

A STUDY OF THE PERCEPTIONS AND ATTITUDES OF TEACHERS
AND STUDENTS TOWARDS THE TEACHING AND LEARNING OF
ENGLISH AS A SECOND LANGUAGE AT THE UNDERGRADUATE
LEVEL IN THE COLLEGES OF SHILLONG

THESIS SUBMITTED
FOR THE DEGREE OF

DOCTOR OF PHILOSOPHY IN LINGUISTICS

Guide : Prof. Juanita War

Investigator : Mrs. Tarun Kumari Bamon

To



DEPARTMENT OF LINGUISTICS
NORTH-EASTERN HILL UNIVERSITY
UMSHING, MAWKYNROH
SHILLONG
2000

Blessed be the Lord my strength ... my goodness and my fortress, my
high tower, and my deliverer: my shield and He in whom I trust

Psalm : 144 : 1 - 2

NORTH-EASTERN HILL UNIVERSITY
DEPARTMENT OF ENGLISH

Mayurbhanj Complex, Nongthymmai, Shillong – 14

I *Tarun Kumari Bamon* hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form the basis of award of any previous degree to me or to the best of my knowledge to any body else, and that the thesis has not been submitted by me for any degree in any other Universities/Institute.

This is being submitted to the North-Eastern Hill University for the award of the degree of Doctor of Philosophy in Linguistics.

Dated: April 4, 2000.

Tarun Kumari Bamon
(*Tarun Kumari Bamon*)
Candidate

J. War
(Prof. J. War)
Professor
Supervisor

J. War
(Prof. J. War)
Head of Department **Head**
Linguistics Department
NEHU, Shillong-14

ACKNOWLEDGEMENTS

This work would not have been possible without the active help and cooperation of many people. I am deeply grateful and acknowledge my indebtedness to the following:

- Prof. J. War, Head, Dept. of Linguistics, NEHU, who, through her able, expert supervision, sympathetic guidance, inspired the study and helped me to organize my ideas meaningfully.
- Dr. S. Syngoh, Dept. of Education, NEHU, who, but for her help and meticulous instructions, I would not have been able to complete a major chunk of the study.
- Dr. S. Bhattacharjee, Dept. of Education, Dr. E. Syiem, Dept. of English, Dr. R. Sachdeva, Dept. of Linguistics, Dr. R. C. Pandey, Deputy Librarian, CIEFL RC, Shillong, for their presence at the Pre submission Seminar. Their reactions and insights have contributed a valuable perspective to my study..
- Dr. Goyal, Dept. of Geography, for processing the data, his friendly advice and encouragement.
- Mr. MC Babu, Lecturer, Dept. of English, Lady Keane College, a friend and colleague, who sat through with me at the computer and through his expertise, patiently organized and shaped the final draft of my work.
- Prof. L. Pyngrope, Lecturer, Dept. of Physics, Lady Keane College, who helped me immensely, by giving access to certain valuable information.
- Mummy, my husband Alex, my children Phrangky, Larry, Barry and Ruth for their prayers, their patience, their sympathetic encouragement and inspiration.
- Late Prof. J. C. Mohanty, Prof. K.C. Baral, Director, CIEFL, and all my colleagues and friends at the institute for their help and advice.
- Sela, whose interest and imagination have been a source of support and inspiration.
- Par, Mrs. Poon, Kong Tariang, Burman, Prof. Sarkar, Bro. Miranda, Indrani, Tapasi, Christine, Rockyer, Angela, Lata, Mandakini, John Joy, Iadlang, Lurwin Panigrahi, who have given their time generously to help me get the needed information.
- The students and teachers who provided the data on which the study is based and without whose support this study may remain but an idea.

