike the formal syllabus, the functional syllabus does not select and sub_divide language on the basis of the inherent system of language and the rules which reflect it systematically. The functional syllabus identifies main types of language purposes in sets and sub-sets.
- iv] Its sequence is based upon a cyclic movement from main to subordinate functions and on the basis of 'most needed' functions to 'less needed' ones.
- v] The functional syllabus is 'a particular expression of a socio-linguistic view of purposes'. Its concern for meaningfulness is an important element in the language learning experience. Breen points out that in the functional syllabus language as a means for getting things done is given priority over linguistic knowledge. It values fluency as well as linguistic

accuracy.

Breen classifies Communicative Language Teaching as exemplary paradigms of two types : The task based syllabus and the process syllabus. Breen's Categories of Propositional Plan (Formal and Functional Syllabuses) and Process Plan (Process and Procedural Syllabuses) closely resemble R.V.White's categories of Type A Tradition and Type B Tradition.

In the Propositional Plan, knowledge and capabilities will be organized and presented in the plan, that is what White calls ' content-based'. Process Plans represent how something is done, how correctness, appropriacy and meaningfulness can be simultaneously achieved during communication. The task_based syllabuses organize and represent what is to be achieved through learning. It is basically 'teacher-led' (White 1988). The process syllabus goes further in relation to procedures for learning, it addresses three interdependent processes : Communication, learning and the group process of a classroom community, in essence, it is 'learner-led' (White 1988).

Breen interprets the task based syllabus as a representative sample of CLT. He says that the task-based syllabus focuses upon the learner's own experience and awareness of language learning.

The capabilities, the task-based syllabus focuses upon, are, how to be correct or accurate to be socially meaningful and to be meaningful or share meanings.

Learning tasks are selected on the basis of meta Communicative criteria. Tasks are sequenced from those which are familiar to the less familiar or from the most generalisable to the least generalisable.

Through the task_based syllabus the learner's initial competence can be engaged. It represents the procedures through which the content may be worked upon.

Basing ourselves on Breen's analysis of the three major approaches to language teaching, we can analyse the features of these three syllabuses and draw conclusions about the common features that underlie all the three approaches.

3.4.1.6. FEATURES OF THE FORMAL SYLLABUS

- i] Content_based
- ii] Step_by_Step presentation of knowledge
- iii] Uses criteria of frequency, range in the selection of lexicon and structures.
- iv] Selection is based on linguistic analysis.
- v] Sequence of the skills from receptive to productive.
- vi] Presents learners with a subject_matter which is systematic and rule_governed.

3.4.1.7. FEATURES OF THE FUNCTIONAL SYLLABUS

- i] Content_based.
- ii] Focus on the Functional aspect of language rather than the rules of grammar.
- iii] Skill_oriented.

- iv] Sequencing is based upon a cyclic movement from main to subordinate functions.
- v] Grading of the functions generally used to less used ones.
- vi] Language as a means for getting things done is given priority over linguistic knowledge.

3.4.1.8. FEATURES OF THE COMMUNICATIVE SYLLABUS

- i] Skill_based and Task_based.
- ii] Focuses on Communicative Competence.
- iii] Task-based, focuses on meaning.
- iv] Selection on the basis of meta communicative criteria.
- v] Sequencing is related to two things : Cyclic in relation to how learners move through the tasks, and problem-based in relation to the on-going difficulties which learners themselves discover.
- vi] The task based syllabus is both means_focused and ends-focused.

3.5. A COMPARATIVE STUDY OF THE THREE APPROACHES

- i. The formal syllabus focuses on Linguistic Competence, the Functional on Communicative Competence and the communicative syllabus on communicative performance.
- ii. The Formal Syllabus assumes meta communication during the learning process, whereas the Functional Syllabus depends and calls upon the learner's cognitive acceptance. In CLT syllabuses, the tasks are

selected on the basis of 'Meta Communicative Criteria'
(Breen 1987 PP. 162).

- iii. The formal and functional are content based while the communicative syllabus is task-based and skill-based.
- iv. The formal functional syllabuses take the four skills as the important, manifestation of a new language users capabilities but the CLT syllabus calls upon those abilities which underlie all language use.
- v. The formal syllabus is accumulative in sequence, the functional syllabus is cyclic in sequence and the sequencing of the CLT syllabus relates to cyclic in relation to how learners move through tasks and problem-based in relation to the on-going difficulties.

3.5.1. THE COMMON FEATURES THAT UNDERLIE THE THREE APPROACHES

- i. A major function of all these syllabuses is to provide a helpful means towards learning a language.
- ii. These three syllabuses are pedagogical in nature and the first two types are familiar to the teachers and learners while the CLT [Task-based] is attempted on an experimental basis in India.
- iii. These three syllabuses are designed on the basis of the theories of Applied Linguistics.
- iv. They present the body of knowledge through selection and sequencing.
- v. The formal syllabus builds the system of rules

which can be given to the beginner of the language whereas the functional and communicative approaches assume the grammatical competence of the learner and build upon the learner's grammatical competence.

Therefore, we may say that these three approaches are interdependent starting from the grammatical base and spiralling up towards the refinement of communicative competence and performance.

The functional and CLT syllabuses are explored as a search for better alternatives to the grammatical syllabus, but they cannot replace completely the grammatical syllabus, they are the next steps in the developmental process of syllabus design.

3.6. FORMAL AND FUNCTIONAL SYLLABUSES

After examining the process of syllabus designing in early chapters, we shall now discuss the product of the syllabuses. The approaches to the syllabuses and the criteria for course designing are manifested through the materials and implemented through the teaching methods. The criteria chosen for course designing reflect the strengths and the weaknesses of the syllabuses.

Structural syllabuses dominated the ELT scene for more than half a century. When the focus shifted from form to meaning, it gave a new orientation to language teaching. The functional aspect of language was recognised by the major disciplines. Philosophy, Anthropology, Linguistics and Applied Linguistics.

Functional theories influenced language course design considerably. The course designers made an attempt to make use of conceptual, functional and speech Act theories in syllabus design. when the functions of language are realized, forms/ functions are selected according to the needs of the learner; 'Needs Analysis' has become a springboard for the functional courses.

3.6.1. PIONEERS IN THE STRUCTURAL SYLLABUS

The system-based structuralism had its origin in Palmer's work, inspired by the structural linguists Saussure and Bloomfield. H.E. Palmer, in the 1920s, developed descriptive analysis of the language. His major work, 'The scientific study and Teaching of Language', [1917], 'The principles of language study' [1922], and 'A grammar of Spoken English' [1924], paid attention to the systematic teaching of sentence patterns and syntactic relationships. Palmer's system is based on the criteria of gradation and selection. His methodological principles imply that the teachers should introduce the simple structures and then move on to complex ones and select 'the more used in preference to the less used [structures] and these Principles must be' in accordance with the capacities of the average student' [Palmer 1917/1968]. So Palmer's prime concern was the learner and not the linguistic gradation.

3.6.1.1. MICHAEL WEST'S INFLUENCE ON INDIAN SYLLABUS

Palmer's principles of gradation and selection

coincided with Michael West's experiments with ELT in India. In the 1920s, when Michael West was in Bengal, he proposed techniques to improve the reading ability of Bengali children who were learning English as a second language. His 'New Method Readers' introduced simplified vocabulary and applied the Principles of readability. Later, Michael West's General Service List of English Words' [1953] strongly influenced syllabus designing in India. "The Draft Syllabus of English for Higher Secondary Schools" [The All India Council for Secondary Education, 1957] strongly recommended the structural approach to the learning of a foreign language [English].

" It is an approach which is best suited to achieving the maximum time available as at present in India where the aim of teaching English is stated to be a complete mastery [understand, speaking, reading and writing] of a 2000 word vocabulary and of phrases and idioms commonly associated with those words, within a course of six years" [6 periods per week] [Umarji 1958 P.P 35-6].

3.6.1.2. HORNBY'S GUIDE TO PATTERNS

Just as the classic British texts in the structural mould included Hornby's [1954 a] pedagogical grammar ' Guide to Patterns and Usage to English,' in India also, it was prescribed for pedagogical purposes. It influenced considerably the structural-oral situational method.

During the British rule in India, the natural method was popular and widespread in the school curriculum. After Independence, when the status of English language declined, the course designers had to adopt their approach to the changing conditions. They supported the point of view that the subject matter must be relevant to the pupils's environment [ie it must be familiar to the Indian reader]. They assumed that the learner while grasping the [story] content, assimilates language materials and if the linguistic materials are presented in the immediate environment of the child, he will assimilate linguistic materials easily. This point of view dominates Indian syllabus designing.

The school curriculum introduced the topic-based syllabus that combines the structural approach with content. Paying attention to grading and selection of structures and lexis, the content-based course books for Higher -Secondary Schools were designed by NCERT and CIEFL.

3.6.1.3. STRUCTURAL-ORAL-SITUATIONAL METHOD

" A major innovation in teaching English was introduced into the state education system between 1955 and 1965, at the initiative of the State and Central Governments and with substantial assistance from abroad. The innovation consisted, essentially, of the use of structurally and lexically graded syllabuses, situational presentation of all new teaching

items, balanced attention to the four language skills [but with listening and speaking preceding reading and writing] and a great deal of controlled practice using techniques such as the substitution table and choral repetition." [Prabhu 1987 : 10]

S.O.S. principles were used largely by the teachers who received in service training at any ten state-level institutions. It became an established approach to language teaching for two reasons:

- [i] The second language teacher is provided with systematic approach to the rule-governed language.
- [ii] The learner is supplied with the rules so that he could generate new sentences in the target language by applying the rules.

Nonetheless, classroom -practice situation of S.O.S. methods, did not ensure that the learners could make sentences correctly in other contexts.

Discussing the success and workability of the grammatical syllabus ' in a typical syllabus ' says J.P.B. Allen [1975 : PP 24-26],

" the grammatical patterns are presented one by one and care is taken to allow the learner plenty of time to absorb each new pattern before he goes on to the next. The aim of this

type of teaching is the establishment of automatic speed habits. The exercises are repeated until the student can produce the grammatical forms promptly, accurately and with minimum conscious thought. There is no doubt that some aspects of language especially those involving automatic patterns of concord of agreement, can be taught very effectively by means of intensive oral drills".

We can derive the following assumptions from an observation of the structural approach, which has had considerable success in many African and Asian countries which have devised and revised their syllabuses on this model.

[i] The learner can generate an infinite number of sentences by applying the rules of grammar; the habit formation of structures would act as models for the production of new sentences.

[ii] Fluency and accuracy in a foreign language can be developed by repetition and practice.

For pedagogic considerations, most text books have a grammatical syllabus as their base but Wilkins [1976 : 18] argues that

" the grammatical syllabus seeks to teach the language by taking the learner progressively through the forms of the target language. The

situational syllabus does so by recreating the situations in which native speakers use the language, ...both leave the learner short of adequate communicative capacity. The Notional Syllabus is in contrast with the other two because it takes the desired communicative capacity as the starting point."

Wilkins' attack on the grammatical syllabus and his claims for the Notional syllabus can be presented as a contrasting view.

GRAMMATICAL SYLLABUS

- i] reduces motivation
- ii] aims to teach entire system.
- iii] Fails to provide the necessary conditions for acquisition of communicative competence.

NOTIONAL SYLLABUS

- concern for the use of language will sustain the motivation of learners.
- covers all kinds of language functions.
- Produces communicative competence through linguistically heterogeneous learning materials.

[after Wilkins 1976]

3.7. THE NOTIONAL SYLLABUS

From the above statements, we can observe that Wilkins is in favour of an alternative syllabus, which is

" organized in terms of the purposes for which

people are learning language and the kinds of language performance that are necessary to meet these purposes." [Wilkins 1976 : 13]

A notional syllabus, Wilkins believes, implies a careful analysis of particular communicative situations.

Wilkins identifies three categories of meaning that must be taught

" Semantico-grammatical or conceptual [the formal features of the grammar and lexicon] modal [expressing attitude and degree of certainty]and communicative functions [speech acts] "

[Wilkins 1981 : P 84]

A notional syllabus gives importance to three categories and the structural component is implicit in 'Semantico-grammatical'and 'modal'categories.Wilkins insists that

" a notional syllabus, no less than a grammatical syllabus must seek to ensure that the grammatical system is properly assimilated by the learners."

[Wilkins 1976 : 65]

From the above statement, it is clear that Wilkins is not attempting to replace the grammatical approach, he wants to integrate ' the interactional aspect of meaning ' and 'the use of language to do things ' the two aspects that have not yet received attention in language teaching.

Wilkins had stated

" it is ...possible to think in terms of a ' functional syllabus ' and a ' conceptual syllabus ' although only a syllabus that covers both 'functional and Conceptual' categories would be a fully notional syllabus." [Wilkins 1976 : 24]

His approach to 'Notional Syllabus design' is to interweave all three categories of meaning [ideational, modal and communicative] rather than being bound to only one of the three basic syllabus types : Structural, Situational or functional. Wilkins is not unaware of limitations in the application of a notional syllabus.

" The very scale of variations in the forms through which permission can be sought demonstrates how impossible it would be to bring all the relevant language within a single language teaching unit labelled seeking permission." [Wilkins 1976 : 23]
Wilkins suggests that

" the starting point for syllabus design is a semantic and behavioural prediction, which sets up the overall objectives and perhaps establishes different priorities within those objectives. Such a prediction will answer the question of whether the spoken or written

language is the objective, or if both, which has the higher priority." [Wilkins 1976 23]

A notional syllabus deals with the notions of time, quantity, space, relational meaning, situation, argument, settings, topics. These categories became central for the functional courses. Wilkins' distinction between ' the synthetic' and ' the analytic' approaches which the researcher has discussed in earlier pages, have significant effect on syllabus design. Basing on the analytic approach, new syllabuses were attempted. The language specialists of the Council of Europe had elaborated Wilkins' notions to design the courses for adults within the European Economic Community.

3.8. THE SEMANTIC SYLLABUS

" The analytic approach leads to the production of a Semantic Syllabus ". [Yalden 1983 : 33]

She gives a diagram to point out the goals of synthetic and analytic approaches as given by Wilkins.

CHOICE OF APPROACH

SYNTHETIC.....ANALYTIC

LEADS TO PRODUCTION OF A

SYLLABUS

GRAMMATICALSEMANTIC

EXEMPLIFIED IN A

PEDAGOGICAL STRATEGY

GRAMMAR TRANSLATION

SITUATIONAL

AUDIO - LINGUAL.....FUNCTIONAL
CONDUCTS STUDENTS TO A

GOAL

LINGUISTIC PERFECTION.....COMMUNICATIVE COMPETENCE

[Yalden 1987 a : 34]

From this figure, we understand that Wilkins places 'Situational and Functi-onal Syllabuses under Semantic Syllabus that lead to Communicative Competence [goal], but Mackey [1978] argues that it is better classified with the grammatical or structural one.

3.9. THE SITUATIONAL SYLLABUS

The rationale to place the Situational Syllabus under the Semantic Syllabus is its concern with language in a social context.

" The situational approach aimed at meaningful conversational interchange in special contexts has suffered from haphazard arrangement of language patterns in the dialogues."

[Norris as cited in Yalden 1987 a : 35-36]

However, the task-oriented exercises which employ situations like " buying the tickets," "At the Post Office," represent an attempt to bring students into meaningful inter-relationship with each other.

3.10. FUNCTIONAL THEORIES

In order to understand fully the premises on which these new syllabuses are based, it is helpful to know the cross disciplines that influenced them.

" Philosophers, anthropologists, sociologists and linguists have all produced theories concerning the link between speech and context. In linguistics Ferdinand De Saussure recognized functional aspects of language in distinguishing two levels of language : *langue* and *parole*. However, he was convinced that *langue* was the proper object of study of scientific linguistics." [Yalden 1987: 33]

When the two levels of language were distinguished, the problem of language use and the context of language became the prime concern in linguistics.

Ogden and Richards [1946] in their philosophic work present a list of five functions of language pointing out how the grammarians have ignored fundamental aspect of language. They are:

- [i] Symbolization of reference.
- [ii] the expression of attitude to listener.
- [iii] the expression of attitude to referent.
- [iv] the promotion of effects intended.
- [v] support of reference.

[cited in Yalden 1987 a:56]

They also pointed out that the functions donot occur in

isolation and the meaning of any single word is highly dependent on the context. Malinowski, an anthropologist supported Ogden and Richards' proposition and their interest in the psychological aspect of meaning and their general views on language as social behaviour as a mode of action. He observed that language evolved so as to meet the demands of any given society, and also, that its use in that society, was entirely dependent on the context. Meaning, he said, comes

" not from a passive contemplation of the word, but from an analysis of its functions with reference to the given culture"

[cited in Yalden 1987a :PP 55-56]

He classified language use into six types pragmatic, narrative, ritual, scholastic, theological and scientific.

In linguistics, Oller [1970] presented a pragmatic theory of language as an alternative to Chomsky's theory putting forward a socio-linguistic viewpoint. While this theory of pragmatic linguistics is being developed in North American schools of Applied Linguistics, in Europe also, a sociological viewpoint was elaborated. Halliday [1973] through his theories, observed what functions language serves in the life of the individual as a member of society, or what he can do with language. In fact, both Malinowski and Firth [a British linguist] had a strong influence on the work of Michael Halliday, who represents 'a view of language as context dependent and sociological in orientation'.

Halliday's theory that the individual builds up a 'meaning potential for each function' and 'the meaning potential is a network of options,' [cited in Yalden 1987a : 63] has had direct implication on Wilkins' notional syllabus.

Halliday's views are represented hierarchically by Yalden [1987a : 67].

BEHAVIOUR POTENTIAL [WHAT ONE CAN DO]

MEANING POTENTIAL [WHAT ONE CAN MEAN]

LEXICO-GRAMMATICAL POTENTIAL [WHAT ONE CAN SAY]

Wilkins proposed three components for semantic syllabuses which have close resemblance to Halliday's concepts.

- " - the semantic [basic concepts, what to communicate]
- the functional [interactional aspects, why we communicate]
- the formal [grammatical knowledge, how we communicate]".

[Wilkins 1976 : PP 21-2]

But Wilkins' proposals for Notional syllabuses, giving importance to three categories of meaning pose problems at implementation level. When organizing a syllabus, the course designer might wonder if it is possible to separate the categories of meaning one from another, if it is possible to separate which should form the basis of a syllabus. Wilkins' claims that

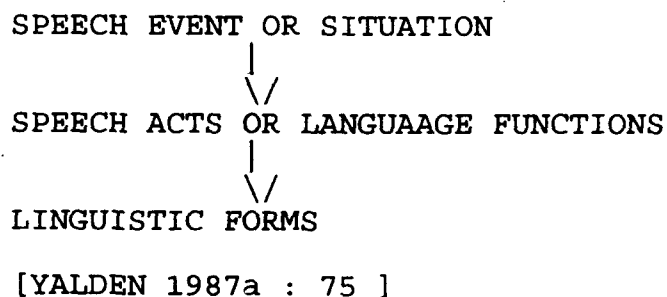
" a syllabus that covered both functional [and modal] and conceptual categories would be a fully notional syllabus" [Wilkins 1976 : 24]

A fully notional syllabus seems to be aiming to teach all the categories of meaning, in fact, Wilkins blames the inefficiency of the grammatical syllabus for it aims at teaching the entire system. His categories are also open to the same objections. Any syllabus for practical purposes, should relate the learners needs to the learning theory.

" Wilkins in neither his book [1976] nor in Notional syllabus Revisited"[1981] addresses himself to learning theory." [Brumfit 1985 : 70]

3.11. SPEECH ACT THEORY AND LANGUAGE SYLLABUSES

In the early seventies, the study of the speech act played a central role in applied linguistics, since it was engaged in investigating the communicative aspects of language learning and language performance. Philosophers like Searle developed 'Speech Acts' at the time when linguists and applied linguists were developing theories on language functions in the classroom. In a speech event, one performs speech acts or one selects language functions which are realised through linguistic forms. [Yalden 1987 a : 75] presents the process as follows:



3.12. SYLLABUSES FOR THRESHOLD LEVEL

Jan Van Ek, Wilkins' colleague in the Council of Europe Project, elaborated Wilkins' notions and specified a set of syllabus components for 'threshold level' [syllabuses published between 1973 to 1982]. The course aims at developing 'Practical communicative ability' and gives 'meaningful direction' [Van Ek 1975], to adult learners of second languages. Functions and notions are taken into consideration. The syllabus of 'threshold level' was divided into situations, language activities, language functions and concepts. Speech act theory provided 'situation' for communication.

By the mid-1970s development of the functional-notional approach to syllabus design had been received as a major advance in language teaching. But attempts to implement it in preparing second language courses soon received severe criticism [Yalden 1987 : 47]. Both 'The threshold' Van Ek [1975] and 'Waystage' designed by Van Ek and Alexander [1977] were regarded as prototype syllabuses providing a check list of items under the categories of functions and topics.

Van Ek states that 'there is no royal road to foreign language ability' [Van Ek 1975 :18]. However, he succeeded in showing a 'short cut' to ESL adult learners who wanted to learn language for specific purposes.

3.13. MUNBY'S MODEL AND NEEDS ANALYSIS

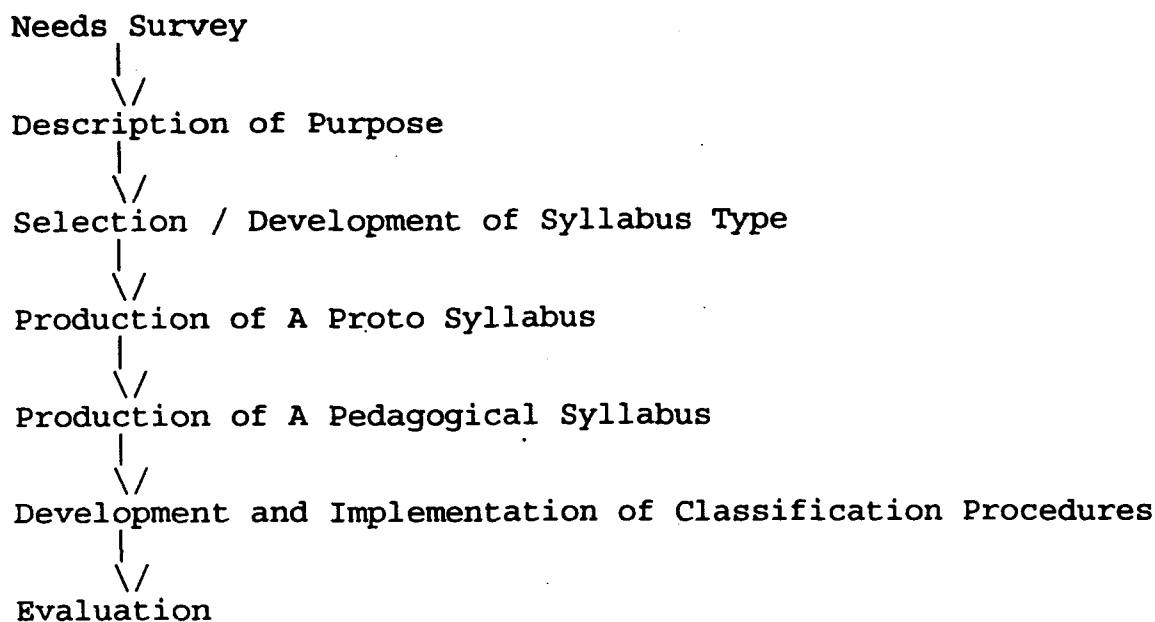
John Munby in 'Communicative Syllabus Design' [1978] deals with a theoretical framework for communicative competence. His model 'communicative needs processor' [CNP] produces a detailed profile of the learners needs in terms of

'communication purposes, communicative setting, the means of the communication.' Munby felt that the customary division of language skills into Listening, Speaking, Reading and Writing are 'inadequate' [Munby 1978]

He classified language skills into a taxonomy of 260 micro-skills (in 54 groups) for the purposes of selection of appropriate skills for inclusion in syllabuses of English for specific purposes. Munby's 'Purpose domain' determines the type of ESP whether the target language is required for occupational/Educational purposes.

Munby's contribution to ESP syllabuses can be summarized as Need Analysis, Classification of language skills on the basis of language functions and determining the types of English for specific purposes.

'Needs Analysis' is the starting point or the first step in the phases of language programme development. Needs survey takes into account the sociological factors like social purposes for which the learner uses language, it takes into consideration the psychological factors so that learning activities could accommodate the learning style of the individual concerned. Stages in language programme development are presented by Yalden (1987 b: 93) as given below :



3.14. SKILL-ORIENTED SYLLABUSES

Functional-Notional approach to language teaching leads to a major development in ELT with a sharp focus on specific purposes. The teaching of language to suit the particular needs of students is not a recent revelation. H.E. Palmer made a crucial point about it,

" We cannot design a language course until we know something about the students for whom the course is intended for a programme of study depends on the aim or aims of students".

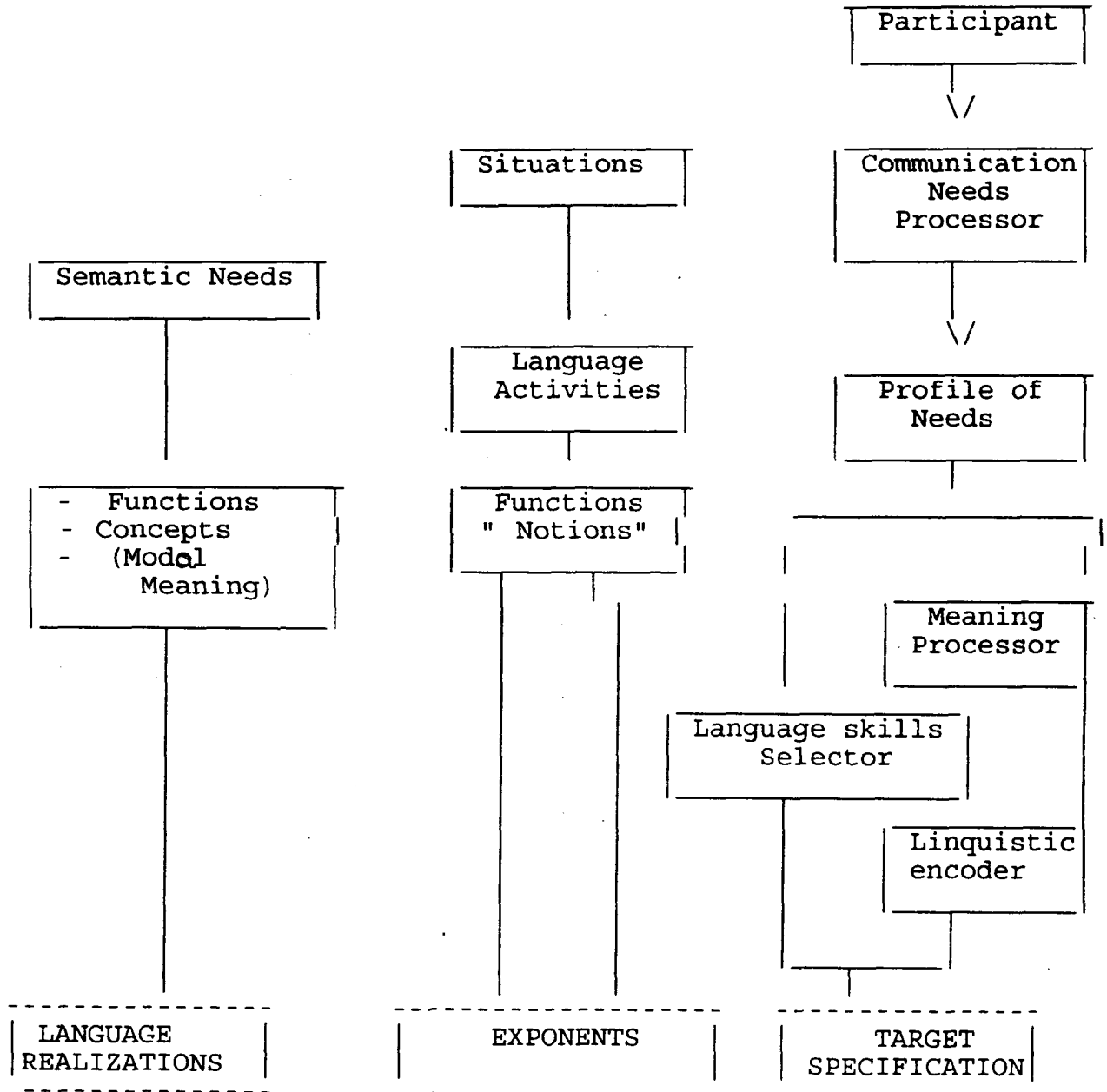
(Palmer cited in Widdowson 1983 : 14)

Needs of the Students became the aim of teaching in ESP. Syllabuses for ESP were designed making use of Munby's CNP model and Wilkins and Van EK's categories. There is fundamental agreement between all three on questions of substance, in spite of the differences in terminology as we try to show in the comparison presented in the following figure.

WILKINS (1976)

VAN EK (1975)

MUNBY (1977-78)



COMPARISON OF MAJOR PROPOSALS FOR NOTIONAL SYLLABUS DESIGN

David Richards in necessary and sufficient components for EAP course Design.

[RELC Occasional paper No. 17 Feb 1980]

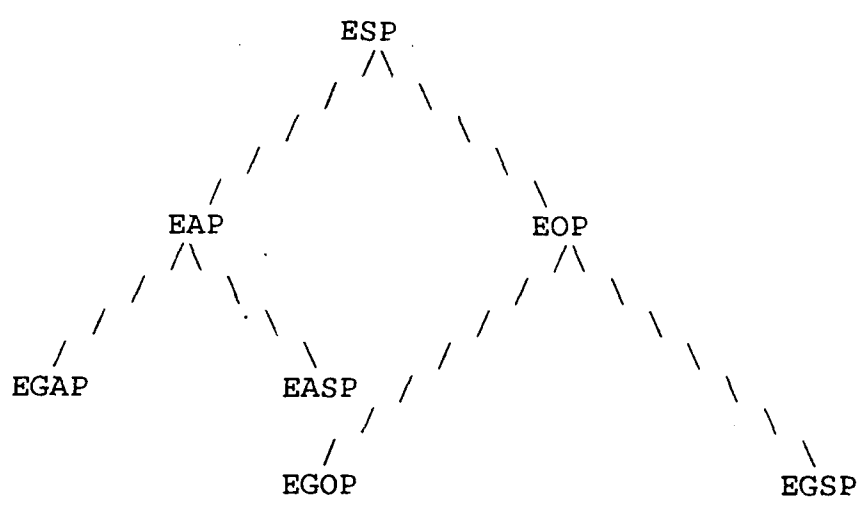
ESP courses have strong functional emphasis, giving the learners the expressions they want to express and the things they may want to do with their specialized area. Widdowson (1983:6) says that ESP is essentially a training operation which seeks to provide learners with a restricted competence to enable them to cope with certain clearly defined tasks. These tasks constitute specific purposes which the ESP course is designed to meet.

'To use ESP as a blanket term to cover a variety of vocational and professional reasons for learning or teaching languages is not very satisfactory (Perren cited in Robinson 1980). During the mid 1970s, ' a wealth of terms has grown up' (Robinson : 1980:5) around ESP and it has branched off into EAP (English for Academic Purposes); EOP (English for Occupational Purposes), and EST (English for Science and Technology). Mackay and Mountford (1978) suggest three kinds of purposes for ESP : they are occupational, vocational and academic.

Stevens, P.D. (1977) suggests two broad categories. He says that 'all SPLT (Special Purpose Language Teaching) courses

are either occupational or educational in nature. However, it was observed that 'there is a good deal of overlap between EAP and EOP' (Trimble 1985). This may be because communication skills are common both for occupational purposes and English for Academic Purposes.

Tom Hutchinson and Alan Waters (1987, PP.17) depicted ELT as a tree with ever-growing branches of EAP and EOP. These two main branches of ESP, English for occupational purposes [EOP] and English for Academic Purposes, can be further sub-divided into-EGOP and ESOP and EAP can be sub-divided into EGAP and ESAP.



- EGAP : English for General Academic Purposes
- ESAP : English for Specific Academic Purposes
- EGOP : English for General Occupational Purposes
- ESOP : English for Specific Occupational Purposes

(Robinson 1981)

The sub-division helps us understand the objectives of

English for General Occupational Purposes; the basic language skills are common to all kinds of jobs; the use of English for Special Occupational Purposes may vary; the language skills required for an air pilot are different from those of catering staff and the language needs of international telephone operators are not the same for the technical trades. Similarly, English for General Academic Purposes would focus on the study skills required for any ESL students through the medium of English. The Specialized skills of language (mainly register-based) required by an Engineering student would be different from that of a law student. Considering the study skills of Science and Technical Students, 'English for Science and Technology' emerged as a 'major division of ESP' (Mackay and Mountford 1978). However, there is a considerable overlap between EAP and EOP (Trimble 1985).

" EST would seem to be both an occupational and an educational use of English. Occupational when we are considering the needs of oil field workers, engineers, computer programmers etc ; educational when we consider school and university students around the world studying Physics, Chemistry, Maths and Engineering through the medium of English". (Robinson 1980:8)

3.14.1. REGISTER ANALYSIS

In the first stages ESP materials were based on register analysis. Though ESP does not mean a restricted language, to teach a very short intensive course, a drastic selection and reduction of language items must be made. To avoid the confusion

about identification of 'Special register', Perren (1979) quotes Halliday who suggests that

" While there is no such thing as a general register it is useful to recognize a category of ' Special Purpose ' language or language varieties." (Cited in Robinson 1980)

In order to make up a syllabus, the course designers analysed a large corpus of lexis and structural items that would occur in that specialized field. These kinds of statistical surveys of tense-frequencies, sentence_types, vocabulary etc. provide a framework within which pedagogical section can be made, even if the principles of such sections are only partly based on the frequency of the information. However, such work is not now usually thought of as being of much direct use to course design (Swales 1978) (Cited in Robinson 1980:18) as emphasis is now on discourse analysis. Attention is paid to the use of grammatical forms in the learner's speech or writing as well as to the learner's ability to match structures with communicative functions.

3.14.2. DISCOURSE BASED SYLLABUSES

We have observed how the syllabus designing of ESP courses moved from 'register-based' to discourse analysis. The contribution of 'discourse analysis' has broadened the perspective of ESP. It is not narrowed down to the 'specialized language' but extended to spoken or written communication.

To design the syllabus precisely to suit the needs of the learner there are many factors that are to be taken into

consideration. Mackay and Mountford (1978) discuss the major issues that are implicit in designing the ESP syllabuses. They are mainly, Sociological, Linguistic, Psychological and pedagogic. Sociological factors that refer to the characteristics of the learner and the learner's reasons for learning the language. Also the ESP learner is presumably an adult or near adult, because specialized courses would start only after a kind of general course with regard to ESP learner's educational level,

"the dominance of EST has suggested that the learner is in tertiary education, when we consider EOP, the course is meant for people who are in the job".

(Robinson 1980:pp 9-10)

Linguistic factors help to design the ESP course with the language aspect of the kind of descriptive apparatus appropriate for the learner. Psychological factors implied in ESP questions what theory of learning is appropriate for ESP.

Pedagogic issues include the skills that are to be taught and the relationship between the skills. Broadly, an ESP learner needs communicative skills, oral skills are essential for many of the occupational courses and written communication is mainly for the academic courses.

3.15. TOWARDS COMMUNICATIVE METHODOLOGY

The 1980s was dominated by the movement which is known as CLT (Communicative Language Teaching). In fact, it started as a development of syllabus design. The important issue, in the communicative movement,

" is not language but communication. Communication is not a system to be learned but a task to be performed". (Brumfit 1988, P.6)

The learner performs the task of using the target language and makes an effort to infer the meaning. It proposes to extend the grammatical competence already acquired by the learner for real life use. So the new syllabuses are mainly based on the meaning but diversified to focus on particular areas of activity such as social discourse or academic study.