T. Kumari Bamon

T. Kumari Bamon

CHAPTER DIVISIONS

Chapter 1: Theoretical Background of the Study

Overview

- 1.1 Introduction
- 1.2 Background of the study
 - 1.2.1 The Study and its setting
 - 1.2.2 Introduction of Education in the Khasi Hills
 - 1.2.3 The Education System
 - 1.2.4 Role of English in Shillong
 - 1.2.5 The Present Status of the English Teaching Situation in the Colleges.
- 1.3 Attitudes
 - 1.3.1 Concept of Attitudes
 - 1.3.2 Definition of Attitudes
 - 1.3.3 Determinants of Attitudes
 - 1.3.4 Function of Attitudes
 - 1.3.5 Classification of Attitudes
 - 1.3.6 Conclusion

Chapter 2: Theoretical Discussion and Review of the Related Literature on Affective

Variables

- 2.1 Introduction
- 2.2 Affective Variable and Second Language Learning
- 2.3 Models of SLA and the place of Attitudes
 - 2.3.1 The Acculturation Model

- 2.3.2 Jakobovits' 3-way Interaction Model
- 2.3.3 The Accommodation Model
- 2.3.4 Gardener's Theoretical Model and Social and Psychological aspects of SLA
- 2.3.5 Krashen's Monitor Model
- 2.4 Resume of Work on Attitudes and Language Learning
- 2.5 Affective Variables and Second Language Teaching
- 2.6 Models of Second Language Teaching
 - 2.6.1 Campbell's Model
 - 2.6.2 Spolsky's Model
 - 2.6.3 Ingram's Model of Language Teaching
 - 2.6.4 Mackey's Interaction Model
 - 2.6.5 Streven's Model of Language Learning and Language Teaching
 - 2.6.6 Runkel's Model
 - 2.6.7 Dunkin & Biddles' Model
- 2.6 Resume of work on Attitudes and Language Teaching

Chapter 3: Method and Procedure

- 3.1 Introduction
- 3.2 Statement of the problem
- 3.3 Rationale of the study
- 3.4 Definition of terms used
- 3.5 Objectives
- 3.6 Structure of the thesis
- 3.7 Scope and Delimitation of the Study
- 3.8 The Null Hypothesis

- 3.8.1 Null Hypotheses for Category A (Students)
- 3.8.2 Null Hypotheses for Category B (Teachers)
- 3.8.3 Null Hypotheses for Category C (Students & Teachers)
- 3.9 The Population & the Sample
 - 3.9.1 The Sample
 - 3.9.1.1 Definition of the Student Population
 - 3.9.1.2 Description of the Student Sample
 - 3.9.1.2.1 Sample for the Administration of the Students
Try Out Attitude Scale (STAS)
 - 3.9.1.2.2 Sample for the Administration of the Students
Final Attitude Scale (SFAS)
 - 3.9.1.3 Definition of the Teacher Population
 - 3.9.1.4 Description of the Teacher Sample
 - 3.9.1.4.1 Sample for the Administration of the Teachers
Try Out Attitude Scale (TTAS)
 - 3.9.1.4.2 Sample for the Administration of the Teachers
Final Attitude Scale (TFAS)
- 3.10 Selection of tools used for the study
- 3.11 Measurement of Attitude
 - 3.11.1 Thurstone Scale
 - 3.11.2 Likert Scale
 - 3.11.3 Guttman Scale
 - 3.11.4 Semantic Differential
- 3.12 Problems of Attitude Measurement
- 3.13 Justification of the Scale Adopted for the Study]
- 3.14 Construction of the Attitude scale

- 3.14.1 Description of Students Try Out Attitude Scale
- 3.14.2 Description of Teachers Try Out Attitude Scale
- 3.15 Need for the experimental study
- 3.16 Scoring
- 3.17 Item Analysis
- 3.18 Selection of Items
 - 3.18.1 Selection of Items from TTAS
 - 3.18.2 Construction of TFAS
 - 3.18.3 Administration of TFAS
 - 3.18.4 Selection of Items from STAS
 - 3.18.5 Construction of SFAS
 - 3.18.6 Administration of SFAS
- 3.19 Statistical Techniques used
- 3.20 Conclusion

Chapter 4: Analysis of Teachers' Data and Interpretation of the Results

- 4.1 Introduction

Section I

- 4.2 Profile of the Teacher
 - 4.2.1 Sex
 - 4.2.2 Age
 - 4.2.3 Status
 - 4.2.4 Professional Training