3.15.1. MAJOR ISSUES IN COMMUNICATIVE METHODOLOGY

In the structural approach, syllabus is realised through materials. The textbook writers or material designers would prepare graded course books based on structural syllabus and the teachers would teach those graded courses. The ideas of textbook writers are implemented by the teachers in classroom teaching. In "Communicative Methodology" the teachers can devise the process of communication and there is no "package of materials" which can be used by all teachers.

The syllabus can be negotiated between the teacher and learner as there is a shift from 'teaching process' to 'learning process'. The learner-oriented approach gained prominence in CLT. Needs of the learners are analysed and the syllabus is designed based on 'Needs Survey'.

Communicative Syllabus combines methodology and materials. Each teacher can devise his own syllabus or

reconstruct the syllabus to suit the needs of the learners.

Communicative methodology can be based on either skills or tasks. The base for fluency activities is skills. Brumfit redefines the four skills integrating each activity with communication. Michael Breen defines 'Process' and Procedural Syllabuses as task-based.

Thus, for communicative Methodology Syllabus theories are defined, bases are established and the components that should go into the making of a syllabus are listed out.

At the same time, a parallel movement was experimented within India. It has provided an example of CLT syllabuses and it is called the 'Procedural Syllabus [Prabhu 1983]. He distinguishes his approach, from the standard 'Communicative' and refers to it as 'Communicational'. He argues that the language acquired by the learner should be activated for use, so as to develop the communicational effort of the learner. Its pre-occupation with meaning and problem solving led to task based materials.

3.15.2. THE PROCEDURAL SYLLABUS : THE 'BANGALORE PROJECT'

The syllabus for the 'Bangalore Project' is related to the procedural syllabus. It has been claimed as an innovative approach to language teaching in recent years, as it has provided a 'concrete situation' for developing realistic procedures for language teaching. It is a 'locally based experiment [conducted in primary and secondary schools in and around Madras and Bangalore of South India] to evaluate a widely

held contemporary hypothesis [Brumfit 1984 b]. This 'Communicational Teaching Project' is a five year Project started in 1979 with the institutional support of the Regional Institute of English, Bangalore and the British Council, Madras. Dr. Prabhu, with a team of four teachers carried out exploratory teaching in eight different schools where the medium of instruction is vernacular. Nearly 400 students were taught [age group 8 -13 years].

In many states in India, English is taught as a Second language from Standard III. So these young learners are students of different classes ranging from III to VIII standard.

3.15.2.1. PEDAGOGIC PERCEPTION AND PRINCIPLES OF THIS PROJECT

An emprirical search was conducted through the project,

" For procedures of teaching suitable for school children and capable of developing grammatical competence from early stages." [Prabhu 1987 :13]

Its basic assumption is that

" Form is best learnt when the learner's attention is on meaning." .

[Prabhu as quoted by Brumfit 1984 : 102]

Its focus on meaning is not the same in the sense as Wilkins ' Semantico-grammatical approach ' which attempts to match each notional category with one or more linguistic forms. Though Johnson [1982, P 140-1] calls it a 'Covert Semantico-grammatical notion,' comm-unicational teaching is not a semantic syllabus. The procedural syllabus's main preoccupation is communicati-on in the classroom as a meaning focused activity.

The procedural syllabus project rejects linguistic syllabuses. It avoids planned progression, pre-selection and form focused activity of the grammatical system. Though Prabhu's innovation is an outcome of dissatisfaction with S.O.S. [structural oral situational methodology], he attributes his inspiration to Palmer 'whose insight lay behind the Structural Syllabus' [1987 : 13]. Quoting Palmer's statement,

" we form our sentences in unconscious obedience to some rules unknown to us." [Palmer 1921: 5]

Prabhu argues,

" If the desired form of knowledge was such that it could operate subconsciously, it was best for it to develop subconsciously as well." [1987:15]

Thus, the process of learning, through the procedural syllabus, is a two-layered process, both at conscious and unconscious levels. While the focus of learning is on meaning, the learners, through the task given, understand the meaning and make an effort to convey the same. During this process, at an unconscious level, it firms up the grammatical system.

3.15.2.2. PROCEDURES

To develop meaning focused activity with a two-layered process, task-based teaching was chosen. As Prabhu perceives, tasks exploit ' the learner's natural desire to meet a challenge'. Secondly, the problem solving involves thinking and thirdly, such activities engender an effort to use the language.

There are four categories of classroom activity :

- [i]. Rule focused activity
- [ii]. Form-focused activity
- [iii]. Meaningful activity
[S.O.S. pedagogy]
- [iv].. Meaning focused activity.

The last activity is employed in task-based teaching as it demands the learners pre-occupation with meaning and reading.

Meaning-focused activity in the classroom is divided broadly into three types:

- [i]. Information gap activity.
- [ii]. Reasoning gap activity.
- [iii]. Opinion gap activity.

' Standard Communicative Methodology 'says Johnson [1988]"employs techniques like the information gap and information transfer. In this project, these techniques were employed, but Reasoning gap activity' is found to be the most satisfying in the classroom.'
[Prabhu 1987 : 47]

3.15.2.3. TASKS

The tasks are not new, they are very much the 'stock in trade'; even the roles of the teacher and the learners remain the same. The teacher plays the teacher's role and learners play the learner's role. The teaching aids are also not sophisticated-a blackboard and a piece of chalk- the only available teaching aids in the Indian classrooms are used.

Tasks like railway- time- tables, maps, diagrams, buying bus tickets [working out the money needed to buy a set of things] are used. They are sequenced and modified to suit the age of the learners. Though task-based teaching is not new, it was handled in an innovative way. Each lesson consists of two stages: a pre-task and a task. During the pre-task stage, just as in the mathematics class, a problem is worked out publicly and a similar problem is then set for the learners to work out and in the Procedural teaching, the teacher leads the task. In the later stage of pre-task, filling the time-table is given to the students who voluntarily offered to do so. A similar task was given to be worked out individually.

3.16. LINGUISTIC SYLLABUS VS PROCEDURAL SYLLABUS

'Procedural Syllabus' rejects the pedagogic principles of the linguistic syllabuses. It would be interesting to draw a comparison between these two, to have a clear picture of the differences in the principles of teaching.

LINGUISTIC SYLLABUS

THE PROCEDURAL SYLLABUS

- | | |
|---|---|
| 1. Form-focused activity | Meaning focused activity |
| 2. Content/structure/ situation base | Methods-based |
| 3. Learner centred | Learning centred |
| 4. Conscious operation | Sub-conscious operation |
| 5. Conventional teaching/ groupwork | Discourse development |
| 6. Illuminative construct | Operational construct |
| 7. Systematic correction | Incidental correction [through repeating the correct form] |

- | | |
|--|---|
| 8. No integration between methods and materials | Integrates methods and materials |
| 9. The role of syllabus designer teachers are separate | - Integrates the role of the syllabus designer and the teacher. |

3.17. CONTENT SYLLABUS

Conventional outlook of language teaching in India, is in favour of teaching 'Content.' Just as 'Physics' or 'history' are content subjects, English is also treated as such. The National Education Policy of India [1986], considers language subjects [in second language in particular] useful for promoting 'Cultural Cohesion' and 'National Integration'. Objectives of language teaching and learning activities are of secondary importance. The state governments implement the guidelines given by the Central Government in organizing the syllabuses. Languages, in particular English [language] subject is used for promoting cultural perspective and National Integration. It is stated that English syllabus must include profound topics, obviously, the speeches given by Indian National leaders and philosophy and cultural heritage. The following points are a summary of a detailed discussion on syllabus specifications for a genuine English course at tertiary and degree level.

- [i]. Quantity of the content is specified [in terms of number of pages and length of the topic]
- [ii]. A list of topics is suggested [a balance between native and non-native writers is maintained]
- [iii]. Division of the content is in terms of prose,

poetry, non-detailed and grammar.

- [iv]. Objective of teaching prose aims at intensive reading.
- [v]. Teaching poetry aims at the exposure to aesthetic sense of language.
- [vi]. Non-detailed (usually abridged versions of classical fiction or auto-biographies of Indian National leaders) is meant for extensive reading.
- [vii]. Grammar-description of rules and pedagogic grammar includes pattern practice, prepositions, articles, voice, tense, direct and indirect speech.

It is clear from the guide lines of language course design (proposed by the Indian administrative authorities) that cultural factors are prioritized rather than linguistic needs. The examination syllabus also emphasizes testing the knowledge of content in the form of essays. In the assessment out of 100 marks, 70-80 marks are allotted for the content and 20-30 marks for pedagogical grammar.

Consequently, the teachers and the learners focus their attention on the content teaching methodology consisting of simplifying and paraphrasing the topics.

[i]. The teacher would read the text aloud in the class and offer explanation instead of developing the reading skills of the learners.

[ii]. Many teachers prefer dictating notes and believe in giving an accurate model of essay so that the students can

reproduce the same in the examination. By doing so, they are neglecting to develop the writing skills of the learners.

[iii]. To paraphrase the topics, the teacher adopts lecture method which does not give scope to the learners to interact with the teacher or participate in the discourse.

[iv]. Though the learners listen to the lessons / lectures, by no means would it improve their fluency in listening. Such passive listening does not provide exercises for listening as a receptive skill.

[v]. The profound 'content' and lengthy topics and style of 18th and 19th century writers, act as blocks for the learners to read and comprehend the text by themselves. When the level of difficulty is high, the learner's motivation to learn the language decreases.

[vi]. Rules of grammar which the learners learn are mere repetition of what they learnt at high school level. Knowledge about the 'rules' may not enable them to use language in 'real life situations'.

3.17.1. SELECTION OF TEACHING MATERIALS

Selection and organization of materials are based on moral, intellectual and aesthetic (needs) values rather than on linguistic needs of the learners. Materials have hardly any language-teaching orientation. Literature biased University teachers seem to follow the criteria of familiarity, authenticity in selecting the text books for general courses in English.

[i]. The literary texts which are familiar to English

teachers (in Colleges) are prescribed. Moreover, prescribing Milton, Shakespeare or any classical authors is regarded as passing the tradition of literature teaching.

[ii]. Authenticity is attributed to the texts with literary value. Contemporary English is given little importance.

Course designers of tertiary and degree classes, must have presumed that the learners already have had graded course and their language proficiency must be adequate to cope with content (literature oriented basically) or topics prescribed.

3.17.2. SHORTCOMINGS OF CONTENT/TOPIC SYLLABUS

[i]. Topics are too lengthy and attention of teacher and learners is engaged in the content; teachers hardly get time to develop language skills.

[ii]. Teaching 'English' as a subject makes them pay little attention to language teaching.

[iii]. When 'English' is taught as a subject, students would only memorize the points from the prescribed materials (Subject) for examination purposes rather than acquiring language skills.

[iv]. Since the teacher is busy covering the topics, he resolves to use 'lecture method' and cannot devote time for discourse development.

" Topical or Situational activity may provide a convenient basis for teaching, but the convenience

is administrative" (Brumfit 1984 b:94]

In this case, a content syllabus 'is a document of administrative convenience' and not an effective plan for language teaching.

3.18. COMMUNICATIVE APPROACH OF LANGUAGE TEACHING

" The communicative Approach " is an umbrella term covering a wide range of development in L₂ teaching, concerning the inputs to L₂ learning, its goals, its processes and its outcomes. (Mitchell, R.1988,P.I)

" The characteristics that have been isolated by commentators are :

- [i]. A focus on the needs of learners and attempts to define their needs;
- [ii]. An emphasis on the content of the activity, rather than on overt language learning;
- [iii]. A tendency to specify syllabuses in terms of meaning [" notional " or "semantic" syllabuses] or speech acts [" functional syllabuses"]
- [iv]. Encouragement and tolerance of language variation in the classroom, even to the extent of mixing mother tongue and target language use;
- [v]. Individual work;
- [vi]. Errors tolerated as a natural part of the process of language acquisition;
- [vii]. A supportive environment, to encourage guilt-free participation, a reduction or suspension of the teacher's judgemental role;

- [viii]. Use of techniques which encourage student participation, in natural environments-group and pair-work, simulations, information-gap exercises;
- [ix]. Presentation of language items in contexts of typical use rather than in isolation;
- [x]. Materials which are either "authentic" [Not originally intended for language teaching at all], or which simulate authenticity;
- [xi]. For much, if not all of the time, a lack of prediction by the teacher of exactly what language is to be used by learners, because they will be engaged in simulated 'natural' language activity-whether reading, listening, conversing or writing".
- [Brumfit 1988: P 5-6].

3.18.1. LEARNER'S NEEDS

In 'communicative language teaching' the learner-oriented approach gained prominence. We have observed that syllabus designers have been showing concern for learners needs. Notional and Functional Syllabuses are designed on the basis of 'Needs analysis' and Munby's [1978] model of "CNP" played an important role in designing 'English for specific courses'. But 'Munby's model assumes that the learners have particular needs. 'These needs are pre-identified and pre-specified by the agents and processes outside the syllabus design' [Nunan 1988: 45]. It is an objective list though it offers guidance to the syllabus designer but does not actually take into consideration the learners by consulting the learners.

Mackay and Mountford's [1978] questionnaire gives an opportunity to the learners to identify their objectives and it supplies the data to the syllabus designer to develop the course.

Nunan's [1988] model is the latest development in 'Needs Analysis'. He uses needs analysis as a set of parameters to group the learners, for selecting and sequencing of course content, methodology and course length, intensity and duration.

3.18.2. CATEGORIES OF LEARNERS

Analysing the research data, Nunan categorizes the learners into four types:

- [i]. Concrete learners prefer learning by games, pictures, films and video, talking in pairs, learning through cassettes.
- [ii]. Analytical learners prefer studying grammar, studying alone, reading more English books and English newspapers.
- [iii]. Communicative learners like to learn by observing and listening to native speakers, talking to friends in English, watching English programmes on Television, using English, in shops, learning English words by hearing and learning by conversation.
- [iv]. Authority oriented learners like the teacher to explain everything, writing everything in a notebook, having their own textbook, learning to read and study grammar. [Nunan 1988: 01]

Among ESL learners, we find all these four categories

but no learner would be extremely of one type and this kind of categorization is too simplistic. Learning is a complex process and we cannot predict easily the learners types. Moreover, needs analysis does not take into consideration situational constraints on the context, scope and methodology.

3.18.3. LEARNING ACTIVITIES

A discussion on language activities cover the CLT characteristics [2,4,5,6,7,8]. Learner-oriented approach emphasizes the content of activity and thereby overt teaching can be avoided. We have observed that lecture method does not give scope for discourse development in the classroom. Co-operative learning activities such as group/pair work, simulations, role play, information-gap exercises are the techniques which encourage students' participation in natural environments. ESL learners feel conscious of their errors and hesitate to participate in group activities. It might pose a problem to introduce groupwork in the beginning as these learning activities are not yet tried in the Indian classrooms. Recently 'Quiz' Programmes [as learning activities], are catching up in the classrooms. If the group work technique is introduced in mother tongue teaching afterwards, it can be introduced in Second language teaching.

ESL students need 'encouragement' and the teacher has to be tolerant of 'language variation' rather than insisting on accurate model of language. A 'Supportive environment' created by the teacher encourages the learner to participate in classroom interaction freely without being conscious of their mistakes.

' Communicative Language Teaching' develops a positive attitude towards language learning. The concept of errors tolerated as a natural part of the process of language acquisition (Corder 1981, Richards 1974) has changed the outlook of language teaching to a great extent. In the late 1960s and the early 1970s there was a lot of emphasis on 'error analysis' and 'remedial teaching'. A negative attitude that all ESL learners suffer from learning ills and they ought to be cured by the remedial teaching would not create a natural environment for language learning. The recent research on corrective techniques (Nystrom 1983, Chaudron 1988) gives an idea to the teacher how to correct and when to correct and why to avoid explicit correction. A supportive environment could be created by the teacher, When the learner commits a mistake instead of pointing out the wrong form, the teacher can suspend his judgemental role by merely repeating the correct form.

3.18.4. CLASSROOM MANAGEMENT

In India, large crowded classrooms are feared to be the major problem to introduce any learning activities. Classroom management is viewed as controlling the noisy classrooms. If the teachers are innovative in their outlook, they can perceive the advantages of learning activities. They can use the learning activities which encourage student participation. Group and pair work, simulations, information gap exercises promotes the use of language in natural environments. Futhermore,

[i]. Co-operative learning activities break the monotony of facing the teacher always.

[ii]. Instead of paying attention only to listening, these learning activities involve an integrated approach to skills.

[iii]. They allow tasks to be introduced.

[iv]. Fluency activities can be developed through these activities.

3.18.5. INDIVIDUALIZED WORK

Materials and learning tasks are devised in such a way so that all students in a class do not have to work in the same way or at the same pace 'Learners autonomy' and learner led activities are being, emphasized in the 'process syllabus' to the extent that learners take part in 'everyday decision making' of the syllabus. But, it is regarded as an extreme view Learner's autonomy can be extended up to the choice of materials and learning activities. Involving the learners in designing the programme of learning

" appears abstract and to many teachers either incomprehensible or unworkable". [White 1988 : 98]

3.18.6. THE 'MONOLINGUAL' APPROACH

Howatt (1988) points out the domination of the monolingual principle in CLT, that languages should be taught in the target language, not in the pupil's mother tongue. A multilingual setting in the classroom gives an opportunity to explore other resources such as translation and drawing upon the cognitive ability of learners. A bilingual teacher can explore the

untapped resources of bilingual potentialities. Skills of translation are required in the countries where the learners use English as official language along with the vernacular. The learners need proficiency in both the languages and translating ability from target language to vernacular and vice-versa is needed.

3.18.7. SOCIO-CULTURAL FACTORS

" Closely associated with the language situation are socio-linguistic and socio-cultural factors in the learning environment. We must be equally aware of socio-economic and socio-cultural differences which may manifest themselves in different attitudes to language in general, to particular languages to social and regional dialects, to bilingualism and to second language learning."

[Stern 1983:281]

These factors play a vital role in language teaching in a multi-lingual setting. When the syllabus designer wants to make provision for socio-cultural factors in syllabus design, he should be able to interpret the language needs of the society, and relate it to learning theory. Socio-cultural factors seem to be the unresolved issues in language teaching, further research in socio-linguistics might throw some light on these issues.

3.18.8. THE ISSUE OF AUTHENTICITY

CLT emphasizes the value of authentic [spoken and written] texts.

" One result of this approach has been to support teaching with ' authentic' materials. The argument for doing so runs somewhat as follows, since we are trying to teach real language use we can only employ an authentic model, any interference with, or filtering of, the material the students are exposed to will be a disservice to them." [Maley 1980 : 12]

The issue of authenticity might cause practical problems in ESL classrooms of non-native countries 'Language Teaching Centres' in the U.K. or U.S.A. might be able to follow 'authentic models'. But, in non-native countries how do we judge 'authenticity'? Should we take ESL teacher's language as an 'authentic model'? Are they all trained to use their language as models ?. How do they get access over authentic models ?.

3.18.9. DICHOTOMY BETWEEN ACCURACY AND FLUENCY

This dichotomy is being experienced in ESL classrooms [non-native countries in particular], Accuracy- conscious teachers would not often encourage fluency activities in the classroom. Howatt [1988] says

" the most significant change that CLT has brought to the classroom has been the inclusion of Communicative activities in the repertoire of practice exercises."

In communicative content, fluency entails accuracy. Brumfit [1984 b] clarified this notion and proposed fluency activities through inte-grated skills of comprehension,

argument, writing etc Finocchiaro and Brumfit [1983] have a detailed list for developing fluency activities.

We have observed that the traditional syllabuses have always had a basis in the accurate model of the target language. Using the syllabus as a 'blue-print', the courses are constructed. Since the second language learners at tertiary and degree level, had already had the syllabuses designed on accuracy basis, they may move on to the fluency basis which enables them to recognize the flexibility of language systems. In the preceding paras, we discussed how a second language learner would draw upon the accurate model of language carefully building up his sentence, using only what is known. Therefore, Brumfit points out that

" an accuracy-centred curriculum is by definition a deficit curriculum for students because it does not start from what the student does....A course which was based on what the student could do himself, most naturally would simultaneously indicate to the teacher what his moves should be, and to the student where he needed to adjust his intuitions and where, therefore, he required help most." [Brumfit and Johnson [eds.] 1979 : 188]

We have seen such attempts being made by the language teaching centres that offer courses in English for Academic purposes. In fact, it is difficult to design fluency based syllabus as ' the syllabus' specification is less appparent on the surface'. However,

" the contrast between accuracy and fluency is largely metaphorical, classrooms are always concerned with both" [Brumfit 1979 : 189]

To help the student who may be structurally competent but who cannot communicate appropriately, the course designer should take into consideration both accuracy and fluency based activities. We have discussed how the ' Procedural syllabus' used task-based teaching as a basis for fluency activities [the teacher of course providing the accurate model]. It seems to be a radical approach. Since it rejects the linguistic syllabuses and the average ESL teacher in India may not be able to adapt this model. Concluding

" a discussion of principles of syllabus design with a warning, Corder [1973] says, there is no such thing as a perfect, ideal or logical syllabus...any syllabus is bound to be therefore something of a compromise."

[cited in Brumfit 1984 b : 72]

The current theories on syllabus design offered a number of solutions and provided various models [C.f.3.4.] which seem to be in favour of a proportionate model, supporting the argument that at an advanced level when the basic grammatical system has been learnt, a functional/notional organization would help the learner build up communicative competence. It is assumed that a pedagogic syllabus can be designed drawing relevant features.

" in terms of functions, settings, types of interaction and subject matter as well as grammatical and lexical levels." [Brumfit 1985: 6]

A syllabus can be used as a statement that specifies the language items that are to be taught leaving choice to the teacher with the teaching procedures so that the learning could be meaningful and effective.

3.19 CONCLUSION

The choice of a syllabus is a major decision in language teaching and it should be made as consciously and with as much information as possible. Several distinct types of language teaching syllabuses - from the most formal to the most semantic or use-based, and the way in which the various types can and should be implemented in various teaching situations are discussed in this chapter. It also describes the types of materials, the different kinds of content that can be included in language teaching, and some principles involved in deciding what type or types to use.

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CHAPTER-IV

THE PRESENT

STUDY

4.0 JUSTIFICATION FOR THE CHAPTER.

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4.2 THEORETICAL ASSUMPTION

4.2.1. DEVELOPING THE RIGHT APPROACH TO THE MATERIAL

4.3 A BRIEF DESCRIPTION OF THE TOOLS USED

4.4 AN ANALYSIS OF THE SYLLABUS.

4.4.1. WHAT DO WE LOOK FOR IN A SYLLABUS ?

4.4.2. WHAT DEMANDS DOES THE SYLLABUS MAKE ON STUDENT ?

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4.6 THE PU SYLLABUS IN ENGLISH.

4.6.1. AN OUTLINE OF THE SYLLABUS.

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4.7 SUMMARY OF THE ANALYSIS OF THE SYLLABUS.

4.8 AN ANALYSIS OF THE QUESTION PAPER.

4.8.1. SECTIONS AND THEIR WEIGHTAGE

4.8.2. PART A. (OBJECTIVE TYPE)

4.8.3. PART B. (SUBJECTIVE TYPE)

4.9 CONCLUSION.

* * * * *

4.0 JUSTIFICATION FOR THE CHAPTER

As the topic of our investigation is to analyse the existing syllabus/material, it is essential to spell out in detail the tool used to carry on the task. 'The Present Study' includes two basic instruments

- i) analysing the present syllabus(if any)
- ii) analysing the question paper.

We have taken only these two analyses here in this chapter and the two other tools which are constructed by us - namely, 'Questionnaire for teachers and Questionnaire for Students' are discussed under the title 'Field Study.' Here we will examine the demands made by these two [Syllabus and examination paper] and whether the demands are realized through the teaching materials or not.

4.1 INTRODUCTION

In chapter-I, We have identified a problem, stated the scope and limitation of the study as well as the expected outcome and tool used in the study. We have also presented the hypotheses and stated the motivation for this study. This chapter deals with the theoretical assumptions of the present study and analyses the present syllabus of English for PU and the question papers to find out what demands they make on the students in the form of skills. We have listed the skills demanded by these in a tabulated form.

4.2 THERORETICAL ASSUMPTIONS

We have already stated in chapter-I that it is essential to teach skills at the PU stage as this level is a turning point in the career of a student.

As the student goes on widening the area of his participation, the demands on him to communicate, both orally and

in writing, also go on increasing. Advanced learners read textbooks not as the end of an activity but to perform a wide range of activities that are part of their studies.

It has been realized that mere formal competence does not help the student use the language for any real purpose. Formal competence should lead to functional competence wherein the student becomes capable of using his language to achieve his communicative goals which involves interpreting meaning and participation by the learner in the process. This interpretation and participation cannot be done off hand. The student needs to develop some strategies or skills for these purposes. Here form, function and strategy are not discreet items which are learnt/taught in isolation. They are to be interrelated not only at the level of methodology but also at the level of material production (emphasis is of the researcher). In other words, the teaching items designed for a particular level of students should carry with them the skills needed by the students not only at that particular level but at higher levels.

4.2.1. DEVELOPING THE RIGHT APPROACH TO THE MATERIAL

Until very recently, (and even today by some) a text was considered a succession of separate sentences thematically related. Consequently, teachers felt the need to deal with the structure and meaning of sentences separately, one by one,

" But, if study is to be efficient and effective, the students should be able to understand the structure of longer units such as the paragraphs

or the whole text". (Francoise Grellet, 1981, P.6)

At any stage of teaching /learning there is no meaning in considering the text as a series of independent units or blocks. This kind of studying the text makes the student go unit by unit even when that type of study is unnecessary; it certainly is a monotonous and laborious task for the student. Besides, this trains the student to read all kinds of texts at the same speed, and makes him reluctant to make inferences and understand the text according to the context, which is most efficient way to read.

Besides, at the tertiary level of learning, language should be viewed as a means/tool to master other areas of content like Science, Engineering, History and Economics. The mastery of these content areas need a high degree of proficiency not only in primary skills of language but also in many subsidiary skills.

4.3 A BRIEF DESCRIPTION OF THE TOOLS USED

In Chapter-I (C.f.1.7) we have stated that we have used the existing syllabus, and the present question paper as tools to see what demands they make on students in the form of skills. Instruments like questionnaires for students and teachers, schedule for classroom observation and informal discussion with students and teachers were also administered. This was done to identify the needs of students to find out if skills are important for their needs and to see if they are being developed.

[i] AN ANALYSIS OF THE SYLLABUS/MATERIAL

Syllabus as an instrument for the realization of the need of the students becomes an important tool. An analysis of the syllabus in English at the PU level in NEHU was taken up to assess how far it reflects the needs of the students to see what demands it makes on students in terms of communicative skills, and to find out whether it provides any component for the teaching and development of such skills. Our objective was to investigate whether the syllabus makes any provision for skills either at the level of setting up objectives or at the level of teaching materials, or at the level of classroom teaching.

[ii] AN ANALYSIS OF QUESTION PAPER

An analysis of the question paper in English at PU level examinations was taken up to ascertain what demands the examinations make on the students in terms of skills. It is a well-known fact that there should be a high degree of co-ordination between the syllabus components and the question papers. If the syllabus and question papers demand the use of skills, and if they are not taught systematically, there lies a gap which should be filled. Besides, the type of skills demanded by the question papers indicate the skills expected to be mastered and the extent to which they are covered by textbooks and classroom teaching.

[iii] QUESTIONNAIRES FOR TEACHERS AND STUDENTS

Questionnaires were given to students in an attempt to elicit their views on the need for skills and how far the present syllabus is able to meet them. Though students are

our target group, the views of practising teachers are of great value in a work of this nature. So, a questionnaire was given to the teachers as well. The information sought by these questionnaires concerned the usefulness of the present materials in respect of developing skills. A detailed analysis of the questionnaires is done under the title 'Field Study' (Chapter-V)

iv) A SCHEDULE FOR CLASSROOM OBSERVATION

This instrument was used to obtain firsthand information about the existing conditions in the classroom with regard to the English language teaching as a whole Classroom teaching being an important stage of realizing the objectives of the syllabus, we decided to see if the teachers try to build the skills into their lessons systematically. The observation was aimed at finding out whether the skills demanded by the subject are taught, whether the teacher is equipped to teach them, and what techniques are employed in developing them.

4.4. AN ANALYSIS OF THE SYLLABUS

In a democratic set up like ours, the consideration of syllabus design almost always involves questions of 'high surrender value', accountability, time constraints, management problems, and above all, the language policy of the state concerned. When all these factors are involved, the syllabus for a second language course does not become a guide for private use by teacher and learner, nor does it become the autonomous creation of either teacher or learner. Instead, it becomes

" a public document, a record, a contract, an instrument which represents negotiation among all parties involved." [Yalden 1984, PP 13]

When it attains the status of a public document, the concerns of the syllabus will be mainly two: the ends of the instruction i.e. the social purpose, and the means adopted to achieve these ends i.e. motivational factors. The status of the target language in the State, job opportunities related to the target language, age of the learners, their educational and social backgrounds are some other factors which influence syllabus design.

4.4.1. WHAT DO WE LOOK FOR IN A SYLLABUS ?

When we attempt analysing such a syllabus, in general terms, we should, first of all, know what the components of a syllabus should be. Generally, a syllabus includes (or it should include if it were to serve as a useful syllabus), explicitly or implicitly, the following items :

- [i] a general statement of goals and purposes
- [ii] Course description and learner requisites
- [iii] Learner objectives
- [iv] Content and method specifications
 - a) Lesson units
 - b) Instructional objectives/ expected outcomes
 - c) Materials and learning resources
 - d) Teaching and learning activities

e) Time allotment

[V] Evaluation and assessment

(SEAMEO Regional English Language Centre Workshop 1995)

Today, a syllabus is considered as an instrument, used by the teacher in association with the syllabus designer, to achieve a balance between the needs and aims of the learner on the one hand and the activities which take place in the classroom on the other.

4.4.2. WHAT DEMANDS DOES THE SYLLABUS MAKE ON STUDENTS ?

The four conspicuous factors in a teaching-learning situation are : Syllabus, textbooks, teachers and students. A detailed analysis of the syllabus is necessary to predict what type of learning activity would take place in a given situation and what type of skills would be demanded of the students. So, far as using the skills is concerned, sometimes the students might make use of some skills, though not consciously. Sometimes the teacher might make use of some skills though he does not explicitly tell the class what skills they are practising. A close analysis of the PU English syllabus of NEHU is attempted here to find out what demands it makes on the students in the area of development of skills.

The syllabus was prepared by a subject committee consisting of experienced professors and lecturers working in NEHU.

4.5. A BRIEF NOTE ON THE PATTERN OF EDUCATION IN MIZORAM

In Mizoram, the present pattern of education followed in accordance with National Policy of Education is 10+2+3. The first ten years of schooling comprises four years of lower primary (I to IV), three years of Higher Primary (V to VII), and three years of Secondary (VIII to X). The teaching of English as a second language begins when the student comes to his IIIrd Std. of Primary. By the time he reaches the +2 stage (upto now which was known as PU) he has learnt a second language for eight years. Students study all subjects through English medium only at the high school stage. There is no other medium of instruction at the high school level except English. It is also a compulsory subject both at the school level and at the PU level or college level. But it is found that students amounting to 40% fail in English and find the subject difficult.

4.6. THE PU SYLLABUS IN ENGLISH

When we apply the grid in 4.4.1. to the PU English syllabus of NEHU we would discover that it can be best called a list of " materials and learning sources " or "Lesson units" i.e. it fulfils only one item of the grid chosen here. This syllabus mainly centres round prescribing some lessons with NO comprehension questions at the end of each lesson. The new concepts regarding syllabus, and the new dimension it has taken with the advent of new theories of language and language learning have not been reflected in this syllabus. Consequently, it does not reflect the learner's needs, wants and aspirations.

There is no statement about the methodology or the classroom techniques to be adopted in teaching this syllabus. It

does not make any explicit statement about the objectives and purposes, nor does it describe the course and its requisites. It does not give any guidance to the teacher to grasp the development of the course: nor does it take into consideration the realities about teachers' competence to teach the prescribed instructional materials. The teacher is kept in the dark so far as the objectives are concerned. There is no reference either to cognitive development or skills acquisition.

4.6.1. AN OUTLINE OF THE SYLLABUS OF ENGLISH AT THE PU LEVEL

A brief summary of the syllabus or the prescribed teaching materials, would help us understand clearly the statements made in the analysis above. The syllabus for PU course is organized under three divisions; Prose, Poetry and non-detailed text. In fact, prose and poetry are slated for detailed study whereas non-detailed texts are prescribed for extensive reading but the question paper demands intensive reading for the non-detailed text also. Grammar and composition are included in a very casual manner.

The selections made for PU second year are the continuation of first year PU only. There is no difference in the level of difficulty except the non-detailed study which is not a simplified version of a novel. The selection of the non-detailed study is made out of four books prescribed for the student. Students are asked to choose one of them only. The length of the books also vary from one another [a. Dr Jekyll and Mr Hyde-107 pages b. Animal Farm - 120 pages c. Man in the Future- 107 pages

d. Lost Harizon- 169 pages]. These books are neither edited nor are any comprehension questions made available.

A detailed analysis of the components of syllabus, their weightage in the question papers, and the demands made by them on the learners are taken up in the following section.

4.6.2. COMPONENTS OF THE PU SYLLABUS IN ENGLISH

PU [Pre-University] is a two year course. The syllabus for both the years of PUC is given under these headings:

| | | |
|----------------------------|--|---------------|
| a. Prose | | For Ist year |
| b. Poetry | | |
| c. Grammar and Composition | | |
| | | and |
| a. Prose | | |
| b. Poetry | | For IInd year |
| c. Grammar and Composition | | |
| d. Non-detailed text | | |

It is obvious that the syllabus requires the students to master the skills of both intensive reading and extensive reading. Prose and poetry are for intensive reading whereas non-detailed texts are for extensive reading [in fact this difference is not maintained by NEHU. See analysis of objective type question.]. There is no difference between the components of Ist year PUC and IInd year PUC syllabus except the non-detailed study.

The components and what they demand by way of skills will be clear by a detailed analysis of the syllabus and by juxtaposing the demands of the syllabus with those of the question papers.

a) PROSE SECTION

The prose section consists of a selection of 82 pages of contemporary English, with a variety of themes and interest and styles. The selections are not followed by exercises or comprehension questions. No references or explanations or allusions are provided. No notes or familiar expressions and glossing the difficult words are made available.

The questions asked on this section are mainly comprehension questions testing different types of reading skills acquired by the student. Whereas some questions demand an overall knowledge of the text. Some demand close reading. Questions are also set on annotations and hence the student is expected to read the text material very closely. This concept is further strengthened by the objective type of questions set by the University for 50 marks.

Though the syllabus does not explicitly specify the skills required, the above analysis reveals that the syllabus and the question papers really demand proficiency in a range of skills. The skills demanded by the prose section are mainly reference skills and a variety of reading skills. The most essential skills needed to meet this kind of demand are reading for general information, reading for specific information and developing comprehension. When this kind of reading is expected, other auxiliary skills, such as guessing meaning from the context and referring to different sources for various kinds of information cannot be left out.

b) POETRY SECTION

The section on Poetry prescribed is about 276 lines for 1st year and about 222 lines for 2nd year of PUC, mostly selections from lyrics, songs, narrative poems and ballads. The student is expected to understand, interpret and appreciate various features of the poems. This involves a variety of skills necessary for creative and critical reading. The skills demanded are : understanding the implications, drawing inferences, putting forth arguments and finally evaluating the given piece.