Section II

- 4.3 Results of the Teachers Interview

Section III

4.4 Results of the Contact with English Scale for Teachers

Section IV

4.5 Analysis of the Frequency Distribution

4.5.1 Description of the Frequency Distribution

4.5.1.1 F. D. of the Five Attitude Objects

4.5.1.2 F.D. on the Basis of Gender

4.5.1.3 F.D. on the Basis of Professional Training

4.5.1.4 F.D. on the Basis of Teaching Experience

4.5.1.5 Conclusion

4.6 Analysis of the Teachers Attitude Scale

4.6.1 Characteristics of the Teachers Sample covered by the Attitude Scale

4.6.2 Mean and S.D. of Total Attitude Scale

4.6.3 Comparison of the Mean Attitude Score of Teachers toward Teaching English and its Five Components on the basis of Sex

4.6.4 Comparison of the Mean Attitude Score of Teachers toward Teaching English and its Five Components on the basis of Teaching Experience

4.6.5 Comparison of the Mean Attitude Score of Teachers toward Teaching English and its Five Components on the basis of Professional Qualification

4.6.6 Discussion of the Findings of the Teachers Attitude Scale

4.6.7 Conclusion

Chapter 5: Analysis of Students' Data and Interpretation of the Results

5.1 Introduction

Section I

5.2 Profile of the Student

5.2.1 Sex

5.2.2 Age

5.2.3 Type of College

5.2.4 Stream of Study

Section II

5.3 Results of the Students Interview

Section III

5.4 Results of the Contact with English Scale for Students

Section IV

5.5 Analysis of the Frequency Distribution

5.5.1 Description of the Frequency Distribution

5.5.1.1 F.D. of the Five Attitude Objects

5.5.1.2 F.D. on the Basis of Gender

5.5.1.3 F.D. on the Basis of the Stream of Study

5.5.1.4 Conclusion

5.6 Analysis of the Students Attitude Scale

5.6.1 Characteristics of the Students Sample covered by the Attitude Scale

5.6.2 Mean and S.D. of Total Attitude Scale

- 5.6.3 Comparison of the Mean Attitude Score of Students toward Teaching English and its Five Components on the basis of Sex
- 5.6.4 Comparison of the Mean Attitude Score of Arts and Science Students toward Teaching English and its Five Components
- 5.6.5 Comparison of the Mean Attitude Score of Arts and Commerce Students toward Teaching English and its Five Components
- 5.6.6 Comparison of the Mean Attitude Score of Science and Commerce Students toward Teaching English and its Five Components
- 5.6.7 Discussion of the Findings of the Students Attitude Scale
- 5.6.8 Conclusion

Chapter 6: Comparative study of Teachers and Students' Attitude Scale

- 6.1 Introduction
- 6.2 Characteristics of the Teacher and Student Sample covered by the Attitude Scale
- 6.3 Comparison of the Attitude of Teachers and Students on the Teaching of English in general
- 6.4 Comparison of the Attitude of Teachers and Students towards the Purpose of Teaching English
- 6.5 Comparison of the Attitude of Teachers and Students towards the Course Materials used

- 6.6 Comparison of the Attitude of Teachers and Students towards the Method adopted to teach English
- 6.7 Comparison of the Attitude of Teachers and Students towards Examinations
- 6.8 Discussion of the Findings
- 6.9 Conclusion

Chapter 7: Conclusion

- 7.1 Introduction
- 7.2 Background Characteristics of Students
- 7.3 Summary of the Findings
- 7.3.1 Summary of the Findings of the Students' Contact with English scale
- 7.3.2 Summary of the Findings of the Students' Interview
- 7.3.3 Summary of the Findings of the Students' Final Attitude Scale
- 7.4 Background Characteristics of Teachers
- 7.5 Summary of the Findings
- 7.5.1 Summary of the Findings of the Teachers' Contact with English scale
- 7.5.2 Summary of the Findings of the Teachers' Interview
- 7.5.3 Summary of the Findings of the Teachers' Final Attitude Scale
- 7.6 Contributions of the study.
- 7.7 Suggestions for further research.
- 7.8 Conclusion.