The questions on this Section also demand a close understanding of the text. The student is expected to interpret the poem at various levels. Sometimes it is merely summarizing the views of the poet and sometimes the student has to express his own views. He should be able to write summaries, descriptions and critical appreciations.

c) GRAMMAR AND COMPOSITION

The syllabus expects the students to master the skills of writing essays and a much greater skill of writing a precis out of a passage. They should also be able to demonstrate their knowledge of usage in tenses, prepositions, phrasal verbs and articles, identify errors in given sentences in the areas of spellings [words likely to be confused], modals, prepositions, concord, make sentences with the phrases and idioms, supply the correct elements in blanks. Whereas the grammar section demands the knowledge of usage, the composition section requires the knowledge of the use of language. Students should demonstrate

their ability to organize the information in a grammatically correct language. Students are asked to write precis and essays on descriptive or narrative themes within their experience.

This section demands the skill of joining sentences together to form " grammatical units" [cohesion] and the skills of organizing sentences to form 'sense units' [coherence]. The focus in essay writing is on relevance of information and paragraphing, in addition to grammatical correctness.

The analysis of the syllabus components and the types of questions asked on them clearly reveal that our students need to master various skills for the course purposes and for advanced studies.

d) NON-DETAILED TEXT

Under non-detailed study, 4 [four] books are prescribed, among them one book is to be read. None of the books are simplified versions of the original text. When selections on prose and poetry involve intensive reading skills, non-detailed study also calls for intensive reading skills [emphasis is of the researcher].The student is expected to get not only an idea of the characters, incidents, situations, etc, but he is also required to answer short questions and objective type of questions from the text. Hence there is no difference made between intensive and extensive reading [which should be the case]. The questions require the student to use his ability to select the relevant information from long passages. Sometimes the questions are set in such a way as to demand a summary of the text. The student may also be asked to comment on some characters

and incidents. Hence skills demanded are the same as that of intensive reading.

4.7. SUMMARY OF THE ANALYSIS OF THE SYLLABUS

The summary of the analysis of the syllabus is given on next page in the form of a diagram which will indicate the skills demanded by the syllabus of English at the PU level.

TABLE -1 TABLE SHOWS THE SKILLS DEMANDED BY THE SYLLABUS

| Component | Prose | Poetry | Non-detailed text | Grammar & Compos |
|-----------|---|--|---|--|
| | 1. Intensive reading skills | 1. Intensive reading Skills | 1. Intensive reading Skills | 1 Usage/Gramma |
| | a. Understanding explicit and implicit meaning of sentences | a. Understanding implications | a. Reading for global comprehension | a Transformation sentences expr information in different way |
| | b. Deducting meaning of words from the context. | b. Drawing inference | b. Reading for local comprehension. | b Identification in sentences. |
| | c. Reading for global understanding | c. Critically evaluating a given poem. | c. Drawing inference on situation and characters. | c. Correction of ences. |
| | d. Reading for local comprehension. | d. Analysing a poem as a whole and in parts. | | |
| | 2. Reference skills | 2. Writing | | 2. Use (of Engli |
| | a) Use of dictionary. | a) descriptions | | a) organizi information |
| | | b) Summaries | | b) Essay Writi |
| | | c) Critical appreciation. | | |

4.8 AN ANALYSIS OF QUESTION PAPERS

The job of a language evaluator is a very complex one. On the one hand they have to evaluate the skills, competence, performance, style, presentation and so on of a target language, and on the other hand, they have to judge the knowledge [content], comprehension, application, reasoning and production. Hence, a reliable and valid test is a must.

The objectives of the course are to be realized through a syllabus, which in this case, is mainly a list of teaching materials. How much of the objectives are achieved is tested through an examination, the means of which is a question paper.

The question paper set for an examination should generally reflect the skills demanded and the objectives of the syllabus. It should also reflect the emphasis that has been given to different skills at different stages of the course. As it is already stated in the analysis of the syllabus, the syllabus in English for PUC can be conveniently grouped into three major divisions: intensive reading, extensive reading and grammar and composition. Consequently, there should be a schematic weightage of marks for these three components in the question paper. The question paper is set for a maximum of 100 marks with two broad sections - Objective type [50 marks] and the 'Subjective type ' or 'essay type' [50 marks]. Instead of taking the schematic weightage on the basis of the syllabus components, it will be better to consider the weightage on the basis of the sections in the question paper.

4.8.1. SECTIONS AND THEIR WIGHTAGE

The following are the sections and their weightage in the question paper.

Part A is objective type consisting of 50 marks and the time allotted is 90 minutes. Part B is subjective type consisting of 50 marks and the time allotted is 90 minutes. No particular criteria is followed for the allotment of marks. Recently PU Course has been divided into two individual segments and an attempt has been made to take two summative evaluation after completion of each academic year. The course is the same which has already been existing and two papers of English [Ist and IInd] are divided into two years. In the Ist year Paper I and in the IInd, Paper II is slated. Total number of prose pieces are 8 which is equally distributed into the two year course [4 essays for the First year and 4 essays for the Second year] and 18 poems are distributed into 9 each for two years. There is a Section of grammar and composition in the Subjective type of Ist year, where, only precis writing is asked for and there is no grammar question. In the second year in the same section an essay is to be attempted by the student and there is no grammar. In Part A[Objective type] for first year PU there are some grammar questions for 10 marks, 5 marks for correction and 5 marks for filling in the blanks with appropriate prepositions and passage for comprehension test for 20 marks is given. In second year, Grammar questions like make sentences with idioms for 5 marks and make sentences to show differences in meaning for 5 marks are given.

We shall take up each section separately and analyse the questions so that we get a clear picture of the skills demanded of the learners. However it will be difficult to draw a clear line of demarcation and say that the students are expected to use only one particular skill at a given time in a given situation.

4.8.2. PART A [OBJECTIVE TYPE]

In this Part full marks is 50 and time allotted is 90 minutes. The question paper is divided into two sections. Section I is comprised of questions from prose and poetry and allotted marks is 20. Total number of questions offered in this Section is 24 out of which 20 are to be attempted. The questions are 'fill up the gaps' and 'True and False' type. Section II is allotted 30 marks which are basically short question answer type [2/3 sentences], grammar [make sentences with idioms and pairs of words] for 10 marks and short answers from rapid readers for 10 marks. Total number of questions offered is 12 for short answer type and 14 for grammar and again 6 for rapid readers. Total number is 32, among them 25 questions are to be attempted.

OBSERVATION

[I] It is very much debatable that an objective type test in English for 50 marks requires 90 minutes time because generally it is found that time allowance of one minute per question is excessive unless the questions are particularly long and complex or include multiple response or multiple facet type.

[II] Number of questions require special attention

because objective type of test not only can cover the maximum portion of syllabus but also it is important to remember that theoretical reliability of the examination increases with the number of questions. A smaller number of questions thus breathes a 'freak' result due to successful guessing.

[III] The purpose of the question setter is not clear when all questions are not made compulsory. The normal practice is to make all questions compulsory because it is expected that all students should answer questions of the same difficulty and on the same syllabus section.

[IV] Awarding two marks each for all questions draws special attention. It is an acceptable fact that in an objective type of question no credit should be given for a partly correct answer or a nearly correct answer and thus the temptation to award double marks for any question is also faulty. Differential weightage for questions cause complications in the scoring and determination of results without giving any clear advantage in validity or reliability of the test.

Here we have proposed to take some of the examples from the University question paper and analyse them.

SECTION I:- PROSE SECTION

Question No 1. Fill in the blanks with missing word/words.

Example No. [i]: During the few minutes of conversation before the General's arrival, Nehru had left us in no doubt about

his....

Example No [ii] : It is surely the essence of a pilgrimage that vain imaginations are controlled by the ...of our object.

Example No [iii] : Almost everyone believes that the
- - - - - is round, and the - - - - - are nearly empty,
instead of solid.

OBSERVATION :

[i] All the items under question No 1, are directly taken out of the text without any modification or change. The students are therefore expected to answer the textual words. For this they are required to remember 82 pages line by line ie, approximately 2500 lines or 25,000 words to find out the missing word/words.

[ii] It is noticed that the first two examples have only one gap to be filled up whereas the third example has two gaps to be filled up which is again controversial because in the instructions students are asked to fill in the blanks any five and not six. But the person who is interested to attempt this item has to fill up six gaps instead of five.

[iii] Presumably the question setter allotted 1/2 marks for each of the gaps in example number [iii] which is a very unhealthy idea. Besides this, the original line in the text does not have the verb 'are' in the second sentence.

[iv] All these items clearly indicate the names of the text from which they are taken. In fact, according to the rules of the game there should not be any clue given to the students. Mere words like 'Nehru,' 'pilgrimage', 'round,' 'empty' or 'solid' indicate the names of the text.

Question No.2 Answer any three. 3 marks.

Example No. [i] Who is Cecilia Jupe ?.

Example No. [ii] Who said the following ?

'Perhaps in an hour I will see him. Now I must convince him and then I will kill him?.'

Example No. [iii] Who said:

'I am a Christian and a Hindu and a Muslim and Jew'?

OBSERATION :

[i] Instruction is very much insufficient. Student are not informed about the length of answer.

[ii] Examiners must not cease to be astonished to get at least half a dozen of correct moderate answers in the case of example No. [i] and [ii]. Probable ones are Cecilia Jupe is a girl, a student, a character in the essay 'Mr. Gradgrind and His School ' or the girl 'No, twenty'. In the case of example No. [II] the answer may be the old man, Mr santiago, the hero of the novel 'Old Man and the Sea' or Mr Hemingway. Whereas according to the text the example No. [iii] reads 'I am a Christian and a hindu and a Muslim and a Jew '.The article 'a' is missing in the question.

Question No. 3 Answer any two [Cross [x] the wrong word]

Example No. [i] Mr Gradgrind had no use for [fact / imagination].

Example No. [ii] The central evil of the modern world, Gandhi felt, was [intolerance//fanaticism//materialism]

OBSERVATION :

i) Instruction (Stem ?) is given in negative form and is not emphasized in Question No. 3.

ii) Example No.(i) is a wrong question because the correct answer is Mr. Gra-dgrind had no use for imagination but according to the instruction, if students Cross(X) the wrong word i.e 'imagination' then the answer will be Mr. Gradgrind had no use for fact, which is absolutely a wrong answer.

iii) Chance of guessing is 50% which is not desirable.

iv) Example No. (ii) poses a different problem. According to the instruction students have to cross (X) the wrong 'word' and not wrong 'words'.

SECTION II : POETRY SECTION

Question No. 1. Fill in the blanks with the missing word/words. (any five).

Example No. (i) And I am black, but oh, my soul is
_____.

Example No. (ii) My _____ years are all hasting
away.

Example No. (iii) And live alone in the _____
glade.

OBSERVATION

i) Students are expected to memorize 18 poems, (498 lines) prescribed in their course.

ii) Students are not allowed to exercise their brains and synonyms are *not wanted*.

iii) When Example No. (i) clearly denotes the answer 'white' example NO. (ii) & (iii) are 'fugitive' and 'bee_loud' which pose a tremendous problem because of their high level of difficulty.

Question No. 2 Name the poems from which the following lines have been quoted (any three).

Example No.(i) I see a lily on thy brow with anguish
moist and fever dew.

Example No.(ii) I corrupted his confidence and his
sunlike happiness.

OBSERVATION

i) The problem with this type of question is when students are going to write the answer 'La Belle Dame Sans Merci' and 'How Strangely This Sun' there is enough room for misspelling for which will they be penalized'?

Question No. 3 Answer any two of the following :

Example No.(i) What food and drinks did the lady find for the 'Knight-at-arms?.

Example No. {ii} What are the two lines repeated in the Poem 'The Brook'?

Example No.(iii) How many years have passed since the poet first took a view of his favourite field'.

OBSERVATION

i) Two questions are mixed up here in the first example. Answers are 'Roots of relish sweet', 'honey wild and manna dew'.

ii) For one mark both the items (i) & (ii) are difficult in terms of marking. If a partly correct answer is not accepted then such types of questions are dangerous.

iii) As there is no proper instruction, the answer of example no.(iii) may be 12 years, twelve years or just 12.

SECTION III NON-DETAILED & GRAMMAR AND COMPOSITION

Question No. 1. Answer any five 10 marks.

Example No.(i) What was the peculiarity of Dr. Jekyll's Will ?

Example No. (ii) Who was Dr Jekyll's Lawyer ?

Example No.(ii) Why was there no trace of Henry Jekyll, dead or alive, when his lawyer and servant broke open the door?

OBSERVATION

[i] Three questions require different length of answers.

[ii] Example No.(iii) is a combination of two different questions.

[iii] Marking is difficult.

Question No. 2 Correct the following sentences. Marks allotted 10
(Item offered 5)

Example No.(i) It is a slip of pen.

Example No.(ii) Don't make noise here.

Example No.(iii) Are you in the committee?

OBSERVATION

i) Level of difficulty is very low.

ii) Awarding two marks each is not logical.

GENERAL FINDINGS

i) This question paper cannot be termed as 'Objective Type' in the true sense of the term.

ii) Items are very poor which judge only insignificant knowledge. Sometimes it is trivial, irrelevant or obvious.

iii) Items are not edited.

iv) Time allocation, number of questions, optional questions, negative stem, unclear stem, marks allocation, insufficient instruction, etc. clearly betrays the purpose of the

objective type test.

v) Instructional objectives (if there are any) are questionable.

vi) Questions merely require repeating information directly from the text.

4.8.3 PART B (SUBJECTIVE TYPE)

There are four questions in 'Part B'. These are mainly comprehension questions to test the reading skills of the students. The following is the format of questions under this section.

Q.1. [PROSE] Answer any two of the following questions [5 x 2 = 10], where 4 questions are given

[a] Why does Hillaire Belloc say that 'a pilgrimage ought to be nothing but a nobler kind of travel'?

[b] Describe Fischer's first meeting with Gandhi and the impressions it left on the author.

[c] When did the old man see the fish first and how does he describe it ?.

[d] What is scientific Freedom ?. Why cannot the scientist of today still enjoy it according to DD Kosambi ?.

A close examination of the questions in this section reveals that the students are required to demonstrate their ability in different reading skills. Questions [a] and [d]

involve global comprehension of the selected prose piece concerned whereas [b] and [c] involve reading for specific information or local comprehension. These questions demand the use of skills of close analysis, inferring from and interpretation of the story. In other words, the student cannot mechanically learn by rote an answer for an essay-type question and produce it.

Q 2 [POETRY]

The student is expected to understand and appreciate the prescribed poems at different levels. A close study of some questions in this section is necessary and few specimens are given below:-

Answer any two of the following questions [5x2=10].

[a] How does Rupert Brooke glorify the undying spirit of the English soldier ?.

[b] What charms of Innisfree attracts the poet to that place ?.

[c] Give, after Auden, a picture of coastal England and her beauty.

[d] Who is the Captain in Whitman's poem ? .How does the poet mourn his 'Captain's death ?.

Here Question Nos [a] and [c] can be answered easily even if the student knows only the summary of the poem. Questions [b] and [d] demand some amount of thinking and active mental work to judge the views of the poet. The student has to demonstrate his

skills in writing a summary/description, an analysis of a Section of the poem or the whole poem and an appreciation of what he has read.

Q. 3. [NON-DETAILED TEXT]

The questions in this section are set to test the extensive reading skills. Some specimen questions are:

Answer any one of the following [10 marks]

[a] Describe Utterson's meeting with Hyde.

[b] How did the conflict between good and evil in Dr. Jekyll's mind bring about his ruin in the end ?.

[c] What were the 'seven commandments' and how were they changed to help the pigs later ?.

[d] Give a character sketch of squealer pointing out his importance in the story.

[e] Briefly describe the air journey from Baskul to Shangri-la.

[f] Describe Conway's first interview with the High Lama.

[g] What according to Bertrand Russell, are the sources of dangers for the future man ?.

[h] Give Russell's view on the possibility of a world government.

Students are to demonstrate their skills in extensive

reading. They should have an overall understanding of the whole novel, and should be able to pick out the main features from what they read. Picking out the important ideas and organizing them in a coherent way are the skills needed here.

Q. 4. [COMPOSITION]

Write an essay on any one of the following topics [20 marks]

- [a] Importance of our Environment
- [b] A memorable function in your college.
- [c] Value of sports
- [d] Pets

The skills demanded under this section are quite clear; reading for general information, reading for specific information, vocabulary expansion, understanding the meaning of words in a context etc.

Essay demands making use of connectors of addition, contrast, comparison etc. and organizing and developing information in a passage.

4.9. CONCLUSION

The real purpose of the examination is to see how far teaching objectives have been realized . The work of the paper setter is, therefore, to get the ball rolling and take up the entire education system. By analysing the syllabus, he may determine the teaching objectives which the different parts of the course may involve. By setting questions, each of which goes to measure one or more objectives, it may be of immense help to

the teachers, the students, the examiners and future framers of the syllabus. He should also assess how far a test item functions in the expected way. In the light of such findings, he may improve the question paper and recommend measures for improvement of the syllabus.

The analysis of question papers indicate that there is conformity between the demands made by the syllabus and examinations. We should see whether the demands by these two are realized through the teaching materials and the classroom activities (cf Chapter V).

In fact, a close look reveals that as the instructional objectives are not spelt out by the syllabus, the examiner is at a loss to realize what is to be tested. Hence, the objective type question fails miserably. The question betrays the confidence of the students and the teachers too when 'Objective type' of questions are put from the non-detailed study which is meant for extensive reading only.

In subjective type questions, also, it is noticed that students, banking on bazar notes can easily attempt all questions and without improving any skills whatsoever can pass the examination.

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CHAPTER-V

THE FIELD STUDY

AND ANALYSIS

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* * * * *

5.1. INTRODUCTION

The main purpose of the study is to survey, mainly, the objectives of the course, syllabuses and materials prescribed, at the pre-University level of the North Eastern Hill University [NEHU]. Assessment of teaching/learning materials were done by the students and the teachers involved in teaching/learning activity.

To assess the strengths and weaknesses of the English courses of NEHU some literature was also made use of.

The questionnaires were developed to elicit first hand information not only about the material which is used at the Pre-University level of the North Eastern Hill University but also about the ELT programme as a whole which exists in the rural colleges of Mizoram.

The questionnaires were formed on the basis of information derived from discussions with classroom teachers and students. The discussion was restricted to the course material or the 'content' of the course only. But it was observed by the researcher that both teachers and students laid stress on some other factors like their background, choice of profession etc. which are equally responsible in second language teaching-learning situation. Hence, those aspects are also studied through the questionnaires and observation of classroom activity.

5.2. THE TEACHERS' QUESTIONNAIRE

In respect of teachers, factors such as their age, their qualifications, their teaching experience, knowledge of the

subject taught, ability to make the objectives of the course clear, competence to explain the subject matter, an understanding of the needs of the students, a willingness to help the students, patience in dealing with the views of the students, capability to make the class interesting and stimulating, ability to compel the students to think for themselves, capacity to make the subject relevant and meaningful, a willingness to vary their methods or to be flexible in their approach, the feeling of being comfortable or in a state of tension with which they faced the class and the pains they took to prepare assignments were very significant for the success or otherwise of an academic programme. The specific items of information which were felt absolutely necessary for this purpose were gathered through the questionnaire from the teachers [Appendix I]. They are as follows:

- [i] The academic and professional qualifications of College teachers of English in Mizoram working under NEHU.
- [ii] Their attitudes to, sense of involvement in, and their expectations from, the profession.
- [iii] The degree of job satisfaction, the importance attached by them to professional growth.
- [iv] Their views on the role of a teacher of English.
- [v] Their views on the objectives of a 'General English' course at the PU level, particularly in Mizoram.
- [vi] Their ability to evaluate existing textbook and teaching materials in terms of
 - a) Suitability
 - b) Element of Interest

- c] Relevance
- d] Objectives to be achieved
- e] Comparison with the old material
- f] Level of difficulty faced by the students in learning English.

[vii] Views on changing the present material.

The questionnaire covered almost the full gamut of the English teaching programme of NEHU, placing special emphasis on the present syllabus. Accordingly, data analysis and interpretation were considered on the basis of actual responses to the various questions.

5.3 THE STUDENTS' QUESTIONNAIRE

The questionnaire administered to the students sought the following items of information (See Appendix II)

- [i] The socio-economic background of students.
- [ii] Students views on the 'General English' course at the pre-university level and their assessment of the prescribed textbooks.
- [iii] Their needs long-term and short-term for learning English and the extent to which the course at the PU level caters to those needs.
- [iv] Their understanding of their competence in English, gained through learning English at school.
- [v] The interest and relevance of the prescribed

teaching/learning materials.

[vi] Students' views on changing the present set of materials.

The questionnaire for students was prepared with the average PU learner in mind. Technical terms have been avoided as far as possible, or substituted with layman terms.

In order to obtain reliable and realistic answers to the above issues it was decided to collect the opinion of

i] the teachers of English teaching PU classes in some of the colleges of Mizoram affiliated to NEHU, Shillong.

ii] the second year PU students of some selected colleges about the English teaching/learning situation in NEHU.

5.4. SELECTION OF SAMPLES

The selection of the sample of teachers & students was based on the considerations of adequacy and feasibility. With the time available for field work a sample comprising 40 teachers was selected [The total number of teachers of English in the colleges of Mizoram affiliated to NEHU is approximately 60]. College teachers in the sample were drawn from 14 colleges. There are 31 colleges in Mizoram imparting PU instruction both as a constituent of and affiliated to NEHU. As such the study was conducted in almost half of the colleges which yielded a potential sample of 40 teachers comprising two thirds of the

teachers of English. Of the 40 teachers to whom the questionnaires were given, only 28 completed and returned them. This set of 28 teachers include a wide range in terms of age, teaching experience etc., and may therefore be appropriately regarded as a good representative sample.

TABLE -1 : SAMPLE SELECTED FOR THE TEACHERS' QUESTIONNAIRE

| PLACE | GOVERNMENT COLLEGES | | PRIVATE COLLEGES | |
|-----------|---------------------|----------|------------------|----------|
| | NO. | TEACHERS | NO. | TEACHERS |
| AIZAWL | 2 | 6 | 7 | 12 |
| LUNGLEI | 1 | 3 | 1 | |
| SERCHHIP | 1 | 3 | | |
| HNATHIHAL | | | 1 | 2 |
| THENZAWL | | | 1 | 2 |

Similarly 271 [out of 300] students drawn from 10 different colleges completed the students' questionnaire. This figure of 271 could be thought of as satisfactory both in statistical terms and in terms of representativeness.

As an English teacher, teaching at the undergraduate level for over 16 years in Mizoram, the researcher had gained sufficient and considerable experience with regard to what exactly took place in the actual classroom situation. He was also aware of the different aspects of the teaching of English viz. prose, poetry and the non-detailed study text. He had the privilege of being the Convenor of the National Conference on "English Language Teaching" in Mizoram [31st May - 2nd June 1994] and had published a book "ELT AT CROSSROADS' [1995], financed by the Directorate of Higher and Technical Education, Government of Mizoram.

The researcher had also toured almost all colleges in the entire state. As such he had had an opportunity to observe the teaching of his colleagues and to perceive the classroom behaviour in language learning. The experience and exposure to the different situations of language learning aspects at different places could have been enough for interpreting the real situation at the undergraduate level of English teaching/learning programme. However, in connection with the study, the researcher had also observed a dozen classes with the specific motive of finding out precisely and in detail, what actually happens in an undergraduate English classroom of the present day.

5.5. PREPARATION OF THE INSTRUMENTS

5.5.1. QUESTIONNAIRE FOR THE TEACHERS OF ENGLISH

A 22 item, three part questionnaire was designed for the teachers of English [Appendix I]. The questions and possible responses were stated in a manner amenable to rapid, unambiguous coding and processing. This meant that a majority of questions had forced - choice response alternative.

TABLE - 2 : TEACHERS' QUESTIONNAIRE - STRUCTURAL DESIGN

| SL | TYPE OF QUESTIION | SECTION A | SECTION B | SECTION C |
|----|--------------------------------------|---------------------------------------|--------------------------|------------------|
| 1. | YES/NO TYPE | 6 [a] 9 [a] | - | - |
| 2. | YES/NO/NOT CERTAIN | - | 14 [a] 15 [b] | 19 [a] [b] 22 |
| 3. | INFORMATI-ON/ STATISTICAL | 1, 2, 3, 4, 5 [a] [b] 6 [b] & 7 | - | - |
| 4. | PUT TICK AGAINST YOUR CHOICE TYPE | 8, 9 [b], 10, 11 & 12 | - | 17 |
| 5. | FOUR-POINT RATING SCALE | - | 13, 14 [b] 15 [b], 16 | 18, 20, 21 |

Section A of the questionnaire aimed at collecting general information about the age of the teachers, their academic and professional qualifications, details of training in English Language Teaching, teaching experience, their preferences among the different components of teaching, their role as teachers of English at the undergraduate level, details of circumstances under which they chose this profession, their degree of job-satisfaction etc.

Section B of the questionnaire aimed at eliciting the views of the teachers on the objectives of a ' General English ' course at the PU level. It was meant to ascertain from the teachers whether they found any noticeable change between the old and the new teaching material.

Section C aimed at eliciting the teachers' response to the general trends of material production and selection in the present circumstances. The answers to the questions asked in this Section would indicate whether the teachers are capable of making an assessment of the textbooks prescribed, their usability and suitability, as well as the changes brought about in the instructional materials leading to their suggestions for the improvement of the same.

5.5.2. QUESTIONNAIRE FOR THE STUDENTS (PU)

The second questionnaire was developed to elicit the opinions of the students of some selected colleges of Mizoram on problems relating to the teaching of English (Appendix-II)

TABLE-3 : STUDENTS' QUESTIONNAIRE (STRUCTURAL DESIGN)

| TYPE OF QUESTIONS | SECTION A | SECTION B | SECTION C |
|---|---------------------|-----------|------------------|
| 1. Yes / No Type | 7 & 8 | - | - |
| 2. Yes / No / Not Certain Type | 9 | - | 12 [a] & 16 , 17 |
| 3. Information Statistical | 1, 2, 3, 4 5 & 6 | - | 18 |
| 4. Three-point Scale | - | 11 | 14 & 15 |
| 5. Four-point Scale | 10 | - | - |
| 6. Ranking scale in order of importance | - | - | 12 [b], 13 |

This questionnaire contained 18 questions eliciting information about the students socio-economic background, their exposure to English, their views on the study of the English language, limitations of their earlier studies in English, their assessment of the prescribed text books etc.

The questionnaire was divided into three sections. Section A dealt with the general information with regard to the socio-economic background of the students, their exposure to English etc.

Section B aimed at ascertaining the views of students with regard to their expectation of skills and abilities, short-term / long-term objectives to be achieved through the 'General English' course.

Section C aimed at eliciting the views of the students relating to their previous competence in the English language, the present prescribed materials etc.

In addition to these questionnaires, a schedule for observation of classes was prepared (Appendix IV).

The draft of the questionnaires was discussed with experts in the Department of Evaluation, CIEFL and revised in the light of suggestions made by them.

Questionnaire No. 1 was given to 40 teachers of English serving in 14 colleges affiliated to NEHU. 28 teachers returned the questionnaires duly filled in.

Questionnaire No. II was administered to 300 students

of 10 colleges of whom 271 completed the questionnaire.

5.5.3. OBSERVATION OF CLASSES

Classes were observed in different colleges and observations were recorded in the classroom observation schedules. Necessary information about lesson-plans, work load, job satisfaction etc. was collected through personal contact. The fieldwork also involved detailed examination of the educational records, of the Directorate of Higher and Technical Education, Government of Mizoram.

A detailed account of the Archival records with regard to the establishment and development of these colleges was also collected from the Directorate of Higher and Technical Education of the state.

PART-I

ANALYSIS OF THE TEACHERS' QUESTIONNAIRE

5.6. SECTION A (QUESTION 1 TO 12)

5.6.1. THE SAMPLE

The sample of 28 teachers was made up of 20 men and 8 women, ranging between 23 and 45 years of age. The men constituted 70 % whereas women teachers constituted 30 % of the sample.

A break-up of the age-wise composition of the teachers who answered the questionnaire indicated that 15% of the teachers were in the age group of 30 years and below, 50 % were between 31 and 40 years, while 35 % were between 41 and 50.

TABLE-4 : AGE GROUP OF TEACHER RESPONDENTS

| AGE GROUP | 30 & below | 31-40 years | 41-50 years |
|-----------------|------------|-------------|-------------|
| No. of teachers | 4 | 14 | 10 |
| Percentage | 14.28 % | 50 % | 35.71 % |

As far as the qualifications of the teachers are concerned all the 28 teachers possess MAs in English, among them 4 teachers possess Ph.Ds. The details of the qualifications are as follows:

TABLE - 5 : QUALIFICATION OF TEACHER RESPONDENTS [O.NO.5]

| QUALIFICATIONS | NO. OF TEACHERS | PERCENTAGE OF THE SAMPLE |
|----------------|-----------------|--------------------------|
| M.A. | 24 | 85.71% |
| M.A., Ph.D. | 4 | 14.28% |
| TOTAL | 28 | 100% |

Besides the above qualifications, 3 teachers had attended UGC Summer Institutes in English.

With regard to the teaching experience of the sample they fell in the following categories.

TABLE - 6 : TEACHING EXPERIENCE OF TEACHER RESPONDENTS
[O.NO. 7] [SEE FIGURE : 1]

| EXPERIENCE GROUP | 1-5 YEARS | 6-10 YEARS | 11-15 YEARS | 16-20 YEARS |
|------------------|-----------|------------|-------------|-------------|
| NO. OF TEACHERS | 6 | 8 | 8 | 6 |
| PERCENTAGE | 21.42% | 28.57% | 28.57% | 21.42% |

It is obvious that the sample selected was highly representative in terms of teaching experience of the teachers. We find that 50% of the total teachers [14 out 28] had put in more than 10 years of service. This itself indicates that the answers given by them might have, perhaps, been supported by their competence and experience and hence are highly authentic and reliable.

5.6.2. THE ROLE AND RESPONSIBILITY OF TEACHERS

As pointed out in 'Development of Higher Education in

India - A Policy Frame.'

" The most urgent and significant reform needed in the field of education is to transform the value system, the basic structure and process of the educational system, to make it flexible and dynamic and to move in the [ultimate] direction of providing opportunities for life learning to every individual. This transformation will emphasize ethical values and human welfare enriched by science and technology. It will also imply shifting the emphasis from teaching to learning, from the individual to social objectives and from mere acquisition of information to the development of skills and character formation based on knowledge."

The role of the teacher in the context of this philosophy of education is not going to be easy and smooth. The teacher should have a genuine interest in youth and an understanding of psychology. He should be able to contribute to scholarship and advancement of the frontiers of knowledge. The qualities do not come effortlessly unless a teacher has genuine interest in teaching and has made the choice on his own. His professional competence will then be enriched by his commitment to the profession and his general reading habits especially of professional literature. Questions 8 - 12 of the questionnaire were aimed at ascertaining the views of the teachers on a

teacher's role, the circumstances under which he/she chose his/her profession as a teacher and his/her degree of job satisfaction. An analysis of the answers received from the teachers is given below:

Question 8 provided four choices of teaching aspects, i.e. teaching English Literature, teaching composition and grammar, teaching the practical use of English, and a combination of all components. The teachers were asked to put a tick against their choice[s]. The computation of the results showed the following:

15 teachers, comprising 54% of the sample, opted for teaching a combination of literature, composition and grammar and the practical use of English.

4 teachers preferred to teach only literature, perhaps upholding the traditional view. 5 teachers preferred to teach the practical use of English, while 4 teachers opted for both English literature and the practical use of English, totally ignoring composition and grammar.

Teachers were not in favour of teaching composition and grammar or English literature but preferred composition and grammar and the practical use of English. No teacher was interested to teach literature and composition and grammar but most of them were in favour of teaching the practical use of English. No teacher stayed neutral without answering the question at all.

TABLE-7: PREFERENCES IN TEACHING [Q.NO.8]

| SL NO. | CHOICE OF TEACHING | NO. OF TEACHERS | PERCENTAGE OF THE SAMPLE |
|--------|--------------------------------|-----------------|--------------------------|
| 1. | ENGLISH LITERATURE | 4 | 14.28% |
| 2. | COMPOSITION & GRAMMAR | - | - |
| 3. | THE PRACTICAL USE OF ENGLISH | 5 | 17.85% |
| 4. | A COMBINATION OF 1,2 & 3 ABOVE | 15 | 53.57% |
| 5. | A COMBINATION OF 1 & 3 ABOVE | 4 | 14.28% |
| 6. | A COMBINATION OF 1 & 2 ABOVE | - | - |
| 7. | A COMBINATION OF 2 & 3 ABOVE | - | - |
| 8. | NO RESPONSE | - | - |

A majority of teachers preferred to teach a combination of English literature, composition and Grammar, and the practical use of English.

5.6.3. TEACHER'S READING HABITS

Question 9 asked the teachers about their reading habits,

" An essential component of education is the interaction of teachers with the community. For this purpose, teachers have to interpret recent trends in their respective fields, to create scientific awareness."

[Role and Responsibility of Teachers, U.G.C. 1981 : 3]

and to participate in the programme of education of youth, women

and weaker sections of the society. Unless the teachers create in themselves an awareness of modern trends, they cannot participate effectively in the programme of education. The habit of reading a wide range of material, both general and professional, is an imperative quality to be imbibed in the teacher to function fruitfully in playi-ng his role and fulfil[ing] the expectations of the society.

The question was in two parts

[a] Whether they find time to read general books.

[b] if yes, the kind of reading that they mostly do.

Choice of reading material given were

1. Contemporary fiction
2. Contemporary non-fiction
3. English literature of earlier centuries
4. Professional books and journals.

For question 9[a], 19 teachers responded in the affirmative stating that they find time to read books. They comprised 68% of the sample. 6 teachers emphatically stated 'No', and 1 teacher gave a different response 'sometimes' which was not provided in the choices given. 2 teachers did not answer the question at all.

1 teacher stated that he read only contemporary fiction, 1 teacher contemporary non-fiction, 1 teacher English Literature of earlier centuries and 12 teachers showed their preference for reading professional books and journals. 4 teachers said that they are in the habit of reading all kinds of

books mentioned in the choices. None of them opted for different combinations than the ones stated below [1,2,3,4 indicate the number of the choices of the kind of reading done.]

TABLE - 8 : CHOICE OF READING MATERIAL : Q.NO. 9[b]

| SL NO. | THE KIND OF READING | NO. OF TEACHERS | PERCENTAGE OF THE SAMPLE |
|--------|---|-----------------|--------------------------|
| 1. | CONTEMPORARY FICTION | 1 | 3.70% |
| 2. | CONTEMPORARY NON-FICTION | 1 | 3.70% |
| 3. | ENGLISH LITERATURE OF THE EARLIER CENTURIES | 1 | 3.70% |
| 4. | PROFESSIONAL BOOKS AND JOURNALS | 12 | 44.44% |
| 5. | COMBINATION OF 1,2, AND 3 ABOVE | 4 | 14.81% |
| 6. | NO READING | 6 | 22.22% |
| 7. | NO RESPONSE | 2 | 7.40% |

NOTE : One teacher gave a different response 'sometimes' which was not provided in the choice given.

It was encouraging to note that 19 out of 28 teachers did read something or the other as a part of their regular habit. It was also interesting to note the response of 6 teachers who answered 'No' i.e. they did not read anything regularly. They were in the experience group of 1 - 5 years. Chances were that they did not find time for any extra reading.

5.6.4. THE ROLE OF THE TEACHER OF ENGLISH

Question 10 was about the role of a teacher of English at the Pre-University level. It is expected of a teacher that he

plays " an important role in the transformation of the education system" through active participation in educational programmes. Besides, he should have " commitment to a society based on justice" and should, therefore, strive for the inculcation of these values and extension of knowledge and skills to society at large.

" In effect, the teacher should become an effective instrument in the process of development and social changes. He should be a key factor in the transformation of our value system." [U.G.C., 1981:2]

In view of the above philosophy it was felt necessary to ask the teacher of English about his own perception of his contribution to society. The following three statements were evolved with an open choice to be mentioned as statement number 4 and presented to the teachers as options.

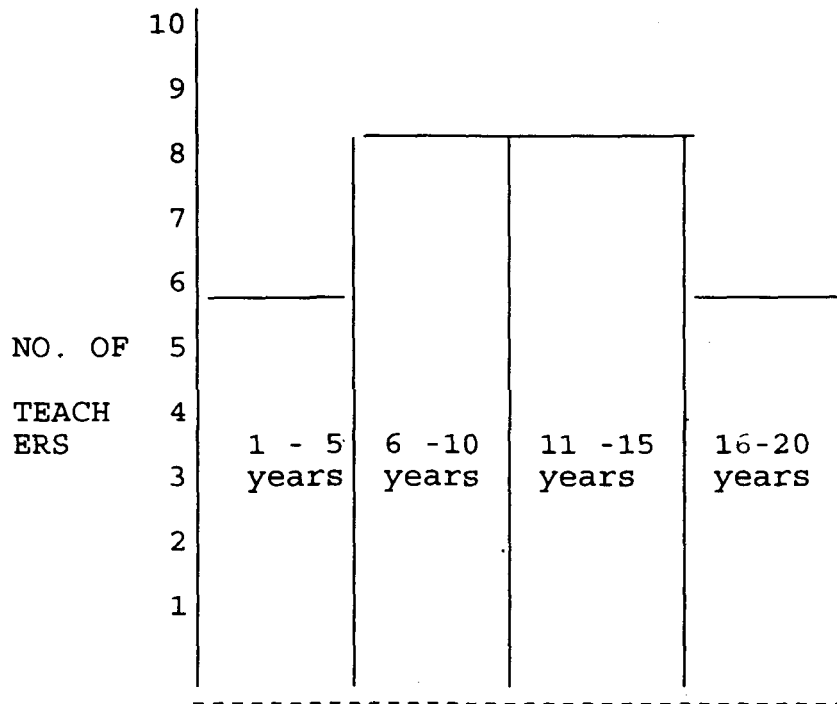
[i]. I have an important social and educational contribution to make in shaping the future generation.

[ii]. My role as a teacher of English is not very significant in society though useful to a small degree.

[iii]. I do not think my contribution to society is of any importance of all.

[iv]. Any other [Please specify]....

FIG-1-a



EXPERIENCE OF TEACHERS

[Q.NO. 7]

FIG-1-b

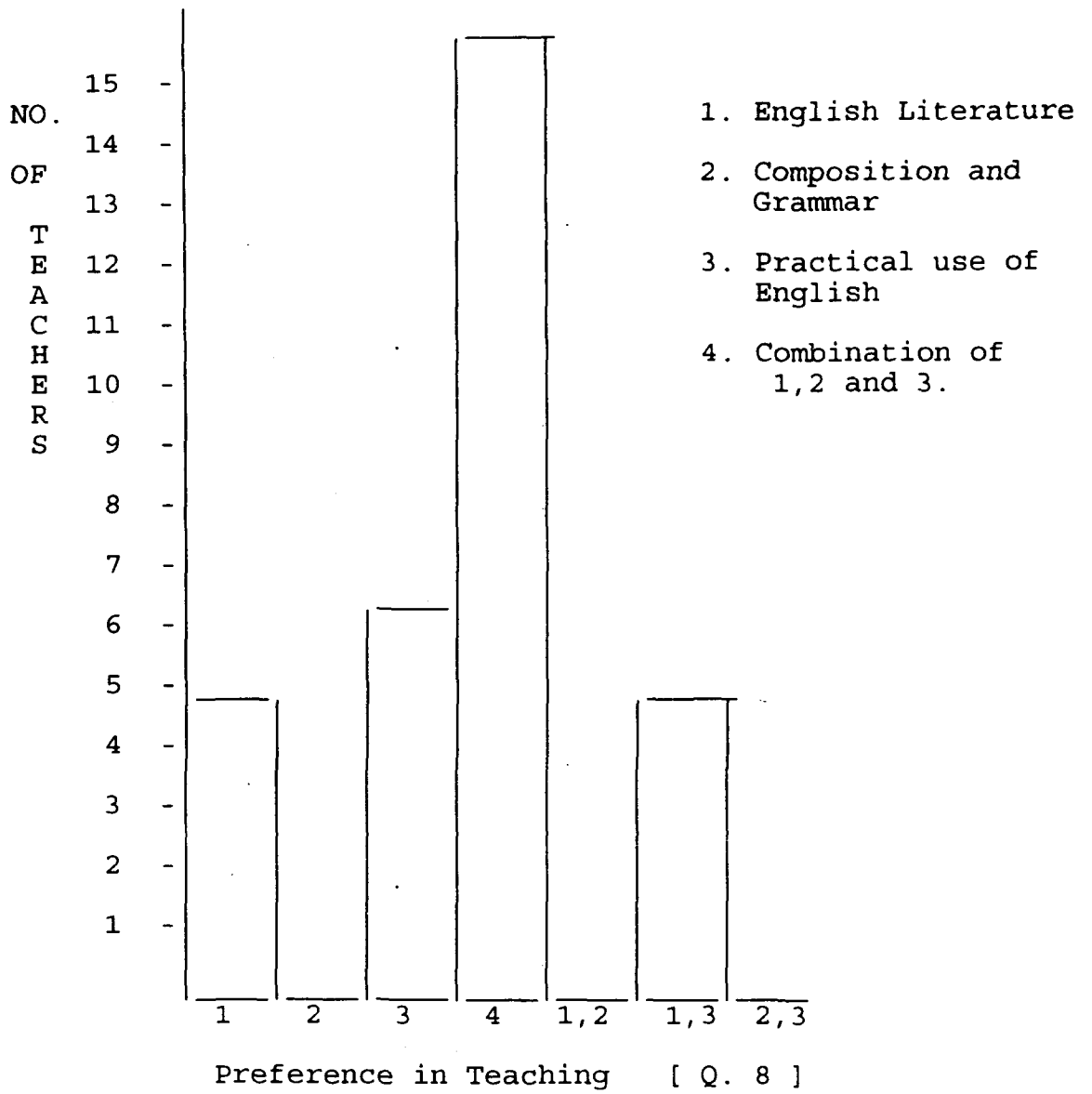


FIG-1-C

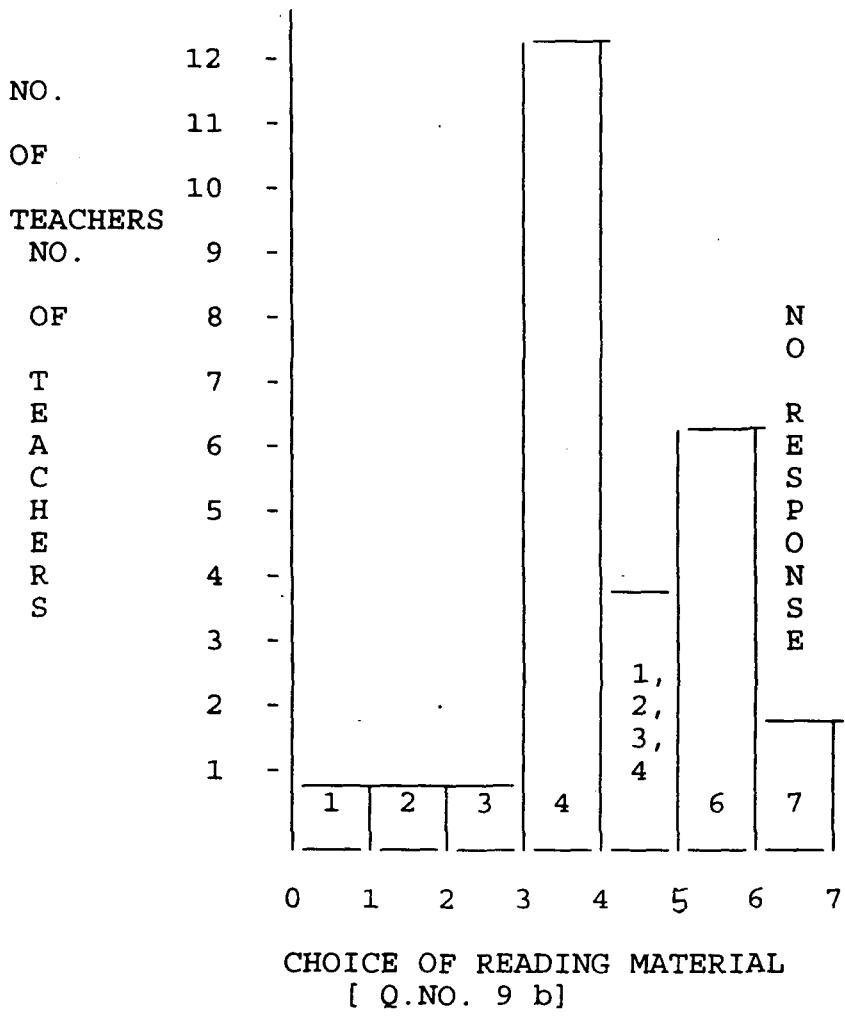


TABLE - 9 : ROLE AS A TEACHER OF ENGLISH AT THE PRE-UNIVERSITY
LEVEL [Q.NO. 10]

| | ROLE OF THE TEACHERS OF ENGLISH | RESPONSES | PERCENTAGE |
|-----|---|-----------|------------|
| I | 1. I have an important social and educational contribution to make in shaping the future generation | 12 | 42.85% |
| | 2. My role as a teacher of English is not very significant in society though useful to a small degree | 9 | 32.14% |
| | 3. I do not think my contribution to society is of any importance at all | 2 | 7.14% |
| | 4. Individual comments | 3 | 10.71% |
| II | A combination of 1 & 2 | 2 | 7.14% |
| III | No response | - | - |
| | TOTAL | 28 | 100% |

Out of 28 teachers who responded to this question, 12 teachers [43 %] opted for the first statement, stating that they have an important social and educational contribution to make, in shaping the future generation. 9 teachers [32%] saw their role as being not very significant in society though useful to a small degree. 2 teachers felt that they have no contribution to make to society. 2 teachers tick marked against 1 and 2 thereby stating that they had an important role to play which is insignificant in the present context. 3 teachers added their own comments under choice 4. Some teachers' comments on this issue are given in the appendix [III].

Most of the teachers were convinced of their

significant roles as effective instruments in the process of development and social change. The only dissatisfaction expressed was that they were not allowed to function effectively in their roles for various reasons.

5.6.5. CHOICE OF PROFESSION

Question 11 was aimed at finding out under what circumstances the respondents chose their profession. The situation under which a job is taken might vary from person to person. A person who makes a deliberate choice of a profession could be expected to be committed to the same. Some people might have entered a vocation under compelling conditions, not out of their free choice. Such persons may not feel satisfied with their jobs but they do not have an option. They, probably, might not be able to do justice to their role. Certain other people might have joined a profession out of no inclination without knowing anything about it. But after some time it might have given them enough satisfaction to stay on. A disinclined and ill-motivated teacher is not only dissatisfied with his job but can cause great damage to the profession at large.

It was felt necessary to ascertain the circumstances under which the respondents had accepted their job as teachers. Four circumstances which were thought of as most possible were identified and listed in the questionnaire.

Respondents were asked to mark the choices applicable to them. The circumstances listed were

1. The teaching profession was my deliberate choice.
2. I never wanted to be a teacher, but I did not have any option.
3. I did not choose teaching deliberately, but did not want to change the job.
4. I did not initially like teaching as a profession, but found the job satisfying as the years went by.

All the 28 teachers responded to this question. 16 of them [57%] stated that their choice of the profession was deliberate. Only 4 teachers [14 %] opted for category 2. 2 teachers [7 %] chose category 3 indicating that they had strayed into the teaching profession. 4 teachers [14 %], even though they did not initially like teaching, found the job satisfying as the years went by. 1 teacher tick marked against 2 and 3, and 1 teacher against 3 and 4. These two teachers had also accepted the teaching profession under compelling conditions.

TABLE - 10 : CIRCUMSTANCES UNDER WHICH THE PROFESSION WAS CHOSEN
[QUESTION NO. 11]

| C I R C U M S T A N C E S | NO OF TEACHERS | PERCENTAGE OF THE SAMPLE |
|--|----------------|--------------------------|
| 1. DELIBERATE CHOICE | 16 | 57.14% |
| 2. NEVER WANTED TO BE A TEACHER BUT NO OPTION | 4 | 14.28% |
| 3. NOT DELIBERATE, BUT DO NOT LIKE TO CHANGE | 2 | 7.14% |
| 4. INITIALLY DID NOT LIKE BUT FOUND THE JOB SATISFYING AS THE YEARS WENT BY. | 4 | 14.28% |
| 5. A COMBINATION OF 2 AND 3 ABOVE | 1 | 3.57% |
| 6. A COMBINATION OF 3 AND 4 ABOVE | 1 | 3.57% |

Question 12 asked the respondents about the degree of job satisfaction they enjoyed. A three-pronged choice was offered to them.

1. Highly satisfied.
2. Moderately satisfied.
3. Not at all satisfied.

The responses to the question revealed that 4 teachers [14.2 %] were highly satisfied with their profession, whereas 13 teachers [46 %] were moderately satisfied and 10 teachers [35.71 %] were not at all satisfied. 1 teacher did not respond. Questions 11 and 12 were complementary in a way when 16 teachers had made a deliberate choice of becoming teachers, one would expect them to be 'highly satisfied' with their job. But paradoxically, more or less the same sample fell in the

'moderately satisfied' category [40 % - 45 %]. It is disconcerting to note that majority of teachers of English who had entered the profession of their own free choice, became slightly disillusioned for various reasons. Preposterously 10 teachers were continuing in their jobs in spite of their dissatisfaction. Their frustration would inevitably result in ineffective teaching/learning.

TABLE-11 : DEGREE OF JOB SATISFACTION (QUES NO. 12)

| DEGREE OF JOB SATISFACTION | RESPONSES | PERCENTAGE |
|----------------------------|-----------|------------|
| 1. Highly Satisfied | 4 | 14.28 % |
| 2. Moderately Satisfied | 13 | 46.42 % |
| 3. Not at all | 10 | 35.71 % |
| 4. No Response | 1 | 3.57 % |

5.6.6. SUMMARY OF THE FINDINGS - SECTION A OF THE TEACHERS' QUESTIONNAIRE

Section 'A' of the teachers' questionnaire, as stated earlier, was aimed at collecting general information about the age, qualifications, experience, choice of teaching, role as teacher of English, the circumstances under which the profession was chosen and their degree of job-satisfaction. This section had 12 questions and the responses of the teachers have been analysed in the fore-going sections. A summary of the findings is given below :-

- [i] The sample comprised 20 men and 8 women, ranging between 23 and 50 years of age.

- [ii] 21 of the teachers possessed M.As in English without being exposed to any kind of teachers training during their career.
- [iii] 4 of the sample were highly trained and possessed research degrees.
- [iv] Experience-wise, 14 teachers (50%) had put in more than 10 years of service.
- [v] 15 of them preferred to teach the course with a combination of English literature, Linguistics/ Grammar and the practical use of English.
- [vi] 19 teachers (68%) found time to read general books. Their choice of reading material vary greatly.
- [vii] More than half the respondents, 21 (75%) felt that they had an important social and educational contribution to make, in shaping the future generation.
- [viii] For 16 teachers (57%) the teaching profession was a deliberate choice.
- [ix] For 4 teachers(14%) the job was highly satisfying and 13 teachers (46%) were moderately satisfied with their jobs. 10 teachers (36%) were, however, not at all satisfied with their jobs as teachers of English.

ANALYSIS OF THE TEACHERS' QUESTIONNAIRE

5.7. SECTION 'B' (QUESTION. 13 TO 16)

Section 'B' of the teachers' questionnaire was aimed at

eliciting views of the teachers with regard to the objectives of 'General English' course at the Pré-University level. It was felt necessary to ascertain from the teachers whether they were aware of any noticeable change between the old syllabus and new syllabus.

5.7.1. TEACHERS' VIEW ON COURSE OBJECTIVES

Question 13 lists 5 objectives of a general English course at the PU level with provision for an open comment. The comments are listed in the (appendix-III). The teachers were asked to indicate their understanding (in order of importance of each of these objectives by using a four point scale. The results are computed below :-

TABLE-12 OBJECTIVES OF 'GENERAL ENGLISH COURSE AT THE PU LEVEL
QUESTION NO.13 (SEE FIG. 2)

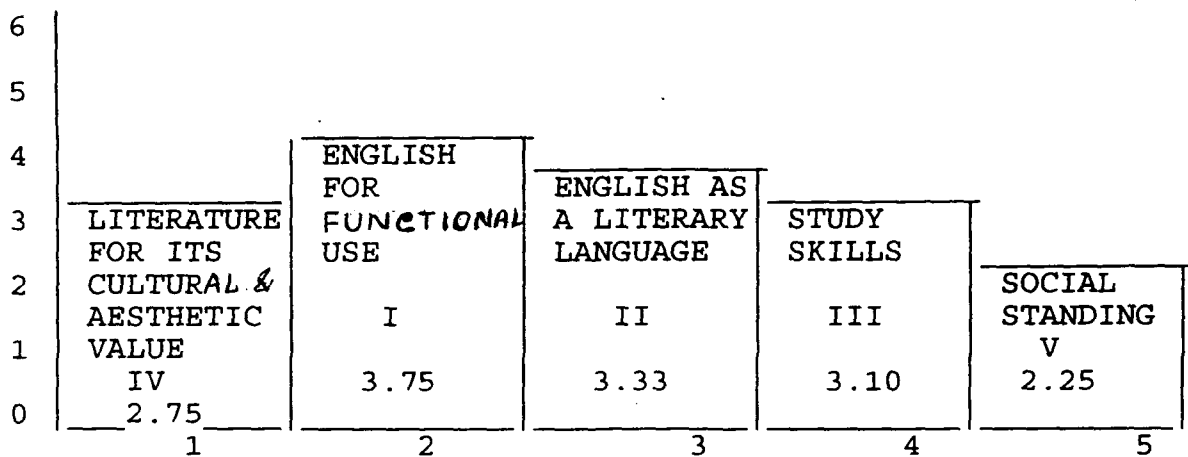
| Objective of the General English Course | Scale Value Assigned | | | | Mean Value | Gradation |
|---|-------------------------|---|----|----|---------------|-----------|
| | 1 | 2 | 3 | 4 | | |
| 1. The study of English literature for its cultural and aesthetic values | 5 | 5 | 10 | 8 | 2.75 | IV |
| 2. Mastery of language skills in English for functional use in communication | 0 | 1 | 5 | 22 | 3.75 | I |
| 3. The use of English as a 'Literary - language' | 1 | 4 | 7 | 15 | 3.33 | II |
| 4. The development of study skills in English for use in the study of the learner's subject of specialization | 1 | 5 | 12 | 10 | 3.10 | III |
| 5. To help attain 'social standing' as an English knowing person. | 9 | 7 | 8 | 4 | 2.25 | V |

On analysis of the responses to question No.13, the researcher received the impression that teachers had a clear understanding of the objectives of teaching English at this level. 'Mastery of the language skills in English for functional use in communication' had the highest mean value of 3.75. 22 teachers assigned this item point - 4 on the four point scale which indicated 'Very Important' and 5 teachers assigned it point 3 on the scale indicating 'Important' whereas 1 teacher assigned it as a point of 'moderate importance.' Out

of 28 teachers who answered this item, none considered it 'Not important.' This is an obvious indication of the teachers' awareness of what the curriculum should give priority to.

1. LITERATURE
2. LANGUAGE SKILLS
3. LIBRARY LANGUAGE
4. STUDY SKILLS
5. SOCIAL STANDING

FIG-2



OBJECTIVES OF GENERAL ENGLISH COURSE

The use of English as a 'Library Language' as one of the objectives of 'GE Course' has a mean value of 3.33, holding the second position. 15 teachers assigned it point 4 [very important], 7 teachers considered it Point 3 [Important], while 4 teachers gave it point 2 [Moderately Important] and only one teacher considered it [Not Important] [c f Kothari Commission in Appendix III].

The development of study skills in English for use in

the study of the learners' subjects of specialization as one of the objectives of the 'GE Course' was consigned to the third position in order of importance. Its mean value was 3.10. The other two objectives included in the questionnaire viz, the study of English literature for its cultural and aesthetic values, and to help attain 'social standing' as an English knowing person, have been relegated to the lowest position as their mean values are 2.75 and 2.25 respectively. Thus the result shows that the teachers opinions were quite logical. They were rational in their thinking with regard to the objectives of teaching English.

Question 13 had also provided for an open comment, if the five objectives mentioned were not adequate. There were comments from 9 lecturers. Five of them are given [Appendix III]

5.7.2. SUITABILITY OF PRESENT MATERIAL

Question 14 [a] was a corollary of Question 13 since the teachers had pondered over the objectives of teaching 'GE' at the PU level, they were fully equipped to comment on the syllabus. The teachers were asked to state their opinion with regard to the suitability of the present syllabus to meet the objectives listed in Question 13. Three options were given to this question i.e. 'Yes,' 'No' and 'Not sure'.

TABLE - 13 : SUITABILITY OF THE PRESENT SYLLABUS TO MEET THE OBJECTIVES LISTED IN QUESTION 13 [QUESTION 14 a]

| R E S P O N S E | NO. OF RESPONDENTS | PERCENTAGE |
|--------------------------|--------------------|------------|
| 1. 'YES' [SUITABLE] | 7 | 25 % |
| 2. 'NO' [NOT SUITABLE] | 16 | 57.14 % |
| 3. NOT SURE | 5 | 17.85% |
| 4. NO RESPONSE | 0 | - |

In response to question 14 [a], only seven teachers [25 %] of the sample were in favour of the present syllabus. They felt that the present syllabus was capable of meeting the objectives. The majority of the teachers [16 out of 28 i.e. 57.14 %] however, felt that it was not suitable. And only 5 teachers [17.85 %] were not sure.

In question 14 [b] teachers were asked to give their opinion about the objectives supposed to be achieved by the new syllabus if they found that the present syllabus was not suitable.

TABLE - 14 : OBJECTIVES OF THE PRESENT MATERIAL [QUESTION 14 b]

| OBJECTIVES | SCALE VALUE | | | | MEAN VALUE | GRADATION |
|--|-------------|---|---|---|------------|-----------|
| | 1 | 2 | 3 | 4 | | |
| 1. USE OF ENGLISH LANGUAGE FOR COMMUNICATION | 21 | 5 | 2 | 0 | 1.32 | III |
| 2. THE DEVELOPMENT OF DIFFERENT LANGUAGE SKILLS | 18 | 8 | 2 | 0 | 1.42 | II |
| 3. MASTERY OF LANGUAGE ELEMENT [VOCABULARY, SPELLING ETC.] | 14 | 5 | 6 | 1 | 1.64 | I |

An analysis of the responses revealed that no teacher opined that the objective of the use of English language for communication was achievable. No teacher assigned point 4 [very much possible] to this particular objective. Only 2 teachers assigned point 3 [possible] while 5 teachers marked it as 'moderately possible' [i.e. point 2]. And 21 teachers considered it as point 1 [not possible at all]. Its mean value was 1.32 thereby occupying the 3rd position in the list.

The second objective listed was the development of different language skills the mean value for which had worked out to be 1.42. The option [point 4] 'Very much possible' was completely ruled out by one and all. 2 teachers felt it to be 'Possible' [point 3], 8 teachers conceded it to be 'Moderately possible' [point 2] while 18 teachers considered it 'Not possible at all' [point 1].

Mastery of language elements like vocabulary, spelling and punctuation occupied the first position acquiring a mean value of 1.64. Only 1 teacher viewed this objective as 'very much possible' [point 4]. 6 teachers considered it 'possible' [point 3]. 5 teachers believed it was 'Moderately possible' [point 2], while 14 teachers categorically stated that these objectives were not possible to achieve by using the present syllabus.

5.7.3. RELEVANCY OF THE OLD MATERIAL

Question 15 [a] deals with the relevance of the old material in achieving the needs of the students. Teachers were

asked to confer their opinion with regard to the 'needs' of the students as to whether the old material was relevant or not.

TABLE - 15 : RELEVANCE OF THE OLD MATERIAL IN ACHIEVING NEEDS
[QUESTION 15 a]

| R E S P O N S E | NO OF TEACHERS | PERCENTAGE |
|------------------------|----------------|------------|
| 1. YES [RELEVANT] | 4 | 14.28% |
| 2. NO [NOT RELEVANT] | 17 | 60.71% |
| 3. NOT SURE | 7 | 25.00% |
| 4. NO RESPONSE | 0 | - |

Out of 28 teachers who responded to this question it was found that 17 [60.71%] had opined that the material in use before the present one was not relevant in terms of the needs of the PU students. Only 4 teachers [14.28 %] thought that the old material was more relevant while 7 teachers [25 %] were 'Not Sure'. It is interesting to note that in response to Question No.14 [a], 25% of the sample were of the opinion that the new material was suitable to meet the objectives.

Question 15 [b] enquired of the teachers - provided that they found the old material to be suitable or more relevant, in what way did they consider it so ?. Since the respondents were only 4 in number [14.28 %] a detailed analysis of their responses has not been attempted because of its low significance.

Multidimensional views expressed by the teachers with

regard to the old and new material [see Appendix III] by and large indicated that both the materials under question were not suitable for the PU standard. According to them, material for teaching English should be made more relevant to the needs of students. Teachers were aware that large classes were the biggest handicap in the teaching/learning programme. They suggested limited composition classes and tutorials to overcome this defect.

5.7.4. OBJECTIVES OF THE NON-DETAILED STUDY

Question 16 was aimed at a teachers' opinion poll with regard to the non-detailed study of the Pre-University Course of NEHU for which four books were prescribed viz ' Dr Jekyll and Mr Hyde', 'Animal Farm ', ' Lost Horizon' and ' Man in the Future'. It was noted that while the University had given a wide choice of reading material for the students, each college, however, taught only one novel depending upon the choice of the teacher.

A three fold objective was assumed for the course and teachers were asked to express their opinion on the degree of emphasis to be given to each objective that could be achieved by the present course [on a four point scale]. The objectives listed for the course were :

1. The study of English Literature
2. The mastery of communication skills in English.
3. The use of English as a 'Library Language '
including development of study skills.
4. Any other [Please specify]

TABLE - 16 : ACHIEVABLE OBJECTIVES OF 2nd YEAR PU COURSE

[QUESTION 16]

| O B J E C T I V E S | SCALE VALUE | | | | MEAN VALUE | GRADATION |
|---|-------------|---|---|---|---------------|-----------|
| | 1 | 2 | 3 | 4 | | |
| 1. THE STUDY OF ENGLISH LITERATURE | 20 | 6 | - | - | 1.23 | I |
| 2. THE MASTERY OF COMMUNICATION SKILLS IN ENGLISH | 27 | 0 | 0 | 0 | 0 | III |
| 3. THE USE OF ENGLISH AS A LIBRARY LANGUAGE INCLUDING THE DEVELOPMENT OF STUDY SKILLS | 26 | 2 | 0 | 0 | 1.07 | II |

The study of literature was found to have a mean value of 1.23 which was the highest among the three options. No teacher viewed it as 'Very much possible'; no teacher found it even 'Possible'; 20 teachers considered it as 'Not possible' and 6 teachers believed it to be 'Moderately Possible.'

The mastery of 'Communication skills' in English assumed the third rank with a mean value of 0 which was a very shocking phenomenon. An item-wise analysis reveals that in the estimation of all the 28 teachers the objectives were 'Not at all possible' to achieve.

The use of English as a 'Library Language' and the development of 'Study Skills' received a mean value of 1.07, which was the second of the three objectives.

Some observations by the teachers made under 'any other comment' are added in Appendix-III.

5.7.5. SUMMARY OF THE FINDINGS - SECTION B OF THE TEACHERS' QUESTIONNAIRE

As stated in the beginning of this analysis, section B of the teachers' questionnaire was aimed at eliciting the views of the teachers' with regard to the objectives of the 'General English' course at the PU level. A summary of the findings is given below :

[i]. Teachers did not find any noticeable change between the old course and the new course for 'General English' at the Pre-University level (both for the first year and the second year).

[ii]. The majority voiced the opinion that the earlier material was not relevant to the needs of the PU students.

[iii]. Teachers did not favour the new material either as it failed to achieve any of the objectives mentioned below :

- a) The use of English language for communication.
- b) The development of different language skills.
- c) Mastery of language elements like vocabulary, spelling and punctuation.

5.8. ANALYSIS OF THE TEACHERS' QUESTIONNAIRE SECTION 'C' (QUESTION 17 TO 22)

Section C of the teachers' Questionnaire aimed at eliciting the teachers' response to the general trends of

material selection and production in the present circumstances. The answers to the questions in this section would indicate the teachers assessment of the prescribed textbooks (their suitability and usability) meant for 1st and 2nd year PU students of Mizoram.

5.8.1. SUITABILITY AND USEFULNESS OF PRESCRIBED MATERIAL (QUES.17)

Question 17 invited the teachers to make an overall assessment of the textbooks prescribed for the two year English course of NEHU. Three alternatives were given to the respondents.

1. Very useful and suitable.
2. Moderately useful and suitable.
3. Not at all useful and suitable.

The analysis of the responses were as follows :-

TABLE-17: USEFULNESS & SUITABILITY OF PRESCRIBED MATERIAL (QUES.17)

| RESPONSE | NO. OF TEACHERS | PERCENTAGE |
|------------------------------------|-----------------|------------|
| 1. Very useful and suitable | 0 | 0 |
| 2. Moderately useful and suitable | 5 | 17.85% |
| 3. Not at all useful and suitable. | 22 | 78.57% |
| 4. No response | 1 | 3.57% |

Out of 28 teachers who responded to this question, none felt that textbooks prescribed for the PU course was very useful and suitable. 5 teachers (17.85 %) stated that the textbooks were only moderately useful and suitable. 22 teachers (78.57 %) considered them not at all useful or suitable. The teachers had

given the above reaction after having taught at the Pre-University level for a number of years.

4 teachers had added their comments in this connection (Appendix III)

5.8.2. QUALITY OF MATERIAL (QUES. 18)

Question 18 sought the impression of the teachers about the quality of the textbooks prescribed for PU by NEHU - whether they were capable of evoking the interest of, and motivating the learners. The question was meant to judge the teachers point of view.

TABLE-18: STUDENTS INTEREST AND MOTIVATION (QUES. NO. 18)

| RESPONSE | NO. OF TEACHERS | PERCENTAGE |
|---------------------------|-----------------|------------|
| 1. Not interesting | 22 | 78.57% |
| 2. Moderately interesting | 4 | 14.28% |
| 3. Interesting | 1 | 3.57% |
| 4. Very interesting | 0 | 0 % |
| 5. No response | 1 | 3.57% |

22 teachers (78.57 %) felt that the contents of the Pre-University course were 'Not interesting', 4 teachers (14.28%) stated that they were 'Moderately interesting', while one teacher (3.57%) expressed the view that they were 'interesting,' and none considered them as 'very interesting'. If we put together the responses of 'Not interesting' and 'Moderately interesting', we may find that 26 teachers i.e. (92.85%) did not wholly approve of

the present prescribed material from the point of view of the interest element.

5.8.3. ADEQUACY OF READING MATERIAL (QUESTION NO. 19a)

Question 19(a) was related to the non-detailed study text prescribed for PU second year. Out of the four texts prescribed, students had the option to choose any one novel. The teachers were asked to express their opinion about whether the quantity of reading material provided through the novel was adequate or not for the development of reading skills at the PU level. The analysed responses are given below :

TABLE-19: ADEQUACY OF READING MATERIAL (QUESTION NO. 19a)

| RESPONSE | NO. OF TEACHERS | PERCENTAGE |
|------------------------|-----------------|------------|
| 1. 'Yes' (adequate) | 12 | 42.85% |
| 2. 'No' (not adequate] | 6 | 21.42% |
| 3. 'Not certain' | 9 | 32.14% |
| 4. No response | 1 | 3.57% |

A close look at the table reveals that less than half the total respondents i.e. 12 out of 28 (42.85%) felt that the reading material provided by the book was adequate. Five teachers added extra comments to their responses (Appendix-III)

5.8.4. SUITABILITY OF COLLECTION OF PASSAGES (QUES. 19(b))

TABLE-20 : SUITABILITY OF COLLECTION OF PASSAGES (QUES. 19 b)

| RESPONSE | NO. OF TEACHERS | PERCENTAGE |
|------------------|-----------------|------------|
| 1. 'Yes' | 20 | 71.42% |
| 2. 'No' | 4 | 14.28% |
| 3. 'Not certain' | 4 | 14.28% |

20 teachers comprising 71.42 % favoured the idea of prescribing a collection of passages of different kinds rather than a full length novel as a non-detailed study. Only 4 teachers replied in a negative way while 4 others were 'Uncertain' about it.

5.8.5. THE LEVEL OF DIFFICULTY IN TEACHING NON-DETAILED STUDY (QUES. NO. 20)

Question No. 20 sought to find out the level of difficulty faced by the teachers while teaching the text meant for non-detailed study. A four-point scale was provided to assign the degree of their difficulties. An open space for their comments, if any, was also provided.

TABLE-21 : DIFFICULTY LEVEL FOR NON-DETAILED STUDY (QUES.20)

| DEGREE OF DIFFICULTY | NO. OF RESPONDENTS | PERCENTAGE |
|-------------------------|--------------------|------------|
| 1. Very difficult | 20 | 71.42% |
| 2. Difficult | 5 | 17.85% |
| 3. Moderately difficult | 3 | 10.71% |
| 4. Not at all difficult | - | - |

Out of 28 teachers who responded to this question, 20 (71.42%), found it very difficult to teach. 5 teachers (17.85%) found it difficult, while 3 teachers (10.71%) found it moderately difficult. Thus we may conclude that the majority of the teachers deemed the non-detailed study text prescribed for PU students difficult to teach.

A few comments in this connection were received in the open space provided (Appendix III).

5.8.6. OVERALL VIEW OF TEACHERS ON MATERIAL PRESCRIBED AT THE PU LEVEL (QUESTION. NO. 21)

In Question 21 the teachers were asked to proffer their views on the material as a whole prescribed for PU students. A four point scale was provided to assign the degree of difficulty faced by them while teaching prescribed material [Point 4 stands for 'Very difficult', while Point 1 indicates 'Not at all difficult.'

TABLE - 22 : TEACHERS OVERALL VIEW ON MATERIAL PRESCRIBED FOR PU [QUESTION NO. 21]

| M A T E R I A L | SCALE VALUE | | | | MEAN VALUE | GRADATION |
|--------------------------|-------------|----|---|----|------------|-----------|
| | 1 | 2 | 3 | 4 | | |
| 1. PROSE | - | 2 | 6 | 20 | 3.64 | I |
| 2. POETRY | 18 | 10 | - | - | 1.35 | III |
| 3. NON-DETAILED TEXT | - | 3 | 5 | 20 | 3.60 | II |
| 4. GRAMMAR & COMPOSITION | 20 | 6 | - | - | 1.14 | IV |

A close perusal of the table indicates that prose pieces prescribed for PU students ranks first in gradation for difficulty achieving a mean value of 3.64. It is followed closely by the non-detailed study text [3.60]. Poetry [1.35] occupies the third position, with grammar the fourth [1.14]. The degree of difficulty in teaching prose specially attracts our attention.

5.8.7. NEED FOR MATERIAL CHANGE

On receiving the overall view of the teachers concerning the prescribed texts, the researcher found it necessary to ascertain whether the present material needed to be changed or not. To elicit such information three clear-cut options were placed before the teachers. The results are as follows:

TABLE -23 : NEED FOR MATERIAL CHANGE [QUESTION NO. 22]

| RESPONSES | NO. OF TEACHERS | PERCENTAGE |
|----------------|-----------------|------------|
| 1. YES | 24 | 85.71 |
| 2. NO | - | - |
| 3. NOT CERTAIN | 2 | 7.14 |
| 4. NO RESPONSE | 2 | 7.14 |

The Table reveals that 24 teachers [85.71 %] opined in favour of material change, while only 2 [7.14 %] were not certain about the same. 2 others abstained from responding to this question. If we put aside this number [2] we find that the percentage of people who felt the need for change, increases.

5.8.8. SUMMARY OF THE FINDINGS - SECTION 'C' OF THE TEACHERS' -
QUESTIONNAIRE [QUESTION 17 TO 22]

SECTION 'C' of the Teachers' Questionnaire as stated earlier was aimed at collecting the response from the teachers with respect to the material used at the PU level. It also elucidates the teachers opinions regarding the prescribed textbooks in terms of suitability, usability or teachability keeping the general student of Mizoram in mind. The findings are as follows:

[i] 22 teachers [out of 28] considered textbooks prescribed for the PU students not at all useful or suitable.

[ii] While judging the quality of the textbook [in terms of interest] presently used for PU students, most of the teachers [22 out of 28] felt that the content was not interesting.

[iii] While bringing to light the adequacy of reading material provided for PU students as a non-detailed study, the researcher noticed that 12 teachers [42.85%] found the material to be sufficient.

[iv] 20 teachers [71.42 %] had also opined that instead of a full length novel as a non-detailed study, collection of passages of equal length would have served the purpose better.

[v] While determining the level of difficulty of the

non-detailed study, the researcher discovered that 20 teachers [71.42 %] believed the material was very difficult.

[vi] Finally an over all view of the teachers was obtained which amply demonstrates that the teachers considered prose pieces the most difficult [3.64] on the scale and this was followed by the non-detailed study [3.60]. According to their estimate Grammar and Composition material prescribed for PU are the easiest [1.00] followed by poetry [1.35 %].

The study reveals that 24 teachers [85.71 %] were in favour of material change at the PU level.

P A R T - II

S T U D E N T S ' Q U E S T I O N N A I R E

5.9. ANALYSIS OF THE STUDENTS' QUESTIONNAIRE

[QUESTION 1-18] SECTION - 'A'

The students' Questionnaire was divided into three parts [A,B,C].The first part of the questionnaire was meant to obtain information about the students' family background and culture.The second part sought to elicit the views of the students regarding the abilities or skills to be developed, while the third part was devoted to their opinion about the study materials prescribed for them, and the extent to which they considered these materials to be useful for them. Section 'A' consisted of 10 questions, Section 'B' contained only one question which was followed by 12 sub questions related to their skills and Section 'C' comprised of 7 questions.

This questionnaire included four types of questions.

1. Questions which had two or more forced choice response alternatives [Yes/No/Not sure].
2. Questions which required the respondents to rate certain items in order of their importance on a four-point scale, Number 1 being Not important/Not interesting /not suitable /not useful / not at all true [as the case may be] and number 4 being very important/very interesting/very suitable/very useful/very true [as the case may be].

3. Questions which required the respondents to rank certain items in order of their importance on a ranking scale, by setting down 1,2, or 3 against each item.

4. Questions which were open ended eliciting information from the respondents in case their answers did not cover close responses.

5.9.1. DETAILS OF THE SAMPLE COLLECTED

Mizoram is a state where we find the learners ethnic, linguistic and socio-cultural background quite different from that of the other states of India. The questionnaire had been prepared keeping these points in mind. It was also felt that NEHU's prescribed materials were largely the adaptation of materials available in other parts of the country and did not meet the needs of the students of this part of the region.

The questionnaire was prepared and distributed among 300 students [of whom 272 had duly filled up and returned] of 10 colleges of Mizoram which are ideally representative of the state. The colleges are within a 100 km radius of the researcher's place. Model colleges were taken both from rural and urban areas to see how far the opinion of rural college students differed/ agreed with that of the urban students. As Mizoram is geographically handicapped with no proper means of communication, some remote colleges have been left out by the researcher.

The sample was made of 272 students - 130 boys and 142 girls. Boys and girls consisted of almost equal ratio [50%].A

break-up of the age group, was not done deliberately because it was felt unnecessary, the assumed age group being 16 +.

TABLE -1 : DETAILS OF THE SAMPLE SELECTED

| MANAGEMENT | NAME OF THE COLLEGES | MEDIUM OF INSTRUCTION | STUDENTS ANSWERING THE QUESTIONS | | |
|------------|-------------------------|-----------------------|----------------------------------|-------|-------|
| | | | BOYS | GIRLS | TOTAL |
| DEFICIT | MAMIT | ENGLISH | 12 | 7 | 19 |
| DEFICIT | HRANGBANA | ENGLISH | 20 | 19 | 39 |
| DEFICIT | ZIRTIRI WOMEN'S COLLEGE | ENGLISH | X | 27 | 27 |
| GOVT. | KOLASIB GOVT COLLEGE | ENGLISH | 14 | 16 | 30 |
| GOVT AIDED | T ROMANA COLLEGE | ENGLISH | 11 | 9 | 30 |
| GOVT | SERCHHIP GOVT COLLEGE | ENGLISH | 27 | 24 | 51 |
| DEFICIT | HNATHIHAL | ENGLISH | 13 | 12 | 25 |
| GOVT AIDED | THENZAWL | ENGLISH | 12 | 9 | 21 |
| GOVT | LUNGLEI | ENGLISH | 14 | 10 | 24 |
| GOVT AIDED | J BUANA | ENGLISH | 7 | 9 | 16 |
| | | | 130 | 142 | 272 |

5.9.2. MOTHER TONGUE OF THE STUDENTS [QUESTIONS NO. 2]

Mother tongue is an important aspect of language which influences the learning of the second language. The following chart analyses the answer.

TABLE - 2 : MOTHER TONGUE OF THE STUDENTS [QUESTION NO. 2]

| NAME OF THE COLLEGE | MOTHER TONGUE | NO. OF STUDENTS | PERCENTAGE |
|---------------------|---------------|-----------------|------------|
| 1. MAMIT | MIZO | 19 | 100% |
| 2. HRANG-BANA | MIZO | 37 | 100% |
| 3. ZIRTIRI WOMEN'S | MIZO | 26 | 100% |
| 4. KOLASIB | MIZO | 29 | 100% |
| 5. T ROMANA | MIZO | 10 | 100% |
| 6. SERCHHIP | MIZO | 50 | 100% |
| 7. HNATHIHAL | MIZO | 25 | 100% |
| 8. THENZAWL | MIZO | 21 | 100% |
| 9. LUNGLEI | MIZO | 22 | 100% |
| 10. J BUANA | MIZO | 16 | 100% |
| TOTAL | | 265 STUDENTS | |

As the analysis of students response shows, 100% of the students of all colleges were Mizos. Out of 272 students it was found that only 7 students were non-Mizos. As the number was very negligible, no statistical analysis has been done.

While analysing Section 'A' of the students' Questionnaire it was found that item No.2 produced a single answer. This was because in Mizoram a monolingual society prevails. Though there are other castes and sub-castes or clans like Ralte, Paihte, Thado, Hmars, Pois and Lakher, yet they were all assimilated into the larger groups and came to lose their identity in course of time and started calling themselves by one common name- the Mizos. It was said that the Mizos have originated from a single race and their language belongs to Kuki-

Chin branch of Tibeto-Burman family of languages.

5.9.3. MEDIUM OF INSTRUCTION (O.NO. 5a)

TABLE-3 : MEDIUM OF INSTRUCTION (O.NO. 5a)

| MEDIUM | PRIMARY | PERCENTAGE |
|---------|---------|------------|
| English | 54 | 19.84 % |
| Mizo | 218 | 80.14 % |
| Other | nil | nil |

It was found that 54 students out of 272 respondents had studied in English medium schools at the primary level. It was also noticed that this 20 % of the total population of the sample were from the State Capital of Aizawl where there are ample opportunities to study in English medium schools. It was further noticed that parents of these children were mostly in Government service and business whereas the rest of the respondents' parents were farmers by occupation.

TABLE-4 : MEDIUM OF INSTRUCTION (QUES. NO. 5b)

| MEDIUM | MIDDLE SCHOOL | PERCENTAGE |
|---------|---------------|------------|
| English | 43 | 15.80 % |
| Mizo | 229 | 84.19 % |
| Other | nil | nil |

It was perceived that at the middle school level 43 students (out of 272) i.e. 16 % of the total respondents, had studied in English medium schools. It was obvious that students

who had studied in the English medium at the primary level should continue the middle section in the same medium as well. Only 12 students had shifted from English medium primary to Mizo medium middle school. The causes may have been the transferable jobs of parents or professional demands (because 80% of the English medium primary students' fathers are in Government service). The actual causes of these transfers was not known. The details have therefore not been dealt with as it was felt unimportant in the present study.

TABLE-5 : MEDIUM OF INSTRUCTION (QUES. NO. 5c)

| MEDIUM | HIGH SCHOOL | PERCENTAGE |
|---------|-------------|------------|
| English | 233 | 85.67 % |
| Mizo | 39 | 14.33 % |
| Other | nil | nil |

In Mizoram all the high schools are in the English medium. There is no regional medium or Mizo medium school at the high school level in this state. Surprisingly, 39 students (out of 272) affirmed that they were the products of Mizo medium schools, what they meant probably was that all the subjects at this level were taught in the Mizo language by the teachers and not in English. The reasons were quite obvious. At the high school level most of the teachers were only simple graduates. Therefore it was a high expectation that they would be conversant in English.

Classification of schools was not done here because it

was felt by the researcher that both Government and private schools were no different in this matter. Moreover teachers felt that students would understand better if they were taught in their mother tongue.

5.9.4. PARENTS' PROFESSION (Q.NO. 6)

TABLE-6 : PARENTS' PROFESSION (QUES. NO. 6)

| PROFESSION/OCCUPATION | NUMBER | PERCENTAGE |
|-----------------------|--------|------------|
| 1. Service | 54 | 19.85 % |
| 2. Business | 26 | 9.55 % |
| 3. Agriculture | 180 | 66.17 % |
| 4. Other | 10 | 3.67 % |
| 5. No response | 2 | 0.73 % |

It was found that most of the rural students, who constituted 66 % of the total respondents, had parents whose occupation was cultivation. 20 % of the students' parents were service holders. As there is no factory both at the private and public sector of the state, it was presumed that their parents occupation was Government Service only. Parents of students from Aizawl town had been found to be in Government Service 26 students (10 %) asserted that their parents were in private business. As there is no industry in the private sector, it was presumed that they had their own shops or did contract work for Government Departments. An analysis of Item No. 6 and Item No. 4 was also made and it was found that those students' fathers who were in service, went to English Convents or English medium

schools. Businessmen's children were also found to be the products of English convents or English medium schools.

5.9.5. FACILITIES AVAILABLE AT HOME (Q.NO. 7.8 & 9)

TABLE-7 : FACILITIES AVAILABLE AT HOME (QUES.NO. 7.8 & 9)

| DESCRIPTION | RESPONSE | NUMBER | PERCENTAGE |
|---|--------------|--------|------------|
| 1. Subscription to Eng newspapers and magazines | Y | 31 | 11.87 % |
| | N | 230 | 88.12 % |
| 2. Collection of private books | Y | 20 | 7.49 % |
| | N | 247 | 92.50 % |
| 3. Listening to Radio/ TV News | Y | 11 | 4.04 % |
| | N | 240 | 88.23 % |
| | Occasionally | 21 | 7.72 % |

While analysing the students' response to Questions 7,8 and 9, the researcher discovered that the majority of the students did not have access to reading and listening material in English at home.

Question 7 discloses that only 31 students (out of 261 respondents to that item), maintain that they have access to English newspapers and magazines at home. It was felt that most of the students however, had an access to local newspapers which were written in Mizo.

Question 8 again presented a pathetic picture where only 20 students (out of 267) responded that they had recourse to a collection of books in English for general reading. They

constituted only 10 % of the total respondents. It was also noticed that this 10 % of the student population had parents who were in Government Service or belonged to the business class.

Question 9 which was basically linked with the 'listening skills' of the students' language, gave the notion that most of the students had a reach to English language even in possible form. It was however not clear how the majority of the students could have no access to or did not listen to Radio/TV News Bulletins. It was hard to believe that they had no access to the same because the researcher, out of experience, knew that they were very well accustomed to listen to English songs on Radio/TV. The number of respondents who answered in the affirmative and 'Occasionally' would add up to 32 i.e. 12 % of the total, which, is however, still a very poor response in favour of listening skills.

5.9.6. USE OF ENGLISH IN DAILY LIFE (Q.NO. 10)

TABLE-8 : USE OF ENGLISH IN DAILY LIFE (QUESTION NO. 10)

| TO THE PEOPLE | RESPONSE (FREQUENCY VALUE) | | | | MEAN VALUE | GRADATION |
|--------------------------|-------------------------------|----|---|---|------------|-----------|
| | 0 | 1 | 2 | 3 | | |
| a) Family members | 240 | 20 | 0 | 0 | 1.00 | IV |
| b) Friends | 238 | 29 | 5 | - | 1.01 | III |
| c) Teachers | 224 | 31 | 4 | 7 | 1.06 | II |
| d) Others (Non-Mizos) | 190 | 47 | 9 | 9 | 1.10 | I |

Question 10 listed four possibilities of the use of

English in daily life. The students were asked to indicate their use of English with each member of society by using a four point scale, where 0 indicated never and 3 indicated always.

On an analysis of the responses to Question No. 10, the researcher gained the impression that students used English in very limited circumstances. While ~~con~~versing with non-Mizos acquired a mean value of 1.10 and ranked first. The second position was occupied by communicating with teachers (1.06) followed by talking to friends (1.01). Speaking with family members in English got the lowest priority..

It was also observed that 7 students confirmed that they always spoke to their teachers in English. These 7 students were non-Mizos [whose mother tongue was not Mizo, the regional language]. However 4 students affirmed that they often talked to their teachers in English. This does not necessarily mean that they used English as a means of communication with the teachers outside the classroom or within the college campus.

It was also noted that students spoke English with their friends only in very limited circumstances and only 5 students claimed that they often spoke in English in this context.

It was however expected that students from English medium colleges, with a backgr-ound in English medium schooling, would converse in English with their teachers and among their friends, but the actual situation revealed a totally different picture. It was only felt to be the need of the hour when they spoke in English to non-Mizos and therefore language used in this

particular situation was found to acquire the highest mean value.

5.9.7. SUMMARY OF SECTION 'A' OF THE STUDENTS' QUESTIONNAIRE

Section 'A' of the students' Questionnaire revealed the following important points.

[i] Mother tongue of the students was Mizo. Theirs was a monolingual society and even if the students belonged to other clans or other linguistic groups, they were happy to be called Mizos.

[ii] Medium of instruction was believed to play a great role in the teaching/learning situation. In case of language learning also it was believed that exposure or early immersion was a plus point to learn a language in a better way which was found not true in this case. All the high schools in Mizoram were in the English medium but interestingly quite a good number of students declared that they were Mizo medium students.

The study also revealed that students entering into English medium at the primary level was rather a matter of chance and not of choice and most of them continued upto the middle section of their schooling.

At the secondary school level when the medium of instruction was officially English it was found that in actuality the subjects were taught through the mother tongue or in the local language.

[iii] Analysis of occupation had revealed that

most of the children of the Government service holders and businessmen [80 people out of 272] belonged to Aizawl, the state capital and had sent their children to English medium schools at the primary and middle level.

[iv] Responses to question Nos 7,8 and 9 revealed that most the students did not have access to English newspapers, magazines, general English books or listening to English Radio/TV news bulletins. While on the one hand it was found that English newspapers and magazines were not popular or not available in the rural areas of Mizoram, on the other hand it was noticed that they hardly listen to the English national news. This might be a socio-political reason. Students were found to be interested in English western songs but indifferent to the National English bulletin. They preferred Mizo local bulletin to the National English News.

Students belonging to the business class and Government Service class had the upper hand in this connection. Most students belonging to this category declared that they had a collection of books in English for general reading. The study also revealed that students had no inclination for reading newspapers or listening to Radio/TV news bulletins.

It was further noticed that only students from Aizawl [20 out of 247] affirmed that they possessed a

collection of private books. This, however, did not facilitate the habit of reading English books, but certainly denoted the economic stability of the family. It also indicated that this group of students were certainly not first generation learners.

Access to books, magazines and newspapers in English which is perceived as a prime factor for the development of reading habits of the students was found to be almost absent in Mizo students.

[v] Finally, the use of English as a medium of communication was analysed and it was felt that only a narrow segment of the students [belonging to service and business class may be the product of English medium schools outside the state] use English with peer group and with teachers. It was also realized that non-Mizo speakers use English [as there is no other option] more than the Mizo speakers. It is quite obvious that English was used as a 'felt need' in this respect.

5.10. SECTION 'B' QUESTION NO. 11

Section 'B' of the Students' Questionnaire consisted of only one question which basically dealt with the expected skills/abilities to be developed by the students. 11 major skills/abilities were highlighted in this question. Each of these skills and abilities had special significance in teaching/learning situation. These items were followed by an open Choice.

5.10.1. STUDENTS' EXPECTATION. [O.NO. 11]

TABLE - 9 : EXPECTED ABILITIES/SKILLS TO BE DEVELOPED [O.NO.11]

| SL NO | SKILLS/ABILITIES | STUDENTS RESPONSES | | | MEAN VALUE | GRADATION |
|-------|---|--------------------|-----|-----|------------|-----------|
| | | 0 | 1 | 2 | | |
| 1. | ABILITY TO LEARN OTHER SUBJECTS | 0 | 130 | 80 | 1.39 | VII |
| 2. | ABILITY TO READ EXTRA-GENERAL BOOKS | 40 | 140 | 0 | 1.00 | - |
| 3. | TO PASS THE UNIVERSITY EXAMINATION IN ENGLISH | 20 | 110 | 140 | 1.51 | V |
| 4. | FOR CONTINUING THE STUDIES AT THE UNDERGRADUATE LEVEL | 0 | 90 | 107 | 1.54 | IV |
| 5. | USE ENGLISH TO APPLY FOR JOBS, INTERVIEWS | 0 | 30 | 240 | 1.88 | II |
| 6. | LISTENING AND TALKING IN ENGLISH | 0 | 150 | 110 | 1.42 | VI |
| 7. | TO PEOPLE FROM OTHER PARTS OF INDIA | 0 | 12 | 250 | 1.95 | I |
| 8. | TO STUDY ENGLISH LITERATURE | 180 | 60 | 0 | 1.00 | - |
| 9. | TO READ ENGLISH FICTION FOR PLEASURE | 40 | 160 | 0 | 1.00 | - |
| 10. | TO WRITE SIMPLE ENGLISH FOR PRACTICAL PURPOSES | 0 | 40 | 220 | 1.84 | III |
| 11. | TO WRITE SHORT STORIES WHICH CAN BE PUBLISHED | 190 | 20 | | 1.00 | - |

0 = NOT IMPORTANT

1 = IMPORTANT

2 = VERY IMPORTANT

An analysis of the above table amply demonstrated that

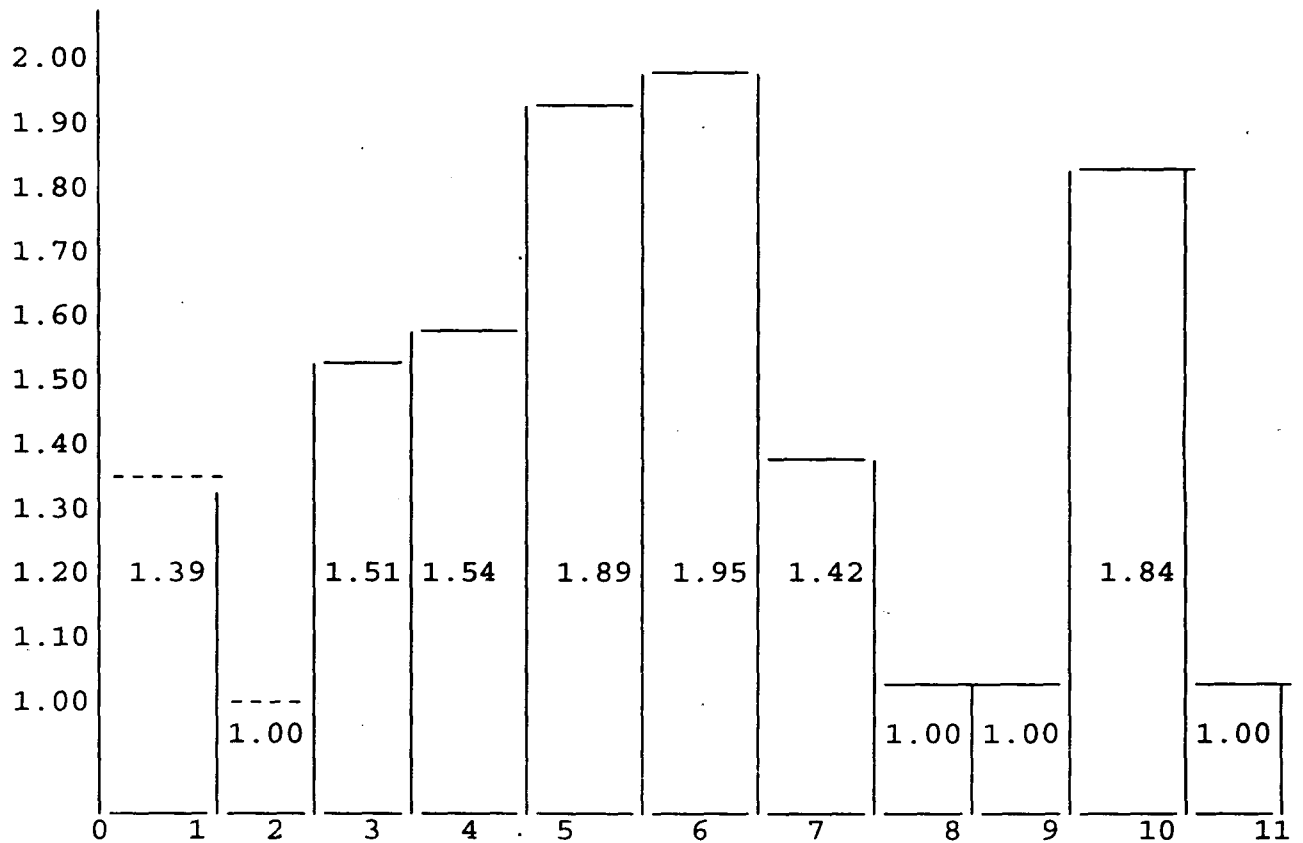
talking in English got the highest mean value of 1.95 and stood first among all the expected skills/abilities to be developed by the students. This proved that students laid greater emphasis on the spoken form of language than on the other skills. To study literature [SL 8], to read fiction for pleasure [SL 9], ability to read extra general books [SL 2] and to write short stories [SL 11] all belonged to the same category [mean value 1.00]. It was also noticed that the use of English as a written form of communication also gained preference and stood second with a mean value of 1.88. What they probably wanted was ESP and not General English. This was followed close upon by writing simple sentences in English for practical purposes [mean value 1.84]. Listening to news in English secured the 6th position with a mean value of 1.42. It had already been proved that [c.f. Question 10 Table : 8a] speaking to the people belonging to the other parts of India acquired the highest priority.

Item No. 4 i.e. continuing education at the undergraduate level worked out to a mean value of 1.54 and stood 4th in terms of preferment. As there was no other medium of instruction except English at the College level in Mizoram, it was bound to affect students psychologically and the emphasis placed on this item was quite evident. Thus, developing English skill for pedagogical purposes was also visibly important as the chart revealed.

Passing the University Examination [1.51 mean value] secured the 5th position in the table. This was very close to Item No. 4 which had a mean value of 1.54. This was probably due

to students equating the passing of the University examinations with continuing study at the undergraduate level in any English medium college.

FIG-1



STUDENTS EXPECTATION OF SKILLS

Item No. 12 was an open space given to students for expressing their views/opinions regarding skills/activities they found important and which were to be developed through English. A few comments have been given below:

- [i] English helps us to develop our personality.
- [ii] English at PU helps us to teach our brothers and sisters.
- [iii] At PU level also teachers should teach us how to

read loudly

[iv] Pronunciation of Mizos are bad. We should be taught how to pronounce words correctly.

[v] We should be taught faster reading.

[vi] Comma, full-stop, colon, semi-colon should also be taught at PU level,

[vii] Mizos are weak in English grammar. Without grammar we cannot write correct English. There should be grammar class regularly.

[viii] English makes us smart.

[ix] Teachers should not speak in Mizo in the classroom and in College. Then students cannot learn English from them.

[x] I expect to develop my writing ability, taking down notes without mistake.

Analysing the comments of the students, the researcher had felt that basically they wanted to develop almost all the skills of a language. Some, of course, believed that English would help them to become "smart" and yet others felt that the all round development of "personality" was possible through English. A few, of course, talked about study skills. Some desired the teaching of grammar and punctuation marks. And a few others were in favour of learning the correct pronunciation of English.

A few students indicated that teachers who taught

other subjects should also speak in English inside the classroom and at least as long as they were in the college campus. This gave a clear indication to the researcher that most of the subject teachers preferred to teach in their mother tongue or the local language.

5.10.2. SUMMARY OF THE SECTION 'B' OF THE STUDENTS QUESTIONNAIRE

Analysing the answers of question 11 the researcher reached the conclusion that students preferred to talk in English and hence the spoken form of the language was emphasized. It was however true that any language ought to be taught as a means of communication. Communicative skills therefore received the highest priority with the feeling widely prevalent among the students that it was the most essential factor for the purpose of interview.

Students realized that the study of English literature or reading fiction for pleasure had very little to do with the day-to-day life. Reading extra general books seemed to be not the immediate concern with the students and writing short stories for newspapers and magazines was relegated to the last priority.

Finally, it was observed that in the open space provided for comments, students pointed out a few more study skills which were expected to be developed by them. The extra linguistic function of a language was also brought into notice.

5.11. SECTION 'C' [Q.NO. 12-18]

Section 'C' consisted of 7 questions. Question No. 12

attempted to bring to light the aspect of English language taught earlier at the school level which was considered to be most important by the students. The question was divided into two parts [a] and [b]. Part [b] was again sub-divided into nine activities/skills and the students were asked to specify their choice in order of preference. Question 13 examined the students' views about the skills/abilities developed in one year by the 'General English course'. Question 14 sought the opinion of the students about the non-detailed studies, selections from prose and poetry. Question 15 tried to discover the nature of the prescribed non-detailed study text and other materials. Question 16 talked about the kind of difficulty faced by the students in terms of vocabulary, sentence structure or even at the discourse level. Finally, question 17 attempted to learn from the students whether their performance at the final examination would be better if the present material was changed.

5.11.1. USEFULNESS OF ENGLISH LEARNT EARLIER [Q NO. 12a]

TABLE -10 : USEFULNESS OF ENGLISH LEARNED EARLIER [QUESTION 12a]

| ENGLISH LEARNT EARLIER | RESPONSES | PERCENTAGE |
|------------------------|-----------|------------|
| 1. YES [HELPFUL] | 207 | 77.52 |
| 2. NO [NOT HELPFUL] | 54 | 20.22 |
| 3. TO SOME EXTENT | 6 | 2.24 |

In question 12, students indicated that the English learnt earlier at the school level was helpful in learning English at the Pre-University level. Almost 207 out of 267

students [77.52 %] had agreed to this when 54 out of 267 students [20.22 %] still felt that English studied earlier was not helpful at the PU stage. Only 6 held the opinion that to some extent only found it helpful.

students [77.52 %] had agreed to this when 54 out of 267 students [20.22 %] still felt that English studied earlier was not helpful at the PU stage. Only 6 held the opinion that to some extent only found it helpful.

TABLE - 11 : THE WAYS IN WHICH ENGLISH LEARNT EARLIER HELP [QUESTION 12 b]

| SL NO. | DESCRIPTION | STUDENTS' RANKING | | | | | | | | | | MEAN VALUE | INVERSION VALUE | GRADATION |
|--------|------------------------------|-------------------|----|----|----|----|----|----|----|---|----|------------|-----------------|-----------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | |
| I | WORDS | 7 | 8 | 10 | 5 | 4 | 90 | 20 | 7 | 4 | | 5.58 | 0.62 | I |
| II | GRAMMAR AND STRUCTURE | 5 | 1 | 10 | 14 | 11 | 9 | 5 | 20 | 1 | | 5.34 | 0.59 | II |
| III | COMPOSITION | 97 | 54 | 20 | 11 | 12 | 24 | 7 | 21 | 0 | | 2.96 | 0.37 | V |
| IV | SPEAK ENGLISH | 80 | 60 | 12 | 7 | 5 | 2 | 2 | 3 | 0 | | 1.98 | 0.24 | VIII |
| V | LISTENING WITH UNDERSTANDING | 10 | 7 | 9 | 50 | 8 | 9 | 15 | 40 | 1 | | 5.24 | 0.58 | III |
| VI | SPELLING WITH PUNCTUATION | 94 | 60 | 36 | 27 | 29 | 11 | 3 | 8 | 0 | | 2.70 | 0.33 | VI |
| VII | READING STORIES | 28 | 5 | 1 | 1 | 2 | 1 | 1 | 1 | 5 | | 2.68 | 0.29 | VII |
| VIII | USE OF DICTIONARY | 40 | 20 | 17 | 5 | 40 | 12 | 0 | 0 | 0 | | 3.14 | 0.52 | IV |
| IX | APPRECIATION OF LITERATURE | 62 | 1 | 1 | 2 | 1 | 0 | 0 | 0 | 2 | | 1.14 | 0.23 | IX |

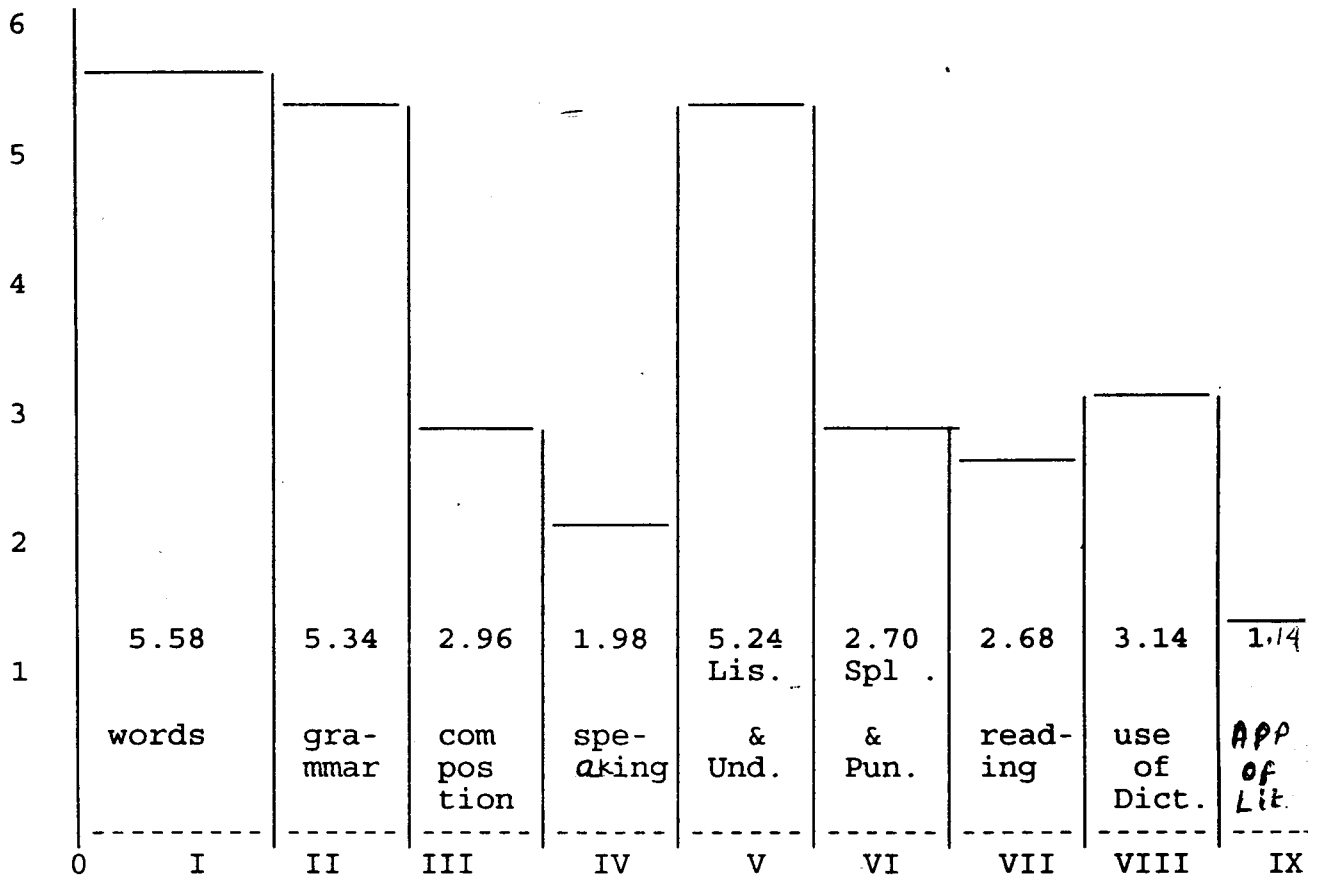
On analysing the table, it was found the English learnt earlier helped the students to master new words. This ranked first in the table with an inversion value of 0.62 and a mean value of 5.58. It was followed by grammar and structure with a mean value of 5.34 and an inversion value of 0.59. The third position was occupied by listening with understanding, while the fourth by the use of the dictionary. Listening skill acquired a mean value of 5.24 and an inversion value of 0.58. Use of dictionary skill had received a mean value of 3.14, having 0.52 as inversion value. The fifth position was taken by composition having 2.96 mean value and 0.37 inversion value. The sixth place was bagged by spelling and punctuation and the seventh by reading stories. Both the sixth and seventh place holders were found to have very close mean values and inversion values. Spoken English acquired the eighth position with a mean value of 1.98 and inversion value of 0.24.

It was clear from the Table that students felt their spoken English was not properly developed at the school level. They maintained that the English learnt earlier was basically words or grammar/structure oriented. Students view, then, was that they were given the maximum emphasis to the exclusion of the spoken part of the language [active skills] though the passive skills like listening, use of dictionary [study skills] and reading stories occupied a respectable position.

As all the schools in Mizoram were English medium schools, it was expected that the spoken form of the language would certainly get its due and students would be comfortable in

spoken English. Composition, another active skill, also ranked low in the table, even when students felt that they had a sufficient stock of words and a workable knowledge of grammar/structure. There seems to be apparently no explanation as to why the possession of these essential components of the language did not lead students to write a good composition or develop their writing skill. It was, therefore, proved beyond doubt that only knowing the grammar of a language or a few structures of sentences or even having a good vocabulary did not necessarily help pupils to acquire a good writing skill. It was also clear that the medium of instruction helped the students to understand the language in a better way but poorly equipped them to develop the writing skills. Finally, it was discerned that appreciation of literature had the lowest mean value as students believed that their previous knowledge of English had not been of much help to recognize the aesthetic value of literature.

FIG - 2



THE WAYS IN WHICH ENGLISH LEARNT EARLIER HELP

5.11.2. ACHIEVEMENT OF SKILLS [QUESTION NO. 13]

TABLE -12 : SKILLS OR ABILITIES THE GENERAL ENGLISH COURSE IS ABLE TO GIVE [QUESTION NO. 13]

| SL | SKILLS/ABILITIES THE G.E. COURSE IS ABLE TO GIVE | RANK ASSIGNED BY THE STUDENT | | | | | | | | | | | MEAN VALUE | INVERSION VALUE | GRAD TION |
|----|--|------------------------------|----|----|----|----|----|----|----|----|----|----|------------|-----------------|-----------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | | |
| a | OTHER SUBJECTS THROUGH ENGLISH MEDIUM | 56 | 24 | 17 | 9 | 18 | 10 | 2 | 7 | 1 | 12 | 1 | 3.52 | 0.32 | VII |
| b | READING GENERAL BOOKS | 23 | 17 | 14 | 5 | 6 | 19 | 7 | 11 | 32 | 12 | 7 | 5.78 | 0.52 | IV |
| c | PREPARING FOR EXAMINATIONS | 82 | 12 | 15 | 17 | 6 | 18 | 15 | 22 | 60 | 21 | 2 | 5.22 | 0.47 | VI |
| d | FOR HIGHER STUDIES | 81 | 10 | 9 | 14 | 2 | 11 | 27 | 12 | 3 | 1 | 1 | 3.46 | 0.31 | VIII |
| e | FOR JOB PURPOSE | 110 | 21 | 3 | 20 | 15 | 13 | 5 | 12 | 1 | 2 | 4 | 2.90 | 0.26 | IX |
| f | FOR LISTENING TO NEWS AND TALKS | 27 | 18 | 30 | 21 | 17 | 21 | 11 | 14 | 31 | 27 | 52 | 6.22 | 0.56 | III |
| g | TALKING IN ENGLISH | 121 | 18 | 7 | 3 | 9 | 6 | 2 | 2 | 1 | 1 | 1 | 1.93 | 0.17 | XI |
| h | STUDYING ENGLISH LITERATURE | 4 | 7 | 3 | 8 | 14 | 37 | 32 | 23 | 31 | 27 | 18 | 7.38 | 0.67 | II |
| i | READING ENGLISH BOOKS FOR PLEASURE | 3 | 2 | 4 | 9 | 12 | 41 | 40 | 29 | 42 | 39 | 20 | 7.72 | 0.70 | I |
| j | WRITING SIMPLE PRACTICAL ENGLISH | 107 | 42 | 30 | 14 | 27 | 12 | 4 | 7 | 1 | 2 | 7 | 2.86 | 0.26 | X |
| k | WRITING LITERARY PIECES | 19 | 22 | 10 | 22 | 14 | 12 | 7 | 21 | 19 | 17 | 11 | 5.75 | 0.52 | V |

Reading English books for pleasure occupied the first place with a mean value of 7.72. Studying English literature stood second in the Table gaining mean value of 7.38. Listening to the TV/Radio news and talks held the third rank with a mean value of 6.22. Reading general books occupied the fourth place having a mean value of 5.78. Writing literary pieces acquired 5.75 as mean value and took the fifth place in the Table. Preparing for examination with a good gain in mean value [5.22] was placed in the sixth position in the Table. This was followed by subject taught through the English medium [3.52] and for higher studies [3.46].

Spoken English for job purposes [2.90] held the ninth place in the Table. Writing simple practical English [2.86] and speaking in English [1.93] which were placed in the tenth and eleventh positions respectively in the Table draw our special attention. According to students expectations these three components of English were expected to occupy the first, second and third ranks in the Table of Achievement, but in actuality it was found to be just the reverse.

It was therefore felt that the courses at the PU level was basically a course of literature with no specific aim or skills to be developed.

A comparative Table of Expectation vs Achievement is therefore given below for a close scrutiny.

5.11.3. EXPECTATION VS ACHIEVEMENT OF SKILLS

TABLE -13: EXPECTATION VS ACHIEVEMENT OF SKILLS VARIATION BETWEEN STUDENTS EXPECTATION AND ACHIEVEMENT

| SL | S K I L L / A B I L I T Y | EXPECTED | ACHIEVE- MENT |
|----|--------------------------------------|----------|------------------|
| A] | OTHER SUBJECT THROUGH ENGLISH MEDIUM | VII | VII |
| B] | READING GENERAL BOOKS | NIL | IV |
| C] | PASS UNIVERSITY EXAMINATIONS | V | VI |
| D] | FOR HIGHER STUDY | IV | VIII |
| E] | FOR JOB PURPOSE | II | IX |
| F] | FOR LISTENING TO NEWS | VI | III |
| G] | TALKING IN ENGLISH WITH OTHER PEOPLE | I | X |
| H] | STUDYING ENGLISH LITERATURE | NIL | II |
| I] | READING FOR PLEASURE | NIL | I |
| J] | WRITING SIMPLE PRACTICAL ENGLISH | III | XI |
| K] | WRITING LITERARY PIECES | NIL | V |

A comparative statement is not out of place here. The researcher had attempted to pin-point the expected abilities/skills which were to be developed by the Pre-University General English course and the achievement of the same. The students' response to Question No. 11 was regarded as the expected outcome column and response to Question No. 13 as the achievement column.

A sharp contrast was noticed in this comparison. Sl No. 'G' which was placed first with a mean value of 1.95, had stood

tenth in the Table 12 [Question 13]. Hence, it was observed that students found the component of the spoken form of English language non-existent in the PU course. Communicative skills therefore, were relegated to the last position. In the achievement chart, reading for pleasure acquired the maximum mean value [7.72] and was placed first in the table whereas in the expectation column it occupied no place adding up to a mean value of only 1.00.

English for interview and job purpose which ranked second in Question 11 was placed ninth in the achievement table. In the same way writing simple practical English was positioned third in the expected table but could occupy only the eleventh or last place in the achievement table. Studying literature held the second position in the achievement table with 7.38 as mean value, whereas in the expectation table it had a mean value of only 1.00 and held no position. The third place was bagged by listening to TV News and talks which ranked sixth in the expected list.

Reading general books attained the fourth position in the achievement table which was again a mismatch with the expected outcome column where it ranked nil [mean value 1.00]. This was similar to the writing of literary pieces which acquired the fifth position in the achievement table whereas it occupied no place in the expectation column gaining a meagre mean value of 1.00 in the Table.

There was, however, a little affinity found in the case of No. V of the expected table and No. VI of the achievement

table [pass in the University Examinations]. Learning of other subjects through English medium obtained an equal ranking both in the 'expected' as well as the 'achievement' table [seventh in the Table]. English for higher studies was placed fourth in the 'expected' table and eighth in the 'achievement' table.

5.11.4. USEFULNESS OF PRESCRIBED MATERIALS [QUESTION NO. 14]

TABLE -14:TEXTBOOKS PRESCRIBED-THEIR USEFULNESS [QUESTION NO.14]

| SL | TEXTBOOK PRESCRIBED | R E S P O N S E | | | | | |
|----|----------------------------------|-----------------|-------|--------|--------|-------------|-----|
| | | NOT USEFUL | | USEFUL | | VERY USEFUL | |
| | | NO. | % | NO. | % | NO. | % |
| 1. | NON-DETAILED STUDIES | | | | | | |
| a. | DR JEKYLL & MR HYDE | | | | | | |
| b. | LOST HORIZON | 214 | 91% | 20 | 8.54% | 0 | % |
| c. | ANIMAL FARM | | | | | | |
| d. | MAN IN THE FUTURE [ANY ONE] | | | | | | |
| 2. | SELECTIONS FROM PROSE | 198 | 87.2% | 29 | 12.77% | NIL | NIL |
| 3. | SELECTIONS FROM POETRY | 107 | 64.4% | 54 | 35.5% | NIL | NIL |

An analysis of the above-mentioned table amply demonstrated that the learners found the present set of materials not useful for them. Texts meant for non-detailed study was found to be most unsuitable. 91.5% students pronounced it unsuitable while only 8.5% termed the non-detailed study text ['Dr Jekyll and Mr Hyde', the book used in almost all the colleges

of Mizoram] as useful. To the minority, the usefulness of the text probably related to the expansion of their vocabulary and an interesting theme.

The prose selection was found to be a subject of deep-rooted dissatisfaction. 198 pupils constituting 87.23% found it not useful, while only 29 students [12.77%] found it useful. None pronounced it very useful.

Selections from poetry, however, was better positioned. 107 learners out of 166 [64.50%] maintained that it was not useful. 59 students [35.5 %] found it useful. None considered it very useful.

Undoubtedly [as the Table revealed], students favoured selections from poetry more than the prose selections and non-detailed study. Poems were more in favour probably because they were easier to comprehend.

5.11.5. INTERESTING NATURE OF THE MATERIAL

TABLE - 15: INTERESTING NATURE OF THE TEXTBOOK [QUESTION NO.15]

| SL | PRESCRIBED TEXT | STUDENTS' RESPONSE | | | | | |
|--|-----------------|--------------------|-------|-------------|-------|------------------|-------|
| | | NOT INTERESTING | | INTERESTING | | VERY INTERESTING | |
| | | NO. | % | NO. | % | NO. | % |
| 1. NON-DETAILED STUDIES [ANY ONE] | | | | | | | |
| a. DR JEKYLL & MR HYDE | | | | | | | |
| | b. LOST HORIZON | 234 | 91.40 | 22 | 8.60% | NIL | NIL |
| c. ANIMAL FARM | | | | | | | |
| d. MAN IN THE FUTURE | | | | | | | |
| 2. SELECTIONS FROM PROSE | | 210 | 94.60 | 12 | 5.40 | NIL | NIL |
| 3. SELECTIONS FROM POETRY | | 56 | 21.05 | 170 | 63.90 | 40 | 15.03 |

Table 15 disclosed that the generality of students found the selections from poetry to be most interesting in nature. 56 students out of 266 [21.05%] claimed that it was not interesting, 170 students constituting 63.90% asserted that it was interesting, while 40 learners found it very interesting.

While analysing the non-detailed study text ['Dr Jekyll and Mr Hyde'] it was found that 234 students [91.40%] considered it not interesting and only 22 students [8.60% found it interesting. None regarded it as very interesting.

Finally selections from prose were found to be even more uninteresting from the students' point of view . 210

students [94.60%] deemed it not interesting and only 12 learners [5.40%] rated it as interesting.

5.11.6. DIFFICULTY LEVEL OF THE MATERIAL

TABLE - 16 : STATEMENT OF DIFFICULTY : [QUESTION NO. 16]

| SL | MATERIALS ARE DIFFICULT IN NATURE | NO. OF RESPONSES | PERCENTAGE |
|----|-----------------------------------|------------------|------------|
| 1. | YES | 226 | 83.08 |
| 2. | NO | 12 | 4.41 |
| 3. | NOT SURE | 19 | 6.98 |
| 4. | NO RESPONSE | 15 | 5.51 |

On analysing Table No. 16 it was found that out of 272 students, 226 i.e. 83.08 % regarded the material prescribed for PU as difficult in nature. Only 12 students [4.41%] asserted the material not difficult in nature. 19 students [6.98 %] were not sure about their own minds. 15 students did not respond at all.

5.11.7. NEED FOR CHANGE :

TABLE - 17 : OPINIONS OF STUDENTS IF MATERIALS ARE CHANGED

[QUESTION 17]

| SL | OPINION ABOUT CHANGE OF MATERIAL | NO. OF RESPONSES | PERCENTAGE |
|----|----------------------------------|------------------|------------|
| 1. | YES | 192 | 70.58 |
| 2. | NO | 9 | 3.30 |
| 3. | NOT SURE | 34 | 12.50 |
| 4. | NO RESPONSE | 37 | 13.60 |

While collecting the opinion of the students regarding changing of material of the Pre-University Course it was discovered that 192 students out of a total of 272 [70.58%] felt the need for changing the present material. 34 students [12.50%] were undecided about them [13.60%] did not respond to the question. Only 9 learners [3.30%] were of the opinion that there was no need to change the material. If the three categories ['No', 'Not sure', 'No response'] were combined, the total number would add up to 80 students comprising 29.41% of the total respondents. Hence, the justification of their claim for changing the syllabus is indisputable.

5.11.8. STUDENTS' COMMENTS

Question No. 18 evoked a good response too, and 143 comments were received. Learners waxed eloquent about the usefulness, the suitability as well as the interesting nature. Some of them ventured to talk about the general problem of teaching these materials also.

A few comments which may be considered as representative of their statements are given below. A few extracts from the text in support of their statements have been provided [Appendix- III].

COMMENTS

1." Books are difficult to read. Specially the prose piece ' Science and Freedom'. I do not understand at all 'The scientific Point of View', ' The idea of a Pilgrimage', 'Our own civilization', are also difficult. Every line has new difficult words....'

- 2." Prose pieces are not interesting I feel sleepy."
- 3." Our teacher is also as boring as our non-detailed study."
- 4." How can we learn to speak English correctly?."
- 5." 'Dr Jekyll and Mr Hyde' must have questions at the back."
- 6." From the non-detailed study objective type questions are difficult to answer."
- 7." How to write correct sentences should be taught and not Mr Gradgrind's character."
- 8."These prose pieces are suitable for English Honours - IIIrd year."
- 9."Poems are short and easy to understand but not prose."
- 10." There is no story in the prose selection except 'The Old Man and the Fish' which is very interesting.
- 11."Non- detailed study book should be simplified."
- 12." We are Mizo medium students. Our writing is full of mistakes. How can this book help us to write correct English?."
- 13." Correct English is good English. There is no grammar class in our college. Teacher only reads prose and Dr Jekyll."
- 14." Maximum students fail in English because we cannot write correctly."
- 15." The prose book is useless. No comprehension questions are there. We do not know what to study ."
- 16." Even teachers cannot read 'Science and Freedom'

and teach us.

17." Big, lengthy paragraphs are boring in nature 32 lines without full stop is too much."

18. "Except 'Old man and the Fish' all prose pieces are very difficult.

19." I like all the poems. They are good. But 'Dr Jekyll and Mr Hyde' is horrible and the prose piece 'Science and Freedom' is terrible...."

5.11.9. SUMMARY OF SECTION 'C' OF THE STUDENTS' QUESTIONNAIRE

A summary of Section 'C' [Questions 12-18] is given below for ready reckoning. The researcher has endeavoured to provide a brief statement on the opinion of the students [Question No. 18] for an overall view of this section. The findings were as follows:-

[i] English learnt earlier at school was pronounced to be helpful.

[ii] English at the school level had helped the students in learning new words, grammar and structure. Their listening skills [with understanding] also underwent development.

[iii] The General English Course at the PU level had helped the students to develop the ability of reading English books for pleasure, the ability/skill of studying English literature and listening to news [TV and Radio] and talks also merited a high position in order of preference and achievement.

[iv] A comparative analysis revealed that the

students' expectations did not match with their achievement. The 1st, 11th and 13th ranks of the expectation list stood at the 10th, 11th and 12th places respectively of the achievement list.

[v] Students affirmed that the materials or textbooks used to teach English at the PU level were not either relevant or useful. Prose selections and non-detailed study were relegated to a very low position. Only poetry enjoyed a slightly better position.

[vi] Students further maintained that the materials used for PU were uninteresting. They, however, felt that selections from poetry was interesting in comparison to prose and non-detailed studies.

[vii] Students found the materials in general much too difficult.

[viii] Finally 70% of the students felt the need to change the present set of materials.

[ix] The learners opined that words were difficult, the syntax complex and the theme of the textual material, unsuitable for the PU standard.

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CHAPTER-VI

FINDINGS,

CONCLUSION AND

RECOMMENDATIONS

- 6.0 JUSTIFICATION FOR THE CHAPTER
- 6.1 INTRODUCTION
- 6.2 ENGLISH TEACHING-GOVERNMENT POLICY
 - 6.2.1. POLICY AT THE UNIVERSITY LEVEL
- 6.3 LEARNERS' NEED AND COURSE OBJECTIVES
 - 6.3.1. PERCEIVED OBJECTIVES OF THE GENERAL ENGLISH COURSE
AT THE PU LEVEL
- 6.4 ROLE OF THE TEACHER
- 6.5 TEACHING / LEARNING MATERIALS
- 6.6 CLASSROOM TEACHING METHODOLOGY
 - 6.6.1. ORGANIZATION
 - 6.6.2. ACTIVITIES
 - 6.6.3. LECTURES AND TUTORIALS
 - 6.6.4. LEARNER PARTICIPATION
 - 6.6.5. THE USE OF MOTHER-TONGUE.
- 6.7 EXAMINATION PATTERN
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 - 6.8.1. INSERVICE TRAINING PROGRAMME
- 6.9 SOME PROPOSALS
- 6.10 RECOMMENDATIONS
 - 6.10.1. RECRUITMENT OF TEACHERS
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 - 6.10.3. CLASSROOM TEACHING
 - 6.10.4. TESTING PROCEDURE
 - 6.10.5. LIBRARY FACILITIES.
- 6.11 CONCLUSION AND GENERAL OBSERVATIONS.

6.0 JUSTIFICATION FOR THE CHAPTER

After analysing the present syllabus and question papers in detail (Chapter-IV), we found it necessary to obtain the teachers and students views about the present set of materials as a whole and particularly how far these materials could be used successfully to develop the required skills of the students. An attempt therefore has also been made by a set of questionnaires to find out whether the student needs are looked after or not by the present set of materials [CHAPTER V].

In this section, we have tried to sum up our findings. These findings are derived not only from our analysis and collection of data but also from our experience as a classroom teacher.

The conclusion is followed by some recommendations which will act as a guide line for the future planners of syllabus. Hence, no separate 'model syllabus' is provided at the end of this research.

6.1 INTRODUCTION

The chief aim of this study was to analyse the present English Language Teaching materials prescribed for pre-University students against the back-ground of the prevailing English Language Teaching situation at the Pre-University level in the colleges of Mizoram affiliated to the North Eastern Hill University (NEHU) Shillong. The analysis has been attempted in the context of the principal ELT trends. The views of the principal participants of the ELT activity, viz. college teachers and

students were elicited through questionnaires and their responses have been tabulated, analysed and interpreted. The details of the findings have been summarized at the end of each section of the questionnaires.

The data collected through the survey yielded a variety of useful conclusions. These findings and major conclusions relating to the main issues which were stated in Chapter-1 (Section 1.6) have been organized leading to some useful recommendations.

In the following sections, the conclusions and recommendations, in regard to the Government Policy, learner needs, teacher's role, as well as teaching-learning materials have been presented. A classroom observation also reveals some weaknesses of the teachers. Hence, teaching methods, teacher training and examinations have also been touched upon.

6.2 ENGLISH TEACHING : GOVERNMENT POLICY

In the state of Mizoram, the teaching of English starts from class III. In spite of the recommendations of the Kothari Commission and the 'Report of the Study Group on English,' the teaching of English is not shifted from Class III to Class V. A pass in English is compulsory at the Matric or Secondary School Certificate [SSC] Public examination. English is the only medium of instruction at the high school level [viii - x]. There is no regional medium of instruction at the High School level. It is therefore expected that by the time they complete their two years PU course they would have learnt English as a subject and

other subjects through the medium of English for ten years. But the exit behaviour of the students show that there is hardly any improvement in their English.

No studies have so far been conducted in this state to find out the actual causes of the failure and the level of difficulties the learner faces in learning English at the PU level.

6.2.1. POLICY AT THE UNIVERSITY LEVEL

The policy of the North Eastern Hill university with regard to the teaching of English at the undergraduate level has been very clearly described in the UGC Zonal Workshop Report NEHU [FEB 17-19., 1977] [Appendix- V]

The report clearly pronounces the objectives of the course and the expected outcome. But in actuality, we find that in NEHU the traditional kind of syllabus still exists and this consists of a list of topics or books to be read. It is not specific enough to serve any useful purpose for it fails to specify just what it is that students would learn to do. The NEHU syllabus consists only of a list of books. It does not specify the desired goals and achievements to be reached. The argument has always been that teachers are aware of their goals and objectives.

" No doubt teachers have presumably this in mind, but there is some evidence that unless objectives are both slated and deliberately catered to they tend to be neglected". [Beared 1970 : 61]

In connection with selection of the materials, the UGC Zonal workshop report says

" one factor, among the other things, should be considered: Is the text suitable for language work i.e. does it contain vocabulary and structures that can form the basis of suitable language work in the class at this level ?."

It also says,

" General English course will not be considered successful unless it enables the students to participate in conversation and express his ideas coherently and correctly."

The Zonal Committee also expected that

" at the end of the PU stage a student should be able to read with comprehension and appropriate speed text books, general books and articles in English or subjects that he studies for his course."

Regarding writing ability, the committee expressed that the

" Stress should be given on the functional ability of the student. Principles of paragraph construction -topic sentences and their amplification should occupy the central place in composition teaching."

All said and done, the policy at the University level

did little to the common students in improving their skills in English. As a result they do not have adequate ability to use English either in a written discourse or in spoken form. In other words what ever English is taught or learnt at the school or college level is not learnt well enough to be of any practical use in one's day-to-day life.

6.3. LEARNERS' NEED AND COURSE OBJECTIVES

If an appraisal of the successive courses of study in English is made from the point of view of learner needs, it can be said that there was not much consideration of learner needs in the history of NEHU. A high ability and competence in English is demanded by the PU course. The course itself is concentrated on the best in English literature, whether a student has the need or not. A student at the PU level has to study literary essays as almost an imposition and as a requirement for passing the examinations. With regard to the teaching of English the University never distinguished between practical training in English and the study of English literature. It continued the conventional pattern of prescribing English literature, like any other University in India. Therefore, one is surprised to note that there was virtually no change either in syllabus or in content for nearly 25 years since the inception of NEHU.

An analysis of teachers's opinion to the current ELT thinking shows a positive reaction. With regard to the objectives sought to be achieved in teaching English at the PU level, teachers clearly state their preferences starting from developing a mastery of language skills for functional use in communication,

moving on to the use of English as a library language and the development of study skills for use in the study of the learner's subjects of specialization.

Students also view 'General English' course at the PU level as one which should focus on the practical needs, such as 'the ability to write simple English for practical purposes, and the ability in reading comprehension.. This view of the students is fully in conformity with the views of their teachers.

6.3.1. PERCEIVED OBJECTIVES OF THE GENERAL ENGLISH COURSE AT THE PRE-UNIVERSITY LEVEL

The following section briefly discusses the objectives of teaching General English at the PU level viewed on the basis of the Communicative philosophy of language teaching.

It is encouraging to note that as many as 80% of the teachers [cf Table -12 Q NO. 13] have stated their conviction about the 'mastery of language skills for functional use in communication.' This certainly provides an evidence of fresh thinking among the teachers of English indicating a growth of awareness of the main trends and issues in ELT among the English teachers at the college level.

The study of literature in the PU course was favoured by a large number of teachers. It would seem that since the PU course is a conventional 'language through literature' type with selections from Prose and Poetry, the teachers viewed the study of literature as the most important aspect after the students have acquired communication skills in English.

The teaching and learning of English at different levels-Primary, secondary and tertiary-have undergone numerous changes in the past, especially in the recent past. These changes were the result of various influences : Social, political and academic are the most important among others. Not all the changes were innovative or useful, or the result of an awareness of learner needs. A few were rather hurried and short-lived. An important purpose of a study of this kind is an analysis of the factors that have led to the success or failure of the attempted changes, enabling future planners to learn worthwhile lessons from them.

Teaching of English at the school level in the recent past is basically 'structural'. The syllabus for teaching English for class III to X at the school stage consisted mainly of a list of graded structures and selected items of vocabulary. The teaching of structures was the most important concern of teachers, occupying most part of teaching/ learning time. Not only were teachers expected to teach the structures to a mastery level, but they were exhorted to follow almost religiously the order in which the structures were listed. Along with the teaching and learning of these grammatical patterns the development of language skills was also emphasized. The employment of the structural method, the Direct Method and the Oral Method to put the structural approach into practice was the essence of teaching English at the school level until around 1980.

Most of the teaching of English at the Pre-University level is a continuation of the structural syllabus, in the sense

that the mastery of language structure was considered important even at this level. But in most of the courses at the PU level, this was combined with the teaching of selections from literature until the early 1980s.

But the structural approach to teaching English at the school level has lost its edge in the recent past, mainly because of the awareness of its limitations. Even though the structural approach is still followed in the state it has become more flexible and relaxed. Besides attempts have been made to combine the advantages of the structural approach with the possibilities suggested by communicative thinking in ELT.

6.4. ROLE OF THE TEACHER

With the advent of major socio-political and socio-linguistic changes and approaches to ELT, the role of the teacher has also assumed a great importance in transacting the teaching/learning activity in the classroom. The ELT opinion today considers that translating, annotating or explaining do not constitute the teaching of English. Present day teaching is, value based-attitudinal, skill oriented and learner-centred. In such changed circumstances a teacher of English to be effective, should have genuine aptitude for teaching the language, a high degree of language competence, and a knowledge of ever changing theoretical concepts and their applied aspects.

" A teacher whose soul is wrinkled and whose heart is atrophied, who is devoid of energy and enthusiasm, capacity and character is a

disgrace. A teacher must not regard himself as a mere wage earner whose job begins at 10 AM, and ends at 5 PM, when he can shake the dust off his feet and walk out of the bread giving factory. No, he is a spiritual alchemist charged with the sacred work of creating cultured citizens. The teacher has therefore to instruct, inspire and illumine." [Joshi, quoted in UGC 1981 : 45]

The idea that anyone who knows his English will be able to teach it well has been proved invalid. The teacher should master the best class room techniques, he should be thoroughly prepared for his job. He requires pre-service and in service training, orientation and re-orientation to the latest developments in teaching/learning theories and their applications.

In the teachers' questionnaire, the information about the qualifications, experience, choice of teaching as his profession, awareness of his role as a teacher of English and his degree of job satisfaction, were ascertained. It is disturbing to note that 90% of the teachers teaching English at the undergraduate level have had no training either of a pre-service or an in-service kind like orientation or induction courses. This section of teachers might perhaps be working under the same conditions and following the same strategies which were prevalent and popular at the time of their own studies. The natural tendency of such teachers is not to give much credence to innovative ideas and practices.

Even though literature teaching is not considered one of the important aims of compulsory English at present, 14.28 % of teachers prefer to teach literature in ' General English' courses if they had the choice [Table-7] indicative of lack of awareness and/or disapproval of the current ELT thinking on the part of one-sixth of the teacher population. It should be mentioned here that the majority of students relegated the study of literature to the position of least importance, when their views were sought on this matter. The first requirement of a successful teacher is a thorough understanding of and reasonable commitment to, the prescribed aims and objectives of teaching his subject at the level he is working.

It is found that 57.14% of the teachers had opted for profession as a deliberate choice [Table-10 Q NO. 11]. It is certainly a welcome feature that the profession should attract persons of commitment and regard for the job. A frustrated job seeker who somehow sneaks into the profession without any aptitude, but under pressure of inevitable circumstances would be a liability to the profession. There are examples of a few teachers who initially entered the profession without an aptitude for it, but subsequently developed a love for it, but their number is small. In this survey 14.28% of the teachers were identified as belonging to this small group by their own statement [Table 10].

In this regard it should be suggested that all the teachers of English who teach degree classes should be given intensive pre-service training before they are asked to take on

their teaching function, they should then be given opportunities to familiarize themselves with changing trends in ELT through in service courses and re-orientation programmes.

6.5. TEACHING /LEARNING MATERIALS

The important findings with regard to the selection and production of the materials for the pre-University English course are as follows:-

i] The teachers, though in agreement with the overall objectives of the current course in English, viz, the development of communication skills, were not highly appreciative of the book prescribed for PU.

The teachers as well as the students viewed the textbooks prescribed for the PUC as neither 'useful' nor 'interesting'.

ii] The majority of the teachers felt that the content of the books are of much higher difficulty level. Students on the other hand claim that they are from vernacular medium of instruction and find the content of the textbook, specially prose and non- detailed study, very difficult for them to cope up with.

iii] Most of the teachers opined that as there is no exercise provided in the text books so that they can practise the different skills, it is difficult both for the students and teachers to use the material to its fullest capacity.

iv] The quality of reading material prescribed as non-detailed study was felt adequate by the teachers but because of

the difficulty level of the book they favoured a collection of reading passages of different kinds, i.e. stories, essays, biographies etc, rather than full length novel. The students were also not appreciative of the book " Dr Jekyll and Mr Hyde," in its usefulness and interesting nature of the content.

v] The second year English text prescribed for study: selections from English Prose and Poetry was not found to be different in any way from a similar selection used in the first year. The view of the teachers is not to be taken as a complimentary one. We also feel that there is a need for a thorough rethinking of the content, nature and function of the book.

6.6. CLASSROOM TEACHING METHODOLOGY

In this study practising teachers were asked searching questions on the current practices prevailing in the English classroom, as also about the possibilities for changing them for the better. The responses received from the teachers are convincing proof of the fact that our teachers are not only fully aware of the serious shortcomings of existing classroom strategies, but also are keen on experimenting and innovating in the methods they want to employ. Teachers attach great importance to the following activities which could be organized while teaching English.

6.6.1. ORGANISATION

[i] Helping learners pay close attention to certain selected features of language [words, grammatical items,

spelling, pronunciati-on, etc.], and giving them practice in the use of those features.

[ii] Giving suggestions to learners in the form of questions, hints, guidelines, etc, so that learners study the text and derive maximum benefit from such study.

[iii] Explaining the meanings of words, clarifying the concepts, paraphrasing and giving a simplified summary.

[iv] Organizing projects and assignments which would require the learner to understand closely what he/she has read and apply the knowledge to a meaningful purpose.

[v] Giving individual learners opportunities to talk to the rest of the class [as a whole or in smaller groups] about what he/she has read in the book and his/her reaction to it.

It has to be observed that the above activities strike a balance between teacher-centred strategies e.g.[i] and [iii] on the one hand, and learner-centred strategies e.g. [ii],[iv] and [v] on the other. Most experts on classroom methodology will happily agree with this kind of balanced approach to teaching a language.

6.6.2. ACTIVITIES

The teachers identified factors such as 'large classes' 'lack of motivation in the learners,' 'too ambitious a syllabus,' 'unsuitable textbooks' and 'inadequate physical facilities' as factors that adversely affect good classroom-teaching/learning. While students agreed with the disadvantages

of large classes and unsuitable textbooks, many of them thought that the syllabus was too ambitious and the physical facilities were inadequate. But a number of students stated that the teachers always use the same method for teaching all lessons, thereby making their teaching uninteresting. This is a comment from students which is not very flattering to the teachers and points to the need of the teacher having at his command, a variety of classroom strategies which can be used appropriately for different purposes.

6.6.3. LECTURES AND TUTORIALS

The lecture sessions at present are not followed up with discussions and tutorials. But most teachers as well students feel that tutorials must be conducted after a certain number of lectures and the popular ratio for both teachers and students seem to range from 1:1 to 4:1. The imperative need for combining, judiciously, lecturing by the teacher with discussion by the students and tutorial sessions cannot be over-emphasized. In fact, the idea seems to be accepted all round though it is very seldom seen in practice. Urgent steps have to be taken in this regard.

The lecture method continues to be favoured because of its usefulness in the large classes, being the quickest way to cover the syllabus, and for providing a good opportunity to expose the learners to spoken English. It is unrealistic to hope that the lecture method with all its well documented disadvantages, will be replaced by anything more suitable in the near future.

6.6.4. LEARNER PARTICIPATION

To ensure more and more learner participation and involvement in the teaching /learning activity the teachers have recommended the following:-

[i] Setting pre-reading questions which would induce the learner to read the selection before the lesson.

[ii] Giving pre-class assignment [finding out word meanings etc.], which forces the learner to use reference books.

[iii] Organizing play reading, role playing, poetry reading, etc., which create confidence in the learner.

6.6.5. THE USE OF MOTHER TONGUE

A majority of teachers stated that they feel the need for using the mother tongue in the English class 'sometimes'. They think the mother tongue which also happens to be the regional language could be used for explaining word-meanings, difficult concepts, and comparing features of grammar. Interestingly, a majority of students disapproved of the use of the mother tongue in the English classrooms.

6.7. EXAMINATION PATTERN

In order to reform the existing examination pattern to suit the changed circumstances of learner needs and new approaches, the teachers thought that the following are pre-requisites :

i[a] Teachers and other professional groups should be consulted before defining objectives or prescribing materials and

examination reform.

[b] Suitable [interesting] teaching/learning materials should be produced before hand.

[c] The syllabus should clearly state the objectives and it should be reformulated.

[d] An appropriate set of teaching strategies should be formulated and teachers should be oriented to the changed strategies.

[e] Desirable changes should be made in the question paper.

ii. Setting objective type of questions demands great skill and knowledge about the philosophy of the same. We have felt while analysing the question paper [in Chapter IV] that question setters/teachers should be given prior training from AIU or other such institutions which run courses similar to Evaluation Methodology and Examination before giving them any assignment.

iii. The teachers observed that the main functions of the examination should be to test the learners communicative ability, the development of language skills, mastery of language structure, understanding of the contents of the prescribed texts, the mastery of study skills and appreciation of literature. There was clear evidence that teachers are convinced about the priorities to be attached to each one of these.

It is also observed that students too attach the same priorities to the different abilities in response to the questions put to them on this subject. Interestingly, both the teachers and

the students attach the least importance to appreciation of literature and the top most priority is given to the ability to use English for practical purposes. In reallocating weightages to the different skills in the question papers, these views of the teachers and the students should be taken into consideration.

6.8. TEACHER PREPARATION

Most of the teachers felt the need for training for the teachers of English at the undergraduate level. This is encouraging because the traditional view has been that lecturers and professors at the college/University level do not really require any professional training to become good teachers.

6.8.1. IN SERVICE TRAINING PROGRAMMES

Presently, among the training programmes for the college teachers, there are Summer Institutes organized by the UGC, Orientation and Refresher Courses offered by the academic staff college of different Universities, PGDTE/PGDES courses offered by the CIEFL Hyderabad and regional centres of Lucknow and Shillong. Most of the teachers seem to prefer periodical in-service training programmes. We also feel that a slightly condensed PGDTE programme at the CIEFL with a greater emphasis on College level teaching would be ideal for these teachers.

Many teachers who have been exposed to the new ideas about language teaching, showed keen interest in improving their professional competence. Personal interview and informal talks also reveal that teachers are very much professionally alive but they are unhappy with the existing facilities available to them

and stated that they are inadequate to equip themselves with the latest trends in ELT.

6.9. SOME PROPOSALS

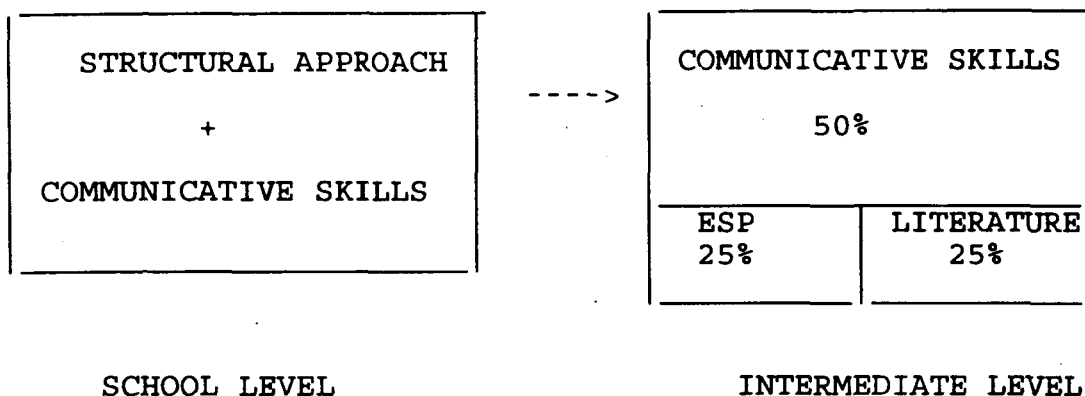
With the foregoing views and ideas in mind, and as a logical corollary to them, we make a bold attempt to put forward the following proposals.

It has now been accepted that the development of communication skills is the ultimate goal of teaching and learning a language. But opinion seems to be in favour of developing these skills along with and based on a mastery of language structure which would serve as a core. It is, therefore, necessary to continue a flexible structural approach in the early years of school level together with, and followed by, the development of communicative skills towards the end of the school stage.

The pre-university is a terminal as well as a transitional stage; students either move on to higher studies of an academic or professional nature, or they take up vocations. The learner needs at this stage appear to be three-fold; a further development of the ability to use English for practical communicative purposes, the acquisition of the special variety of English necessary for the pursuance of the studies in different disciplines and an initiation into the study of the English literature. Hence, it is necessary to organize the teaching of English devoting a sizeable part of the effort as development of communicative skills [nearly 50%] and the study of English for

specific purposes [about 25%] and an introduction to literature [about 25%]

This order of priorities should be reflected in the choice of prescribed teaching/strategies, and in the pattern of tests and examinations.



| | |
|-----------------------------|-------------------|
| COMMUNICATIVE SKILLS 30% | |
| ESP 35% | LITERATURE 35% |

UNDERGRADUATE LEVEL

6.10. RECOMMENDATIONS

The following recommendations to some extent will solve some of the problems discussed by us.

6.10.1. RECRUITMENT OF TEACHERS

Teachers who are required to teach English at the

undergraduate level should invariably be recruited and trained with the following considerations in mind.

[i] they should be MAs in English with a compulsory paper in the teaching of English, securing a high second class.

[ii] Professional training like the PGDTE/PGDES offered by the CIEFL should be made compulsory.

[iii] A great deal of practice in applying modern classroom techniques should be provided before a person is appointed as a teacher of English to teach undergraduate classes. Frequent orientation training programmes should be arranged in order to familiarize the teachers with the latest trends and developments in the field of ELT.

6.10.2. INSTRUCTIONAL MATERIALS

The instructional materials should be produced with the involvement of teachers of English in undergraduate classes. Such material should reflect the needs of the learners and also pay attention to students interests. They should also provide enough scope to acquire adequate proficiency in relevant high level, oral/reading comprehension skills as well as study skills.

2.10.3. CLASSROOM TEACHING

There should be a radical reform in the classroom teaching/learning activity providing facilities for tutorials, group discussion, individual work, seminars etc. with a view to

developing the skills needed by our students in their future career.

2.10.4. TESTING PROCEDURE

Unlike traditional and memory testing procedures, a practical system of testing should be evolved which would be continuous and cumulative Internal assessment with a proper understanding of the concept and adequate administrative support should be introduced. It is for the psychometricians to make it work while creating the situation of integrity and fair play in our context since the concept is pedagogically sound.

2.10.5. LIBRARY FACILITIES

Library facilities in colleges should be improved greatly in order to attract both students and teachers in cultivating the regular habit of using the library. The library should be stocked with books, periodicals and journals interesting as well as useful both to teachers and students. In selecting reading materials, prevalent student demands, requirements and attitudes should be taken into account as a result of a survey [if possible]. Books and periodicals of a professional nature which carry recent and relevant information on classroom practices, educational research and technology should form the bulk of the teachers' section of the library.

6.11. CONCLUSION AND GENERAL OBSERVATION

The main thrust in designing syllabus as we have noticed, has changed over the years in relation to the

orientation of courses in terms of the content-from a total concern with literature to a narrow view of language to cater to the needs of disciplines, to an attempt at mastering language through literature and, finally, a concern for the development of communication skills tempered with literature.

Shifting of this thrust, as it is felt, is in accordance with the current trends and approaches to the teaching of English rather than on the basis of a clear understanding of changing learners needs and objectives of learning English. Syllabus designing, ought therefore, to be a genuine attempt to understand and cater to the social needs of the learners of English of the present day.

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A P P E N D I C E S

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A P P E D I X - I

QUESTIONNAIRE FOR THE TEACHERS OF ENGLISH

[YOU ARE FREE NOT TO MENTION YOUR NAME]

S E C T I O N : A

1. NAME

2. AGE

3. DESIGNATION

4. NAME OF THE COLLEGE

5. QUALIFICATIONS

[a] GENERAL

M.A./M.PHIL./PH.D.

OTHERS IF ANY _____

[b] PROFESSIONAL

B.ED./M.ED./PGDTE/DES

OTHER IF ANY _____

6. [a] Have you undergone any special training in the teaching of English Language or Literature'

YES

NO

[b] If the answer is 'Yes' kindly specify the name of Institution, the nature of the training, and the year.

| <u>NAME OF THE INSTITUTION</u> | <u>NATURE OF THE TRAINING</u> | <u>YEAR</u> |
|--------------------------------|-------------------------------|-------------|
|--------------------------------|-------------------------------|-------------|

UGC

SUMMER INSTITUTE

NORTH EASTERN HILL
UNIVERSITY

B.ED./M.ED./
ORIENTATION

C.I.E.F.L. SHILLONG
GUWAHATI UNIVERSITY

PGDTE/DES/CTE

ANY OTHER [PLEASE SPECIFY]

7. TEACHING EXPERIENCE

1.TOTALYEARS

2.AT THE UNDERGRADUATE

[DEGREE] LEVEL.....YEARS

8. If you have a choice, which of the following will you opt for?
[Put a tick against your choice]

9. a. Do you find the time to read general books in English?
YES NO

b. If your answer is 'Yes', indicate the kind of reading that you mostly do .[Put tick marks against your choices.]

10. Given below are a few statements about your role as a teacher of English at the PU level [Put tick marks against the statements you agree with.]

a) contribution to make in shaping the future generation.

b) significant in society though useful to a small degree.

c) Not of any importance at all.

d) Any other :-
.....

11. The circumstances under which teachers choose their profession vary from person to person. Some of them are listed below. Put a tick mark against what is applicable to you.

-----1.The teaching profession was my deliberate choice.

-----2.I never wanted to be a teacher, but I did not have an option.

-----3.I did not choose teaching deliberately, but did not want to change the job.

-----4.I did not initially like teaching as a profession, but found the job satisfying as the years went by.

12.What degree of job satisfaction do you enjoy in being a teacher of English ?. [Put a tick against your choice.]

-----1. Highly satisfied.

-----2. Moderately satisfied.

-----3. Not at all satisfied.

S E C T I O N : B [OBJECTIVES OF THE COURSE]

13. What, in your view, should be the objectives of a General English Course at the PU level?. A few objectives are listed below. Kindly indicate the importance you attach to each of them by circling a number on a four_ point scale.

[1. Not important 2. Moderately Important,
3. Important 4. Very Important.]

1.The study of English literature for its cultural and aesthetic values.

Not important 1 2 3 4 Very Important

2.Mastery of language skills in English for functional use in communication.

Not Important 1 2 3 4 Very Important.

3. The use of English as a 'Library Language' [for reading books in English and gathering information]

= Not important 1 2 3 4 Very Important

4. The development of study-skills in English for use in the study of the learners' subjects of specialization.

Not important 1 2 3 4 Very Important

5. To help attain 'Social Standing' as an English knowing person.

Not Important 1 2 3 4 Very Important

6. Any other [Please specify] -----

14. a. Do you think that the present material is more suitable to meet the objectives listed in Question 13 ?.

YES NO NOT SURE

b. If your answer is 'No' in what ways do you think the material is NOT relevant ?. [Indicate the degree of emphasis given to each objective by putting a circle around 1, 2, 3 and 4].

1. The use of English language for communication [eg. how to write a report, how to write letters and applications, how to take part in a conversation, etc.]

Not possible at all 1 2 3 4 Very much possible

2. the development of different language skills [eg reading, writing, speaking]

Not possible at all 1 2 3 4 Very much possible

3. mastery of language elements like vocabulary, spelling and punctuation.

Not possible at all 1 2 3 4 Very much possible

4. Any other [Please Specify] : -----

15.a. In your opinion, was the material in use before the present one more relevant to the needs of the PU students ?.

YES NO NOT SURE

b. If your answer is 'YES', in what way was the old syllabus [pre-1989] more relevant ?. Indicate the degree of emphasis given to the objective by circling 1,2, 3 or 4.

1. the study of literature

Not possible at all 1 2 3 4 Very much possible

2. reading a variety of passages

Not possible at all 1 2 3 4 Very much possible

3. writing sizeable lengths of prose

Not possible at all 1 2 3 4 Very much possible

4. English Grammar

Not possible at all 1 2 3 4 Very much possible

5. understanding English life and culture

Not possible at all 1 2 3 4 Very much possible

Any other [Please specify] -----

16. What, in your view, does the Non-detailed study of the PU course attempt to do ?. Indicate the degree of emphasis given to each by circling 1,2, 3 and 4.

1. The study of English Literature.

Not possible at all 1 2 3 4 Very much possible

2. The mastery of Communication skills in English.

Not possible at all 1 2 3 4 Very much possible

3. The use of English as a 'Library Language ' including the development of study skills.

Not possible at all 1 2 3 4 Very much possible

4. Any other [Please specify]-----

S E C T I O N : C I M A T E R I A L S I

17. After having taught the first year English course for a year or longer, what is your overall assessment of the prose pieces prescribed ?.

Put a tick against your choice.

-----1. Very useful and suitable

-----2. Moderately useful and suitable

-----3. Not at all suitable

18. The most important quality of the materials [textbooks] is that they are interesting and motivating to the learners. How interesting did you think the contents of your PU material were to your students ?.

Not interesting 1 2 3 4 Very interesting

19.a. Four books [any one is to be attempted]

i] Dr Jekyll and Mr Hyde

ii] Animal farm

iii] Lost Horizon and

iv] Man in the Future.

have been prescribed for non-detailed study during the whole course. Do you think that is adequate for the development of reading skills at this level ?.[Put a tick against your choice].

YES

NO

NOT CERTAIN

b. Do you think a collection of reading passages of different kinds [Stories, essays, biographies, etc.] would have been

better for this level than a full length novel ?.

YES

NO

NOT CERTAIN

20. Do you think that the non-detailed study book prescribed for PU students is difficult [in terms of vocabulary, syntax and discourse ?.

Not at all difficult 1 2 3 4 Very difficult

21. What is your overall assessment of the material prescribed for PU. English [General Course] of the North Eastern hill University ?.

Not at all difficult 1 2 3 4 Very difficult

22. Do you think that it is necessary for NEHU to change its present material [with a clearly stated syllabus] paying more attention to the learners needs and skills to be developed at the PU level ?.

YES

NO

NOT SURE

..... :

A P P E N D I X - II

QUESTIONNAIRE FOR PRE-UNIVERSITY STUDENTS

[YOU ARE FREE NOT TO MENTION YOUR NAME]

S E C T I O N : A

- 1.NAME :
- 2.MOTHER TONGUE :
- 3.NAME OF YOUR COLLEGE :
4. a.NAME [s] OF SCHOOL [s]
ATTENDED :
- b.COLLEGES ATTENDED
BEFORE ENTERING THE
PRESENT COLLEGE [IF ANY] :
- 5.MEDIUM OF INSTRUCTION :
- a.AT THE PRIMARY SCHOOL
[I - IV] :
- b.AT THE MIDDLE SCHOOL
[V - VII] :
- c.AT THE SECONDARY SCHOOL
[VIII - X] :
- 6.OCCUPATION OF YOUR FATHER :
- 7.DO YOUR PARENTS SUBSCRIBE : YES NO
TO AN ENGLISH NEWSPAPER
AND/ OR MAGAZINE[S] ?
[put a tick in the box]
- 8.AT HOME, IS THERE A : YES NC
COLLECTION OF BOOKS IN
ENGLISH FOR GENERAL
READING ?
- 9.DO YOU LISTEN TO RADIO/
TV NEWS BULLETI-NS ? : YES NO
OCCASIONALLY
- 10.Do you use English for talking to the following people ?.
[put a tick under the relevant column]

4. The mastery of English Language necessary for continuing the studies at the graduate level.

Not Important Important Very Important

5. The ability to use English to apply for jobs, in interviews and while being employed.

Not Important Important Very Important

6. The ability to listen to News Bulletins [on the Radio and TV] and to talk in English.

Not Important Important Very Important

7. The ability to talk in English to Indians from other parts of the country.

Not Important Important Very Important

8. The ability to study English Literature.

Not Important Important Very Important

9. The ability to read books of fiction as well as other interesting books in English for pleasure.

Not Important Important Very Important

10. The ability to write simple English for Practical purposes [for example, writing official letters, applications, letters of complaints, letters to the editor, social letters, etc.]

Not Important Important Very Important

11. The ability to write short stories, essays, poems, etc. which can be published in journals in English.

Not Important

Important

Very Important

12. Any other [Please specify] :-----

S E C T I O N : C

12. You would have learnt English for 8 years at the school level.

a. Does the English learnt earlier help you in learning English now [at the the Pre-University level]?.

YES

NO

TO SOME EXTENT

b. In what way does it help you ? A few ways are given below. Show the order of their importance by putting 1,2,3, etc. against each.

-----i. learnt many English words.

-----ii. learnt very useful grammar and structure.

-----iii. learnt to write compositions.

-----iv. learnt to speak English.

-----v. learnt to listen to spoken English and understand it.

-----vi. learnt English spelling and punctuation.

-----vii. learnt to read stories etc. and understand them.

-----viii. learnt to use a dictionary.

-----ix. appreciation of literature.

-----x. Any others-----

13. You have just finished the one year course in 'General English.' Of the skills/abilities that have been listed in question 11 above, which do you think the course has been able to give you?. The skills have been listed below in brief. Write 1, 2, 3 etc. to indicate your preference in the blanks against each skill.

- a. learning other subjects through English medium.
- b. reading extra/general books in English.
- c. preparing for the examination.
- d. for higher studies.
- e. for job purposes.
- f. for listening to news and talks.
- g. talking in English.
- h. study English literature.
- i. reading English books for pleasure.
- j. writing simple practical English.
- k. writing literary pieces.
- l. Any other [Please specify] :-----
-

14. After having learnt the two - year course in English, what is your opinion of the following 'Text Books'?. [Put a tick under the relevant column].

| | NOT USEFUL | USEFUL | VERY USEFUL |
|--------------------------------------|------------|--------|-------------|
| 1. Non-detailed studies [any one] | | | |
| a) Dr Jekyll & Mr Hyde | ----- | ----- | ----- |
| b. Lost Horizon | ----- | ----- | ----- |
| c. Animal Farm | ----- | ----- | ----- |
| d. Man in the Future | ----- | ----- | ----- |

2.Selection ... from prose -----

3.Selections from poetry -----

15.Did you find the essays and books prescribed in your course interesting ?.

1. Non-detailed Study [any one]

| | NOT INTERESTING | INTERESTING | VERY INTERESTING |
|--------------------------|-----------------|-------------|------------------|
| a) DR JEKYLL & MR HYDE | ----- | ----- | ----- |
| b) LOST HORIZON | ----- | ----- | ----- |
| c) ANIMAL FARM | ----- | ----- | ----- |
| d) MAN IN THE FUTURE | ----- | ----- | ----- |
| 2.SELECTIONS FROM PROSE | ----- | ----- | ----- |
| 3.SELECTIONS FROM POETRY | ----- | ----- | ----- |

16. Do you think the materials prescribed for you are difficult in nature [due to vocabulary, sentence construction or theme] ?.

YES NO NOT SURE

17. Do you think if the materials were changed you could do better in English at the final examination ?.

YES NO NOT SURE

18. Any other comment on the prescribed books ?. Please feel free and write within 50 words.

* * * * *

A P P E N D I X -III

COMMENTS OF THE TEACHERS AND STUDENTS

Q.10. ROLE AS A TEACHER OF ENGLISH AT THE PU LEVEL

"Present social set up and other environmental factors make me feel that as a teacher I cannot bring about any change."

"I want to bring about a change in the society but I do not know how to start it."

"I can develop my mother tongue [Mizo] and I do believe it. Hence, my role as a teacher of English is very significant."

"As a teacher of English I want to remove the fear from students minds that it is difficult."

"Students are badly taught at the school level and I doubt that at the college level I can help them except making them pass in the examination."

Q.13. KOTHARI COMMISSION : - 'Objective of teaching English at the undergraduate level was to attain a mastery of language skills as a library language.'

Q.13. Lecturers Comments:-

[i] "English at the PU level should be taught for the sake of communication too"

[ii] "English speaking is a must for interview purposes and for communication between Mizos and non-Mizos."

[iii] "Without knowledge of English students will be nowhere. It must be taught as skill based language and not mere information."

[iv] "Mizo people love English more than Hindi but they are afraid of English too, because most of the Arts students fail in English."

[v] "English should be given more emphasis. Teachers of English must be trained first."

Q. 14 [b] 15 [b]

"I donot know what are the objectives of teaching English in the PU syllabus."

" I donot understand the difference between the old and new syllabus - we have a new text and we have to teach that - that is all."

"There is nothing wrong with the syllabus old or new - our students are not upto the mark. They are from villages and first generation learners."

"Teachers must know how to teach the students properly. They should be trained first."

"Old and new - teaching is same."

Q.16.

"There is no difference in aims or objectives between the first year and second year syllabus."

" Prose pieces are dull, uninteresting and difficult for PU standard. In a word it is not fit."

" Present syllabus does not help the student either about literature or about language."

" No comprehension questions after the prose pieces are given - it is a serious mistake."

" We donot know why the authority has prescribed 'Science and Freedom' for Arts students. Has any lecturer

read it ?."

Q.17.

- " Not at all useful to the students, rather it created problem for the teachers. Almost all prose pieces are difficult in respect of vocabulary, sentence construction and also in theme and moreover it is not at all related with the students other subjects. Some examples are given below:-

'The noblest - minded statesman cannot altogether escape becoming a bondsman of his imperious circumstances. To be caught on the sorrowful wheel is part of the personal price that the statesman -idealist has to pay. It is more blessed to be imprisoned for the sake of one's ideals than to imprison other people, incongruously, in the name of the some ideals. Nehru lived to have both experiences. This was the nemesis of taking over the responsibility for the Government of a great country.'

[PP 15 NEHRU -SOME MEMORIES : ARNOLD TOYNBEE]

'Dictatorship, whether Balshevik or Fascist, is by definition, a powerful state in which man is powerless. Elements of such power and powerlessness exist in varyiong degrees in the democracies as a result of the expansion and growing complication of government function and the increasing concentration of economic strength in a decreasing number of enterprises. The individual, as a result, becomes dependent on institutions and on forces at least partly and often

largely beyond his control, even beyond his comprehension.'

[PP 22-GANDHI AND THE WESTERN WORLD: LOUIS FISCHER]

'And owing to the powers of destruction with which science has armed it, it is exceedingly unlikely that such savages or uncivilized people are left in the world could prevail against it.'

[PP 31 OUR OWN CIVILIZATION : C.E.M. JOAD]

' I will visit the grave of a saint or of a man whom I venerate privately for his virtues and deeds, but on my way I wish to do something a little difficult to show at what a price I hold communion with his resting place, and also on my way I will see all I can of men and things, for anything great and worthy is but an ordinary thing transfigured, and if I am about to venerate a humanity absorbed into the divine, so it behoves me on my journey to it to enter into and delight in the divine that is hidden in everything.'

[PP 65 : THE IDEA OF A PILGRIM-AGE : HILAIRE BELLOC]

' Thus I may go on a pilgrimage with no pack and nothing but my stick and my clothes, but I must get myself into the frame of mind that carries an indivisible burden, an eye for happiness and suffering, humour, gladness at the beauty of the world, a readiness for raising the heart at the vastness of a wide view, and especially a readiness to give multitudinous praise to God, for a man that goes on a pilgrimage does

best of all if he starts out [I say it of his temporal object only] with the heart of a wanderer, eager for the world as it is, forgetful of maps or descriptions, but hungry for real colours and men and the seeing of things.'

[PP 65 : THE IDEA OF A PILGRIMAGE ; HILAIRE BELLOC]

' But Science can do something far bigger for the human mind than the substitution of one set of beliefs for another, of inculcation of scepticism regarding accepted opinions. It was gradually spread among humanity as a whole the point of view that prevails among research workers, and has enabled a few thousand men and a few dozen women to create the science on which modern civilization rests.'

[PP 83 : THE SCIENTIFIC POINT OF VIEW : J.B.S.HALDANE]

' He will leave behind him his natural revulsion of the tapeworm, which would lead him to throw it away instead of studying it as carefully as a statue or a symphony, and his awe for the solar system, which led his predecessors either to worship its constituents, or at least to regard them as inscrutable servants of the Almighty, too exalted for human comprehension.'

[PP 84 : THE SCIENTIFIC POINT OF VIEW : J.B.S.HALDANE]

' Such an attitude leads the scientist to a curious mixture of pride and humility. The Solar system turns out to be a group of bodies rather small in comparison with many of their neighbours, and executing their

movements according to simple and easily intelligible laws. But he himself is a rather aberrant member of the same order as the monkeys, while his mind is at the mercy of a number of chemical processes in his body which he can understand but little and control hardly at all.'

[PP 85 :THE SCIENTIFIC POINT OF VIEW : J.B.S.HALDANE]

' The results are quite typical of those obtained when our action is guided either by raw emotion of political dogma rather than scientific thought. The main biological effect of the American Civil war was to raise the Negroes' death rate and lower their birthrate so enormously that it was only between 1910 and 1920 that the number of negroes in the United States increased as much as it had done in the decade before the Civil War. The number of negroes thus killed was far greater than the casualty list of Civil War. If tomorrow the coloured population of the Southern States, but not the White, were given free access to cheap whisky and methods of birth control, the number of negroes would probably begin to fall off. I believe that there are many other political questions both national and international, whose sting would be removed by a similar consideration of biological facts.'

[PP 87 : THE SCIENTIFIC POINT OF VIEW : J.B.S.HALDANE]

' As a result, the worthies I mention were quite worried about the lack of scientific freedom in a

planned society, but only indirectly and perhaps subconsciously as to what was actually happening to their own freedom in an age and time of extensive witch-hunting, where being called a communist was for more dangerous than being caught red handed in a fraud or robbery.'

[PP 93 : SCIENCE AND FREEDOM : D D KOSAMBI]

' We observe, then, that to recognize the necessity implies scientific experiment; in addition, there is a technical level which cannot be divorced from the experimental. Finally, there is a social structure that is not only intimately connected with the technical level, but also conditions the freedom of the individual by introducing a social necessity that in the abstract seems unnecessary but exists nevertheless.'

[P P 95 : SCIENCE AND FREEDOM : D D KOSAMBI]

' When the Church itself became a great holder of feudal property, abbeys and bishoprics turned into the prerogatives of particular rich families, or groups of families, this happened, incidentally, even with Buddhism, as may be seen from the history of the Barmecides, or of the few ruling families of Tibet till its recent liberation, or from the history of the richer monasteries in Ceylon. The foundations of Sankara, Ramanuja, and even a real people's Saint like Tukaram are now chiefly pre occupied with methods of increasing their wealth, retaining outworn prerogatives avoiding

taxes. The wealthy Church in Europe needed the inquisition to support its claims, that holy office found Galileo's thoughts dangerous. The Crusades were diverted to strange aims, such as the conquest of Constantinople, and the Suppression of a popular movement in the Albigeois. The Index Expurgatorius shows the Church's attitude towards a certain type of advanced thinking, while the last Spanish Civil conflict demonstrated what steps the Church in Spain, as Spain's greatest owner of property, was capable of taking against a democratic Government.'

[PP 104-105 SCIENCE AND FREEDOM: D D KOSAMBI]

' A fairly close parallel could be drawn on the thesis that Science is the theology of the bourgeoisie; at least it replaces theology wherever the bourgeois capitalist mode of production displaces the feudal. The scientist must remain comparatively poor like the monk, but is admired, admitted to the board of the Capitalist baron just as the cleric was to that of the feudal lord. His discoveries must be patentable, but he rarely makes the millions; Pasteur and Faraday received a beggarly pittance of the profit made from their discoveries. A press-agent may make the scientists' miracles known, but only if they are acceptable to the lord of the Press, hence to the ruling class. And most striking of all in the period of decay, with-hunting is as prominent in its own way as with the end of Feudalisms.'

[PP 105 : SCIENCE AND FREEDOM : D D KOSAMBI]

' The scientist needs this freedom most of all, namely freedom from servitude to a particular class. Only in science planned for the benefit of all mankind, not for bacteriological, atomic, psychological or other mass warfare, can the scientist be really there.'

[PP 106 : SCIENCE AND FREEDOM : D D KOSAMBI]

' If this be admitted, we are near the end of the inquiry. The reason why the scientist in a capitalist society today feels hemmed in and confined is that the class he serves fears the consequences of change such as has already taken place over a great part of the world's surface. The question of the desirability of such change cannot be discussed dispassionately, cannot be approached in a scientific manner by the supposedly 'Free' scientists. The only test would be to see the two systems in peaceful competition, to see which one collapses of its own weight, succumbs to its own internal contradictions. But the scientist who says that this should be done finds himself without a job if he is on the wrong side of the 'iron curtain.' The real task is to change society, to turn the light of scientific enquiry upon the foundations of social structure. Are classes necessary and in particular, what is the necessity for the bourgeoisie now?' But it is precisely from the cognition of this great problem of the day that the scientist is barred if a small class should happen to rule his country. Perhaps the crime cannot be considered immediate in new democracies like India,

where the bourgeoisie is itself a new class. This is incorrect. The new class did not develop its own science any more than it invented its own Indian steam engine and motor car. Just as they import any political ideology that serves their end. This means that instead of the centuries of development from medieval to modern as in Europe, We can expect at best decades in India, under the leadership of a bourgeois capitalist class that has only re-oriented but not lost its colonial mentality.

[PP 107-108 : SCIENCE AND FREEDOM: D D KOSAMBI]

' Nor does religion exercise in our common life any function more temporarily valuable than this, that it makes us be sure of at least of realities, and look very much askance at philosophies and imaginaries and academic whimsies.'

[P P - 66 : THE IDEA OF A PILGRIMAGE : HILAIRE BELLOC]

' Of course, Science really comes into its own with the machine age, which cannot develop without science and which in turn contributes highly useful technical aid to scientific discovery. But the fundamental inner connection is that machine production, like science, is cumulative. The machine accumulates human labour time towards the fulfilment of a specific human purpose.'

[P P :98 : SCIENCE AND FREEDOM : D D KOSAMBI]

COMMENTS :-

' Teachers are not given freedom to improve students language. They have limited time to cover the whole

syllabus.'

' Almost all pieces are boring. No scope for language improvement.'

' Students become same after 10 pass or PU pass.'

' I like poetry section - they are interesting and short and useful for PU standard.'

Q. 19

Adequacy of reading material

' Reading material is adequate but teacher reads and students listen - for whom is the rapid reader meant ?.

' Rapid reader should not pose any problem in reading. Is 'Dr Jekyll and Mr Hyde' fit as a rapid reader where in every line the student finds a new word?'

Examples -

' Right in the midst there lay a body of a man sorely contorted and still twitching. They drew near on tiptoe, turned it on its back, and beheld the face of Edward Hyde. He was dressed in clothes far too large for him, clothes of the doctor's bigness; the chords of his face still moved with a semblance of life, but life was quite gone; and by the crushed phial in the hand and strong smell of kernels that hung upon the air, Utterson knew that he was looking on the body of a self - destroyer.'

[PP 67 : DR JEKYLL AND MR HYDE]

' Confident as I am that you will not trifle with this appeal, my heart sinks and my hand trembles at the bare thought of such a possibility. Think of me at this hour, in a strange place, labouring under a blackness of

distress that no fancy can exaggerate, and yet well aware that, if you will but punctually serve me, my troubles will roll away like a story that is told.'

[PP 74 : DR JEKYLL AND MR HYDE]

' The drug had no discriminating action; it was neither diabolical nor divine; it but shook the doors of the prison house of my disposition; and, like the captives of Philippi, that which stood within ran forth. At that time my virtue slumbered; my evil, kept awake by ambition, was alert and swift to seize the occasion; and the thing that was projected was Edward Hyde.'

[PP 89 : DR JEKYLL AND MR HYDE]

COMMENTS :-

' Rapid reader improves what skill and for whom I donot know '

' Rapid reader is not a rapid reader if objective type questions are asked from them'

' Teaching/learning does not depend on adequacy of reading material but on teacher and the subject'

Q.20.

Extracts from non-detailed study are given below:-

' It was by this time about nine in the morning and the first fog of the season. A great chocolate coloured pall lowered over heaven, but the wind was continually charging and routing these embattled vapours; so that as the cab crawled from street to street, Mr Utterson beheld a marvellous number of degrees and hues of

twilight, for here it would be dark like the back-end of evening; and there would be a glow of a rich, lurid brown, like the light of some strange conflagration, and here, for a moment, the fog would be quite broken up, and a haggard shaft of daylight would glance in between the swirling wreaths.'

[PP 35 : DR JEKYLL AND MR HYDE]

' It was a wild, cold, seasonable night of March with a pale moon, lying on her back as though the wind had tilted here, and a flying wrack of the most diaphonous and lawny texture. The wind made talking difficult, and flecked the blood into the face. It seemed to have swept the streets unusually bare of passengers besides; for Mr Utterson thought he had never seen that part of London so deserted. he could have wished it otherwise; never in his life had he been conscious of so sharp a wish to see and touch his fellow - creatures; for, struggle as he might, there was borne in upon his mind a crushing anticipation of calamity. The Square, when they got there, was all full of wind and dust, and the thin trees in the garden were lashing themselves along the railing. Poole, who had kept all the way a pace or two ahead, now pulled up in the middle of the pavement, and in spite of the biting weather, took off his hat and mopped his brow with a red pocket handkerchief. But for all the hurry of his coming, these were not the dews of exertion that he wiped away, but the moisture of some strangling anguish, for his face was white, and his

voice, when he spoke, harsh and broken'

[PP 57 : DR JEKYLL AND MR HYDE]

Q.21.

Overall comment on Material

'Prose pieces are bad and directionless, hence, uninteresting.'

' Everything goes above the heads of the students because the standard of the book is too high.'

' Poems are good and interesting to teach.'

' Ban non-detailed study or ban objective type questions from non-detailed study.'

' Most of our students are from Mizo medium, PU course is too difficult for them.' [Note; the researcher has already pointed out that in Mizoram, the medium of instruction at the high school level is only English, yet, the teacher says they are Mizo - medium' students.]

A P P E N D I X - IV

SCHEDULE FOR OBSERVATION OF CLASSROOM TEACHING

- 1.NAME OF THE COLLEGE :
- 2.CLASS :
- 3.MEDIUM OF INSTRUCTION :
- 4.NO. OF STUDENTS :
- 5.NATURE OF THE COLLEGE : URBAN/SEMI-URBAN/RURAL
- 6.MANAGEMENT : GOVERNMENT/PRIVATE
- 7.TYPE OF COLLEGE : MEN/WOMEN/CO-EDUCATIONAL
- 8.NO. OF PERIODS ALLOTTED :
FOR TEACHING ENGLISH PER WEEK
- 9.If specific provision is made for in the time-table, no. of periods allotted per week for each component.
- | | | |
|------------------|----|----|
| [1] PROSE | .. | .. |
| [2] POETRY | .. | .. |
| [3] NON-DETAILED | .. | .. |
| [4] COMPOSITION | .. | .. |
| [5] GRAMMAR | .. | .. |
| [6] ANY OTHER | .. | .. |
- 10.NAME OF THE TEACHER :
- 11.QUALIFICATIONS :
- ANY SPECIAL TRAINING IN ELT :
- 12.EXPERIENCE IN TEACHING ENGLISH :
- a.at the undergraduate level :
- b.at other levels :

Use a five point scale in circling the relevant number.

[1 = Not at all, 2 = Occasionally, 3 = often, 4 = Most of the

time, 5 = Always.]

13. 1.The teacher gives a synopsis at the beginning of the lessson.

Not at all 1 2 3 4 5 Always

2.The teacher links the previous learning with the pre-sent class.

Not at all 1 2 3 4 5 Always

3.The teacher gives a few questions at the beginning of the lesson which demand careful listening/reading/writing.

Not at all 1 2 3 4 5 Always

4.The teacher uses the lecture method.

Not at all 1 2 3 4 5 Always

5.The teacher uses questions and answers to break the monotony of the lectures.

Not at all 1 2 3 4 5 Always

6.The teacher invites questions from learners at the end of the presentation and answers them.

Not at all 1 2 3 4 5 Always

7.The teacher encourages a discussion by the learners or often as possible.

Not at all 1 2 3 4 5 Always

8.The teacher builds up a summary of lesson [wherever it is necessary]

Not at all 1 2 3 4 5 Always

14. 1.The teacher brings about a variation in classroom technique in response to a felt need.

Not at all 1 2 3 4 5 Always

2.The teacher uses a variety of techniques to suit the

content of lesson [Prose, Poetry, Grammar, etc.]

Not at all 1 2 3 4 5 Always

3.The teacher is aware of the variations in the linguistic achievement of the learners and uses a variety of techniques to cater to the weak, the average and the good learners.

Not at all 1 2 3 4 5 Always

15. 1.The teacher uses audio-visual aids, whenever necessary and appropriate.

Not at all 1 2 3 4 5 Always

2.The teacher makes use of the blackboard effectively.

Not at all 1 2 3 4 5 Always

16. 1.The teacher prepares his lesson beforehand and writes down a lesson plan/diary with adequate details.

Not at all 1 2 3 4 5 Always

2.The teacher follows the plan as far as possible.

Not at all 1 2 3 4 5 Always

3.The teacher departs from the plan and supplements/modifies the activities in response to the needs of the lesson.

Not at all 1 2 3 4 5 Always

4.Optimum learning takes place in the classroom because of previous planning.

Not at all 1 2 3 4 5 Always

17. 1.The teachers' plan for one lesson has its focus on one main objective/skill/topic.

Not at all 1 2 3 4 5 Always

2.The teacher's plan also provides for the development of related/supporting objectives/skill/topic.

Not at all 1 2 3 4 5 Always

18. The teacher strikes an efficient balance between his own guidance and the initiative that learners should take [in finding out meanings of words, applying what has been learnt in new situations, self-study, reading and other preparation at home etc.]

Not at all 1 2 3 4 5 Always

19. 1. The teacher simplifies the prescribed teaching materials whenever he feels the need by paraphrasing, summarizing, etc.

Not at all 1 2 3 4 5 Always

2. The teacher uses materials [for example: exercises] to supplement or to replace parts of the material prescribed to make them more suitable for the standard of the class.

Not at all 1 2 3 4 5 Always

20. 1. The teacher encourages learner participation as much as possible in teaching/learning.

Not at all 1 2 3 4 5 Always

2. The teacher's manner and attitude in the classroom is congenial to learner participation.

Not at all 1 2 3 4 5 Always.

21. 1. The teacher makes use of questions and other clues to promote learner's thinking, understanding and applying.

Not at all 1 2 3 4 5 Always

2. The teacher handles learner responses profitably and diplomatically [Accepts, compliments good responses, modifies imperfect responses, discusses and corrects incorrect responses, and discourages irrelevant responses/comments].

Not at all 1 2 3 4 5 Always

22. 1.The teacher's own proficiency in English

- a. fluent, correct.
- b. not fluent, but correct.
- c. halting, with occasional errors.
- d. slow, incorrect.
- e. poor

2.The teacher varies the difficulty level of his English in response to the felt needs in the classroom.

Not at all 1 2 3 4 5 Always

23. 1.The teacher's own spoken English is

- a.Excellent [fluent with acceptable pronunciation, stress, intonation and pauses]
- b.Good [not very fluent but correct in all respects]
- c.Average [not fluent but intelligible with occasional mistakes in pronunciation]
- d.Below average [halting, not very intelligible with frequent mistakes of Pronunciation,etc]
- e.Poor [unintelligible and incorrect in many respects]

2.The teacher is quick to identify errors in spoken English of the learners and offers immediate correction without interrupting what the learner is saying.

Not at all 1 2 3 4 5 Always

3.The teacher organizes brief but well planned remedial work in areas of spoken English which seem to be very general.

Not at all 1 2 3 4 5 Always

24. The teacher makes appropriate use of the mother tongue/regional language for explaining difficult concepts, making comparisons of grammatical features, for giving

equivalents for difficult English words, etc.

Not at all 1 2 3 4 5 Always.

A P P E N D I X - V

U. G. C. ZONAL WORKSHOP REPORT - 5

N E H U, S H I L L I N G | FEB 17 - 19, 1977 |

The U.G.C. workshop on the modernization of the English syllabuses for the Eastern Zone was sponsored by the Deptt of English of the NEHU, SHILLONG, on February 17, 18 and 19, 1977 with Dr. George A Ghevarghese, Professor and Head, Department of English, as the Director of the workshop. The workshop was attended by the delegates from the teaching faculties of the Eastern universities and Colleges and also by members of the Board of undergraduate Studies in English, NEHU, and some University and College teachers in Shillong. In order to ensure a larger participation of the college teachers of English under the jurisdiction of the NEHU and to involve them in all the deliberations and decisions which the various sub committees of the workshop were supposed to arrive at, Dr Ghevarghese, after having consulted his colleagues, constituted a Reception Committee.

REPORT OF THE SUB - COMMITTEE FOR PU AND B.A.

The two year Pre-University class follows ten years of school and precedes the first degree education. Thus it is more or less identical with +2 stage of the new 10+2+3 system.

OBJECTIVES OF THE COURSE

The main objective of teaching English to the PU student is to give him adequate proficiency in the use of English. This objective will be achieved:

[a] through developing in the student the skill of comprehension, especially reading comprehension.

[b] by promoting in him the ability to express, in writing, simple ideas and information with clarity and in correct English.

[c] by enabling him to understand talks and lectures in English and by enabling him to participate in English conversation.

According to this objective, the committee described the terminal behaviour or the abilities in English that we expect, these students possess who complete the two-year course between their school and the first degree course or just finish the plus two stage after school. This description, it is hoped, will enable the syllabus framers;

[a] to see clearly what has already been done at school and what remains to be taught at the +2 stage or PU stage,

[b] to identify the starting point or the entry behaviour for B.A. students,

[c] to design a diagnostic text, which can be given at the beginning of the PU course, to find out the level of proficiency possessed by students coming from different educational and social backgrounds.

In the light of the results of this test, teaching could be so planned that good students are spared the boredom of being taught again the things they have already learnt and the poor students get more time and attention.

Whereas the Committee agreed in principle that the backward student needed remediation, there was no unanimity about the course to be adopted. Some suggested that a crash remedial course at the beginning would go a long way in bridging the gap

between the proficient and the weak students while others favoured the institution of two different courses to suit the levels of the two groups. Some, however, felt that two different courses for the same examination are bound to lead to a number of anomalies and administrative problems. Instead, the teaching programme should have a built-in provision for giving some relief to the more proficient student and some extra time for remedial teaching to the weaker student.

As a first step towards defining and describing the terminal behaviour, the committee listed the various skills of language mentioned in the objective, namely

1. Comprehension] reading comprehension
] listening comprehension
2. Writing
3. Speaking

READING COMPREHENSION

At the end of the PU [or the plus two] stage, a student should have intermediate level comprehension ability. That is, he should be able to read with comprehension and appropriate speed textbooks, general books and articles in English on subjects that he studies for his course. Such texts are normally written 5,000 to 7,500 vocabulary range. The student should possess a recognition vocabulary of 5 to 7.5 thousand words.

The texts that he will be expected to comprehend and the text selected and prescribed for study should be written in factual style-narrative, descriptive or expository. Besides, the student will also be expected, and made, to have some acquaintance with literary texts written in modern English.

LISTENING COMPREHENSION

The PU student should possess the ability to listen to and understand speeches, lectures and conversations dealing with the subjects he studies such as history, biology, etc.

WRITING ABILITY

The PU student should be able to write in a simple style, using a vocabulary of 2000 to 2,500 words. He should be able to write on the subjects he studies. He should also be able to express his everyday experience in simple language.

SPEAKING ABILITY

He should be able to participate in conversations about the subjects mentioned above. For this, he should be trained to formulate sentences correctly, use question tags, and speak intelligibly. Intelligibility here points to

[a] the use of correct sounds recommended for Indian pronunciation and

[b] the use of correct accentual patterns.

The skills and abilities described above should find proper reflection in the syllabus.

One defect of English teaching in our country is that at each new stage, repeated initial teaching is done of the items the student had been taught earlier.

These initial teachings are limited to broad generalizations [such as the use of articles or tenses] and do not seek to remedy in a selected manner the errors that arise from the ignorance of the exceptions to the general rule.

Another defect is that in grammar classes, the students are given formal mastery of isolated items of grammar whereas he

can correctly produce isolated sentences in the classroom, he lapses into the old habit of using incorrect English once he is outside the class. Also, despite the formal mastery of the item, he does not develop communicative competence.

To remove the first shortcoming, it is necessary to select for teaching areas of English grammar where errors are most common :

The more important ones of these are:

- [1] articles
- [2] tenses
- [3] prepositions
- [4] word order and inversion
- [5] concord [tense concord
pronoun concord
subject-very concord]

It is suggested that these items should not be taught in isolated sentences. The prescribed text should be exploited for giving the student examples and practice. The exercises should be contextualized. The formal items should be related to situations in which they are appropriate.

PROSE TEXT

In selecting the text, one factor, among the things, should be considered. Is the text suitable for language work i.e. does it contain vocabulary and structures that can form the basis of suitable language work in the class at this level.

SPEAKING ABILITY

A general course in English will not be considered successful unless it enables the student to participate in

conversation and express his ideas coherently and correctly. As the present examination system has no provision for testing this skill, it is suggested that this should form part of the internal assessment. Books like 'Strengthen Your English' [by Bhaskaran and Harsburg] and ' An Intermediate General English Course' [by Devidas, and Tickoo] which are designed to give practice in conversation, can be adopted for use in the class.

WRITING ABILITY

The stress here should be on the functional ability. Principles of paragraph construction - topic sentences and their amplification should occupy the central place in composition teaching.

The committee felt that it was not possible to describe the entry behaviour in very precise terms. However, in a general way, all teachers of English know that most students leaving school are deficient in English, and unable to read, write or speak English correctly.

As well as describing the terminal behaviour, the committee has, where relevant, made recommendations and suggestions about the content of the syllabus.

A P P E N D I X - VI
REPORT OF THE UGC CURRICULUM
DEVELOPMENT CENTRE FOR ENGLISH C.I.E.F.L. 1989
THE EXISTING CURRICULUM IN ENGLISH

An examination of the existing curriculum in English at the undergraduate and post graduate levels reveals that it does not, for the most part, take much account of either the linguistic competence with which the student joins the college or the University, or the linguistic demands of the job he might seek later. It is common knowledge that the students seeking admission to colleges today come from widely divergent home and school backgrounds, and cannot therefore be expected to have even roughly comparable levels of proficiency in English [This fact has become truer because of the official policies of some boards of education, under which a student is declared successful even if he has failed in English]. And yet, no University makes provision for students with widely different linguistic attainments in English to choose, at the undergraduate level, course in English appropriate for their linguistic levels. Far from this, a typical college curriculum in English does not attempt to address itself to even the average student.

As for the linguistic demands of future employment, many of the newer jobs which have become available relatively recently, demand both spoken as well as written skills. Here again, our University courses have not tried to meet the demand.

Now, considering the question of standards, it is very easy to say that they have fallen considerably at all levels of education. It is even easier to put the blame for this on poor

teaching at the school level. Other factors generally held responsible are large classes, indifferent students and teachers, inappropriate teaching materials, inefficient methods, testing techniques that fail to test proficiency in the language, and so on. But one important factor that is sometimes overlooked is that in some states the official policy on the teaching of English has not remained stable. Now, no other single factor can affect the status of English in the curriculum more seriously than such a situation. No teacher or student will pay more attention to a subject of learning than is demanded by the official status accorded to it in the curriculum. And the status accorded to English by many boards of education and Universities has suffered a serious setback whereas before Independence, English was a compulsory subject in both school and college courses, it did not remain so in several parts of the country after Independence. What is even worse is that there are Universities that do prescribe English as a Compulsory subject at the undergraduate level, but do not do full justice to it. In most Universities, it is prescribed only for one or two years of the three years degree course. In some Universities, though it is taught as a compulsory subject, it does not carry any credit: it does not count towards a student's success or otherwise in an examination and/or his overall grade/division/class. What is more, very few Universities allot it more than two or three periods a week [thus treating it as a half subject], not realizing that learning of a language involves the development of certain skills in it, and this necessitates the allotment of more time, not less than allotted to any other subject of study.

A detailed account of the curriculum at the undergraduate level has been given below. The account is based on an analysis of the syllabuses of 23 Universities at the undergraduate level and includes the observation made by the members of undergraduate committees constituted by the Curriculum Development Centre.

UNDERGRADUATE LEVEL

The existing situation at the undergraduate level is discussed in this section under the following heads:

1. Place of English [at the undergraduate level]
2. Patterning of Courses
3. Nature of Course Content
4. Methodology
5. Testing
6. The teacher
7. Administrative factors
8. Attempts at reform

PLACE OF ENGLISH

In spite of the attempts made by several state Governments and the Central Government itself to make regional languages the media of instruction at the undergraduate level, there is still a general demand for instruction through English on the part of parents and students. However, college entrants are not sufficiently equipped with the language competency to pursue their studies through the medium of English. As against this, where regional languages are the media of instruction, suitable textbooks and reference materials are not available in these languages for each subject. Therefore, both in Universities

where English is the medium of instruction as well as the others where the regional languages are used, students require a good grounding in English for academic purposes. Besides, they have to be equipped with the necessary language skills for their future careers as well. Hence, English is being taught as a compulsory course in most Universities.

PATTERNING OF COURSES

TYPES OF COURSES

In most Universities, there are two types of English courses at the B.A. level:

[i] General [compulsory] English and [ii] Special [elective] English. Some Universities also offer ' additional' English courses which a student can opt for in lieu of a regional language. Delhi University offers 3 types of Compulsory English courses [English "A", English "B" and Remedial English] to suit different entry levels of the learners.

In some Universities, the Special [elective] English is one of many subjects to be studied, while in some other Universities it can be opted for as one major along with one other major. In still other Universities, it can be studied as the sole major, as in the Universities of Tamil Nadu.

The admission requirement for these courses, in most Universities, is a pass in the +2 examination/ higher Secondary examination. No special admission requirement is stipulated even for the Special English course.

D U R A T I O N

At the B.A. level, the duration of the General English Course is, in most Universities, 2 to 3 years [although a few

Universities teach the subject for only one year]. The Special English Course, on the other hand, is mostly of 3 years' duration.

At the B.Sc. and B.Com. levels, only the General [compulsory] English Course is available in most Universities, and this is usually of 2 years' duration. In some Universities, the course is taught only for one year, while in some others, there is no English course at all at the B.Sc. level.

The number of teaching hours available for the General [compulsory] English Course vary from two to six periods [of 45 to 50 minutes each] per week. The teaching hours available for Special English also vary from University to University, and even in a given University they may vary from year to year.

The Semester is not reported to be in operation at the undergraduate level in most of the Universities.

NATURE OF COURSE CONTENT

The syllabuses of the General English and Special English Courses generally do not clearly specify objectives.

The prevalent pattern for the General English Courses seems to be the prescription of reading texts [eg. anthologies of prose and poetry, short stories, novels, plays] along with some exercises on reading comprehension, vocabulary, grammar and composition [essay, paragraph writing, letter writing and translation]. It is only in very few Universities, eg. Bombay, that no textbooks are prescribed for the General English Course. The weightage given to " language items " in most such courses varies from 25% to 50%. The syllabuses framed for these do not seem to take into account learners' needs and interests; in fact, no attempt to make a systematic assessment of learner

needs has been reported. The passages normally selected are ill-suited to the learners' ability levels and the exercises that follow the passages are haphazard. Thus, General English Course contributes very little to the development of the different language skills.

The Special English Course in most Universities consists mainly of a list of literary texts. These texts are often not suited to the language attainment of the learners, who cannot comprehend them and so turn to " bazar guides " that provide them with summaries to answer predictable questions asked in their examinations. Special English Courses, therefore, do little to develop the literary competence of the learners.

M E T H O D O L O G Y

The teaching methodology adopted for both General English and Special English is reported to be examination oriented and teacher centred. Teaching is done largely through lecturing, text explication, translation and dictation of notes. The emphasis is on transferring information regarding the content of the texts prescribed.

Provision for tutorials exists in most Universities but, barring a few exceptional cases involving conscientious teachers, tutorial periods are rarely made use of in actual practice.

T E S T I N G

Except in few Universities, tests are not geared to the objectives of the syllabus even when these are stated. In most Universities, there appears to be a mismatch between what is taught and what is tested.

Testing in most Universities continues to be in the written mode. Except in a few Universities, no conscious attempt is made to test spoken English [ie, English for oral communication]. Even where spoken English is tested, no attempt is made to teach it.

While most Universities still continue with the system of end-of-the-year examinations, continuous assessment has been adopted by some Universities.

Most Universities stipulate a maximum pass mark for the English Courses but the marks required to pass vary from University to University. There are even Universities where it is possible to obtain a degree without passing in/opting for English. In some other Universities, the marks obtained in General English are not added to the final aggregate of marks, and therefore, do not count towards the overall division or grade awarded to the student.

T H E T E A C H E R

Teachers are seldom directly involved in the framing of syllabuses. As for the methods of teaching, they continue to use the traditional lecture method without involving the learner in the process of learning.

This may be so because only a small percentage of teachers have received any kind of training or orientation in the teaching of English. In fact, reports suggest that there seems to be a certain reluctance among teachers to go through any kind of specialized training-perhaps due to the lack of challenge in the existing syllabuses. Also, teachers are not required to have any special qualification in the teaching of English. No serious

thought has been given to training the teachers to monitor and assess their own classroom performance in order to bring about improvement.

A D M I N I S T R A T I V E - F A C T O R S

As regards class size, this generally varies from 40 to 125. In some Universities, it may even exceed 200. For tutorials, the size of the class ranges from 10 to 25. The student-teacher ratio is thus far from satisfactory as far as General English is concerned.

The normal workload of teachers at the undergraduate level varies from 18 to 27 periods [of 45 to 50 minutes each] per week. The assessment of teachers' workload does not generally take into account the time spent on correction of written work/assignments and preparation of teaching materials.

Members of Boards of Studies are nominated on the basis of seniority, office held, rotation, election, etc. rather than on the basis of expertise in English language teaching. No special committees exist to undertake periodic reviews of syllabuses, teaching methods and testing procedures.

It is also generally noted that the administration [local and governmental] does not provide adequate facilities and support for promotion of English language learning/teaching at the college level.

A T T E M P T S A T R E F O R M

Successful attempts at reform with regard to English language teaching has been reported in some Universities [eg Bombay Pondicherry, Karnataka, Sri Venkateswara, Kerala] and some autonomous colleges in Tamil Nadu [eg. Loyola College,

Women's Christian College, Lady Doak College, Parasakti College]. Some other Universities [e.g. Delhi, Dibrugarh, Punjab, North Bengal] are also reported to be in the process of implementing syllabus reform. However, notwithstanding these few instances, regular attempts at review and reform of syllabuses at the undergraduate level do not appear to have been made.

A P P E N D I X - VII

T H E L O Y O L A E X P E R I E N C E

OBSERVATION

The curriculum of English was characterized by a literary-humanistic and heavily content-based syllabus, the lecture method of teaching involving only passive listening by the students and an examination pattern testing chiefly memory of reproducible content.

Today, many of those who come to colleges are unable to read intelligently and understand even simple passages of prose, write well-organized paragraphs/essays/reports/letters and converse fluently and effectively in English. It is because the system they have passed through has not equipped them with the necessary language skills. It is difficult for one to progress from a mere 'working knowledge of English' [2500 essential words and a few basic structures] acquired at the school level to the odd assessment of literary texts ranging from Shakespeare to Lamb's essays and taking in Keats, Shelley and a few other major poets in the way at the college level. Even when literary passages were prescribed in the school curriculum, they were ill-selected and the students had learnt to by pass the educational process of coming to grips with them by having recourse to 'bazar guides' because examinations required only predictable summaries as answers.

University examination system still emphasize memory of content. The need of the hour is to enable learners to acquire the language skills of reading, writing, listening and speaking rather than to learn factual content by rote, that is, to bring

about in the students an ability to use English for various purposes.

The project assumed the nature of an on-going experiment with at least three describable stages of development which were characterized by shifts in perspective, the nature of materials and methodology, and the roles of learners and teachers. At each stage of development the classroom experience of learners and teachers played a more crucial role in bringing about innovation than any pre-theoretical notions or assumptions.

THE UNIQUE FEATURES OF THE PROJECT

[i] The project has emerged from and continuously relied upon classroom experience rather than on theoretical models.

[ii] The English Curriculum represents a shift away from the traditional text based syllabus on the one hand and skill - based syllabus on the other, towards a task-based syllabus.

[iii] The pedagogy adopted is a student-centred one in contrast to the prevailing teacher-centred pedagogy.

[iv] A progressive emphasis has been laid on self-directed learning through Extensive Reading and Project work.

[v] Team planning by teachers in designing and implementing the Project in a sustained way has ensured continuous co-ordination of their theoretical insights and classroom experience.

[vi] The project has assumed the status of an on-going experiment, being continuously responsive to students

feedback, teachers' self-evaluation, outside specialists' observation as well as current trends in English language Teaching.

SYLLABUS FOR GENERAL ENGLISH COURSE, LOYOLA COLLEGE, MADRAS
COURSES IN ENGLISH LANGUAGE

1. SEMESTER:- COURSE NO. : LE 101 NO. OF CREDITS : 3

NAME OF THE COURSE: ADVANCED ENGLISH I
 BASIC [A STREAM]

| <u>COURSE CONTENT</u> | <u>HOURS</u> | <u>MARKS</u> |
|--|--------------|--------------|
| <u>1. STUDY SKILLS</u> | | |
| [1] REFERENCE SKILLS | .. 4 | 50 |
| [2] CHANNEL CONVERSION | .. 4 | |
| [3] NOTE-TAKING FROM LISTENING | .. 10 | |
| <u>2. INTENSIVE READING</u> | | |
| [1] INTENSIVE READING | .. | 100 |
| [2] NOTE-TAKING FROM READING | .. | |
| [3] SUMMARISING FROM NOTES/ READING | .. | |
| [4] FASTER READING PRACTICE | .. | |
| [5] INTERNAL TESTS | .. | |
| <u>3. EXTENSIVE READING</u> | | |
| [1] READING OUTSIDE CLASS | .. | 50 |
| [2] CLASSWORK ON READING DONE | .. | |
| <u>4. COMPOSITION</u> | | |
| INCLUDING INTERNAL TESTS | .. 25 | 100 |
| | <u>108</u> | <u>300</u> |

II. SEMESTER : COURSE NO. : LE 201
 NAME OF THE COURSE : ADVANCED ENGLISH II
 BASIC [A STREAM]
 NO. OF CREDITS : 3

| <u>COURSE CONTENT</u> | <u>HOURS</u> | <u>MARKS</u> |
|--|--------------|--------------|
| <u>1. INTENSIVE READING</u> | | |
| [1] INTENSIVE READING | 65 | 150 |
| [2] NOTE-TAKING FROM READING | | |
| [3] SUMMARISING FROM NOTES/ READING | | |
| [4] FASTER READING PRACTICE | | |
| [5] INTERNAL TESTS | | |
| <u>2. EXTENSIVE READING</u> | | |
| [1] READING OUTSIDE CLASS | 8 | 50 |
| [2] CLASS WORK ON READING DONE | | |
| <u>3. COMPOSITION</u> | | |
| INCLUDING INTERNAL TESTS | 35 | 100 |
| | <u>108</u> | <u>300</u> |
| | ----- | ----- |

I SEMESTER :

COURSE NO. : LE 011
 NAME OF THE COURSE : ENGLISH LANGUAGE I
 COMPENSATORY [B & C STREAMS]
 NO. OF CREDITS : 2

| <u>COURSE CONTENT</u> | <u>HOURS</u> | <u>MARKS</u> |
|--------------------------------|--------------|--------------|
| <u>1. STUDY SKILLS</u> | | |
| [1] REFERENCE SKILLS | 4 | 50 |
| [2] CHANNEL CONVERSION | 4 | |
| [3] NOTE-TAKING FROM LISTENING | 10 | |
| | ----- | ----- |

| <u>COURSE CONTENT</u> | <u>HOURS</u> | <u>MARKS</u> |
|--|--------------|--------------|
| 2. <u>INTENSIVE READING</u> | | |
| [1] INTENSIVE READING | 80 | 100 |
| [2] NOTE-TAKING FROM READING | | |
| [3] SUMMARISING FROM NOTES/ READING | | |
| [4] FASTER READING PRACTICE | | |
| [5] INTERNAL TESTS | | |
| 3. <u>EXTENSIVE READING</u> | | |
| [1] READING OUTSIDE CLASS | 10 | 50 |
| [2] CLASSWORK ON READING DONE | | |
| | <u>108</u> | <u>300</u> |
| | ----- | ----- |

II SEMESTER :

COURSE NO. : LE 021
NAME OF THE COURSE : ENGLISH LANGUAGE II
COMPENSATORY [B & C STREAMS]
NO. OF CREDITS : 2

| <u>COURSE CONTENT</u> | <u>HOURS</u> | <u>MARKS</u> |
|--|--------------|--------------|
| 1. <u>INTENSIVE READING</u> | | |
| [1] INTENSIVE READING | 65 | 150 |
| [2] NOTE-TAKING FROM READING | | |
| [3] SUMMARISING FROM NOTES/ READING | | |
| [4] FASTER READING PRACTICE | | |
| [5] INTERNAL TESTS | | |
| 2. <u>EXTENSIVE READING</u> | | |
| [1] READING OUTSIDE THE CLASS | 8 | 50 |
| [2] CLASSWORK ON READING DONE | | |

3. COMPOSITION

| | | |
|--|------------|------------|
| [1] REMEDIAL WORK [GRAMMAR-BASED CONTROLLED COMPOSITION | 35 | 100 |
| [2] INTERNAL TESTS | | |
| | <u>108</u> | <u>300</u> |
| | ----- | ----- |

III & IV SEMESTERS :

COURSE NO. : LE 031 AND LE 041
NAME OF THE COURSE : ENGLISH LANGUAGE III & IV
BASIC [B & C STREAMS]
NO. OF CREDITS : 2

| <u>COURSE CONTENT</u> | <u>HOURS</u> | <u>MARKS</u> |
|--|--------------|--------------|
| 1. INTENSIVE READING [INCLUDING INTERNAL TESTS | 40 | 100 |
| 2. EXTENSIVE READING | 8 | 50 |
| 3. COMPOSITION [CONTROLLED, GUIDED, SITUATIONAL, AND FREE] | 24 | 100 |
| | --- | --- |
| | 72 | 250 |
| | --- | --- |

TEXTS RECOMMENDED FOR COURSES

1. STUDY SKILLS [STREAMS A,B, AND C]

Material provided on reference skills and channel conversion to be extended by the teachers.

FOR TEACHER'S REFERENCE

- i. Hornby, A.S. " Advances learners' Dictionary of Current English" OUP.
- ii. Yorkey, R. 'Study Skills for students of English as a second language'. McGraw Hill.
- iii. Royce Adams W. ' Reading Skills: a Guide for Better Reading' .Adlay.
- iv. Swales, J. [' writing scientific English' Relson].
- v. Harry Maddox - 'How to study' ELBS.

vi. Michael Grenergy -- 'How to Study' George Allen and Unwin Ltd.

2. INTENSIVE READING

PRESCRIBED TEXTS

I SEMESTER

A STREAM

1. LANGUAGE THROUGH LITERATURE 2

2. READ TO UNDERSTAND

B STREAM

1. GUIDED COMPREHENSION & SUMMARY BOOK II

2. GUL MOHAR BK VII

C STREAM

GUIDED COMPREHENSION SUMMARY BOOK I & II

II SEMESTER

1. GUL MOHAR BK.VIII

LANGUAGE THROUGH LITERATURE 2
READ TO UNDERSTAND

1. LANGUAGE THROUGH LITERATURE-2

2. READ TO UNDERSTAND

III SEMESTER

--

GUL MOHAR, BK VIII

GUL MOHAR, BK.VIII

IV SEMSTER

--

ENGLISH THROUGH READING

ENGLISH THROUGH READING

FOR TEACHER'S REFERENCE

- i. 'Guided English for India' - Bks IV & V, D H HOWE, OUP.
- ii. 'Current English for Language Skills' Tickoo and Subramaniam - Macmillan.
- iii. 'Gul Mohar Graded English Course' Reader six and nine, Longman.
- iv. 'ISC English Practice', J.A.MASON, OUP.

- v. 'Read, Think and Choose', V.Gill [Allied Publishers Ltd.]
- vi. 'Teaching English as a Second Language' Bright and McGregor, London.

3. EXTENSIVE READING [confer Freeman's handout]

4. COMPOSITION/REMEDIAL WORK

I SEMESTER

| | <u>A STREAM</u> | <u>B STREAM</u> | <u>C STREAM</u> |
|----|---|-----------------|-----------------|
| 1. | GUL MOHAR BK.VIII | | |
| 2. | [forthcoming]- Written Communica- tion in English | | |

II SEMESTER

| | | |
|---|--|--|
| 1.Written communica- tion in English | 1.Strengthen your English | 1.Strengthen your English |
| | 2.Guided Composi- tion Exercises | 2.Guided composition Exercises |
| | 3.An Intermediate General English Course | 3.An Intermediate General English Course |

III SEMESTER

| | | |
|----|--|--|
| -- | 1.Written Communication in English | An Intermediate General English Course |
| | | Written Communication in English |

IV SEMESTER

| | | |
|----|----------------------------|---|
| -- | English Through Reading | Written Communicatiion in English |
| | | English Through Reading |

FOR TEACHER REFERENCE

- i. 'Teaching English as a Second Language'
Bright and McGregor, London

- ii. 'Guided Composition in ELT.'
L.G.Alexander, Longman
- iii. 'Writing as a Thinking Process'
M.Lawrence, University of Michigan Press.
- iv. 'A Reference Grammar of English',
R.A.Close, Longman.
- v. 'A University Grammar of English'.
Quirk and Greebaum, Longman.

5. TESTING AND EVALUATION: FOR TEACHER REFERENCE:

- i. 'Language Teaching Analysis'
Mackey, W.F. [LONGMAN]
- ii. 'Language Testing'
Lado, R [Longman]
- iii. 'Writing English Language Tests'
Heaten, J.B. [LONGMAN]
- iv. 'Testing English as a Second Language'
Harris, D.P. [MCGRAW HILL]

A P P E N D I X - VIII
U N I V E R S I T Y O F B O M B A Y
REVISED SYLLABUS FOR " A COURSE IN COMMUNICATION SKILLS"
[COMPULSORY GROUP] . AT THE FIRST YEAR B.A. EXAMINAION.

This course is framed on the assumption that English is important for the F Y B A student because he needs it to understand lectures, read books in his subject, answer examination papers, participate in class room discussion and develop reference skills. It is also important in his life outside the university, at work and on certain types of special occasions. The course will, therefore, attempt to meet these requirements.

OBJECTIVES

1. The course will aim at proving the following skills:
 - [a] Language Skills: 1. Reading Comprehension
2. Listening Comprehension
3. Writing Ability
4. Speaking Ability
 - [b] Reference Skills [To facilitate the use of English as library language.]
2. It will aim at improving the linguistic competence of students in terms of :
 - [a] The use of selected grammatical structures and sentence forms in connected discourse.

[b] Development of vocabulary.

[Note: There will be no separate Questions on grammar and vocabulary in the final examination].

DREAKDOWN OF TOPICS:

CONPREHENSION [READING AND LISTENING]

TYPES OF COMPREHENSION PASSAGES :

[a] Informative .

[b] Reflective [requirng inference, evaluation]

[c] Narrative

[d] Descriptive

[Note: The first two types will be emphasised.]

TOPICS IN COMPREHENSION :

1. Recognition of register [ie. style appropriate to situation]:
2. Understanding of the vocabulary used [including certain sets of specialised vocabulary].
3. Derivation of meaning from complex sentence structures and recognition of the modification of meaning through sentence connectors such as however, nevertheless.
4. Deduction of meaning from [a] incomplete [b] truncated and [c] distorted passages [examples of truncated passages-telegraphese, newspaper headlines.]
5. Interpretation of materials such as railway time-tables, application forms, questionnaires.
6. Annalysis of material:

- [a] Pinpointing the argument
 - [b] Providing a logical sequence for the argument
 - [c] Note-taking from spoken English
 - [d] Note making from written English
7. Development of ability to read and listen critically:

Recognition of [a] Logical inclusion and exclusion
i.e. categorisation and classification

- [b] Logical implication
- [c] Logical inconsistency
- [d] Contradiction
- [e] Tautology.

8. Inference and evaluation in informative reading or speech:

- [a] Inferring facts from the context.
- [b] Tracing the argument from different points of views:

- i] for specific information
- ii] for the general idea
- iii] for the writer's slant on the argument, or his emphasis.

- [c] Interpreting the argument
- [d] Evaluating the strength of different strands in the argument.

9. Multi-levelled reading [Concentration on the type of language used for these purposes.]

- [a] The tone of the passage, eg. humour, sarcasm]
- [b] Interpreting the nature of the situation; the

point of view of the writer; the writer's vision of life as revealed in the passage, its social or historical relevance.

10. Recognition of the system of English sounds: [for tutorial work only]
- [a] individual vowel and consonant sounds
 - [b] word and sentence stress
 - [c] intonation.

WRITING ABILITY

TOPICS

Writing in difference registers:

- [a] Factual, informative writing [eg. reports, minutes, notices, informative essays, explanatory accounts]
- [b] Persuasive writing, expression of opinion and point of view.
- [c] Informal writing [eg. a diary]

2. Correspondence in difference registers:

- [a] Official
 - [i] Enquiries, orders, complaints and replies
 - [ii] Letters of application for jobs.
- [b] Semi-official [e.g. letters to the editor; letters of enquiry; letters asking for leave of absence].

- [c] Personal.
3. Note-taking [from lectures]
 Not-making [from books]
 [The use of note-taking register; the kinds of abbreviations and style to be used].
 4. Summary writing [particularly of technical, commercial matter, such as reports, speeches, letters].
 [a] Locating the key sentence in paragraphs
 [b] Tracing the argument and putting it down in point form
 [c] Deriving the central idea.
 5. Expansion of ideas with illustrations
 6. Simplification of passages.
 7. Mechanics of Writing:
 [a] Spelling rules
 [b] Punctuation, capitalization, Indexing, foot, noting, bibliographical procedures.

SPEAKING ABILITY

TOPICS

1. Effective reading of a prepared speech
2. Expressing ideas and views in informal discussion and situations.
3. speaking in different capacities at a meeting or gathering [eg summing up discussions, formal greeting, introducing people [guests, acquaintances]; proposiong a vote of thanks;

announcing at variety entertainment programmes,
sports meets,tec.

- Formal meeting decorum

4. Making enquiries [eg at an enquiry counter, on the telephone]
5. Conversational speech, Accepting or refusing politely, disagreeing politely.
Courtesy in personal communication.
6. Appearing for an interview.

REFERENCE SKILLS

TOPICS

1. Use of reference manuals, [eg dictionaries, encyclopaedias, thesaurus]
Use of the dictionary:
 - [a] Use of the pronunciation key
 - [b] Choice of the relevant meaning
 - [c] Understanding the way in which the word is used from the information provided in the dictionary.
2. Interpreting rules or instructions and their applicability to given cases.
3. Finding and citing authority.

GRAMMAR

Teachers are expected to do as much remedial grammar as they consider necessary for their level of students.

VOCABULARY

TOPICS

1. Use of affixes
2. word-formation
3. Synonyms [meaning and usage distinctions
antonyms, homonyms.
4. Expansion of vocabulary pertaining to specific
situations and register.
5. Word collocations [eg. a hunk of bread; so
to; by accident]

RECOMMENDED BOOKS

1. BHASKER W W S, AND PRABHU, NS - ENGLISH THROUGH READING
VOLS. I & II, MACMILLAN, 1975
2. NARAYANSWAMY V R - STRENGTHEN YOUR WRITING
ORIENT LONGMAN, 1979
3. BHASKARAN M, AND HORSBURGH. D. - STRENGTHEN YOUR ENGLISH
OXFORD UNIVERSITY PRESS, 1973
4. FREEMAN, SARAH - WRITTEN COMMUNICATION.
ORIENT LONGMAN, 1977
5. FREEMAN, SARAH - STUDY STRETEGIES.
OXFORD UNIVERSITY PRESS, 1979
6. IREDALE R O AND IREDALE M. - EXPERIENCES: AN ANTHOLOGY O
PROSE AND POETRY.
ORIENT LONGMAN, 1979
7. PRABHU N S - GULMOHAR: GRADED ENGLISH
COURSE, READER 8, ORIENT
LONGMAN, 1976
8. HILL D A DASWANI - ENGLISH LANGUAGE COURSE
FOR COLLEGE
BOOK II & III, OXFORD
UNIVERSITY PRESS, 1974
1975
9. MACKIN RONALD AND CARVER DAVID - A HIGHER COURSE OF ENGLISH
STUDY, BOOKS I & II, OXFORD
UNIVERSITY PRESS, 1974

- 10 ELT CELL, UNIVERSITY OF BOMBAY - NOTE-MAKING AND COMPOSITION EXERCISES, 1979
11. V SARASWATHI - ORGANISED WRITING BOOK 1: ORIENT LONGMAN
12. V R NARAYANA SWAMY - ORGANISED WRITING BOOK II: ORIENT LONGMAN

FOR TEACHERS:

1. BRIGHT, L.A. AND MCGREGOR, G.P. TEACHING ENGLISH AS A SECOND LANGUAGE, LONGMANS, 1970
2. DOUGHTY, PETER PEARCE, JOHN THORNTON, GEOFFREY. LANGUAGE IN USE, EDWARD ARNOLD, 1973.

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UNIVERSITY OF BOMBAY
THE EXAMINATION FORMAT FOR
COMMUNICATION SKILLS IN ENGLISH
: THIS WAS BROADLY ENVISAGED AS :

Reading : 40% of the total marks.

Three levels:

Level I : 20% of the total marks.

Level II : 10% of the total marks.

Level III : 10% of the total marks.

Passages to be chosen from various types of writing:
factual, informative [this includes rules and tables],
discursive, descriptive, subjective, evaluative.

Comprehension questions to test whether the student can understand " plain meaning " [ie the meaning that rests on a proper interpretation of the vocabulary items complex sentence structures], interpret rules and tables, perceive the logic of presentation, judge the tone and attitude of writer, grasp suggested or implied meaning, evaluate from the detail, and make a prediction based on the content.

Note : 15% of the total marks.
making

A suitable prose passage with a reasonably well defined pattern of organisation to be given and the student asked to make notes. An incomplete outline suggesting the general form of the notes may also be provided to assist the student.

The object : to test whether the students can perceive the organisation and scope of a prose passage, assess the relative importance of particular points and make the schematic summary of the whole.

Writing : 40% of the total marks.

Two levels:

Level I : [20% of the total marks]: controlled composition using suggested information and/ or organisation.

Level II: [20% of the total marks]: writing task using suggested situation but with independent selection of detail and organisation.

The tasks : may entail descriptive, narrative, factual or imaginative writing:

The Form : may be a letter [semi-official or official or personal], an essay, a dialogue, a report, a diary, a notice and the like.

Speaking: 5% of the total marks.

Task to be set that would allow some aspect of speaking ability to be tested through writing: eg. marking of stressed syllables in words or marking of words receiving emphasis in sentence.

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