Bibliography

Appendix

LIST OF TABLES.

TABLE No.	TITLE.
1.1.	Khasi Canvas.
3.1.1.	Description of the Sample for the STAS.
3.1.2.	Description of the Sample for the SFAS (Arts stream).
3.1.3.	Description of the sample for the SFAS (Science stream).
3.1.4.	Description of the sample for the SFAS (Commerce stream).
3.1.5.	Distribution of the population and the sample.
3.2.1	Description of the Sample for the TTAS.
3.2.2.	Description of the sample for the TFAS.
3.3.3.	Distribution of the population and the sample.
3.4.	A summary of the Tools and Instruments used for the study.
3.5.1	Distribution of the statements of the STAS to the experts.
3.5.2.	Distribution of the statements of the TTAS to the experts.
3.5.3.	Description of the STAS.
3.5.4.	Description of the TTAS.
3.6.	High Score and Low Score, ID and CR of the TAS.
3.7.	List of the 50 items selected for the TFAS.
3.8.	Distribution of the items for the TFAS.
3.9.	High Score and Low Score ,ID and CR of the SAS.
3.10.	List of the 50 items selected for the SFAS.
3.11.	Distribution of the items for the SFAS.
4.1.1.	Profile of the teacher in terms of Sex.
4.1.2.	Profile of the teacher in terms of Age.
4.1.3.	Profile of the teacher in terms of marital status.
4.1.4.	Profile of the teacher in terms of professional qualification.
4.2.	Statements of the interview of the along with the responses.
4.3.	Results of the Contact with English Scale.
4.4.1.	Frequency distribution of the Total attitude score.
4.4.2.	FD. of scores on purpose .
4.4.3.	FD. of the scores on course materials.
4.4.4.	FD. of the scores on methods.
4.4.5.	FD of the scores on examinations.
4.4.6.	FD of the scores on teaching English as a profession.
4.4.7.	FD of the scores of female teachers
4.4.8	FD of the scores of male teachers.
4.4.9.	FD of the scores of Teachers with PT.
4.4.10.	FD of the scores of teachers without PT.
4.4.11.	FD of the scores of teachers with less than 6 years of teaching experience.
4.4.12.	FD of the scores of teachers of teachers with more than 6 years of teaching.
4.5.1	Mean Score and SD of the Total Attitude Scale.

- 4.6.1. Significance of difference between the means of male and female teachers towards the entire English teaching programme.
- 4.6.2. Purpose.
- 4.6.3. Course materials.
- 4.6.4. Methods.
- 4.6.5. Examinations.
- 4.6.6. Teaching English as a profession.
- 4.7.1. Significance of difference between the means of senior and junior teachers towards the ET programme.
- 4.7.2. Purpose Comparison.
- 4.7.3. Course materials.
- 4.7.4. Methods.
- 4.7.5. Examinations.
- 4.7.6. Profession.
- 4.8.1. Significance of the difference between the means of teachers with and without PT towards the ET programme.
- 4.8.2. Purpose.
- 4.8.3. Course materials.
- 4.8.4. Methods.
- 4.8.5. Examinations.
- 4.8.6. Profession.
- 5.1.1. Profile of the student in terms of Sex.
- 5.1.2. Profile of the student in terms of Age.
- 5.1.3. Type of college
- 5.1.4. Profile of the student in terms of stream of study..
- 5.2. Statements of the interview of the along with the responses.
- 5.3. Results of the Contact with English Scale.
- 5.3.1. Maximum and Minimum Contact
- 5.4.1. Frequency distribution of the Total attitude score.
- 5.4.2. FD. of scores on purpose .
- 5.4.3. FD. of the scores on course materials.
- 5.4.4. FD. of the scores on methods.
- 5.4.5. FD of the scores on examinations.
- 5.4.6. FD of the scores on the English teacher.
- 5.4.7. FD of the scores of female students.
- 5.4.8. FD of the scores of male students..
- 5.4.9. FD of the scores of Arts students.
- 5.4.10. FD of the scores of Commerce students.
- 5.4.11. FD of the scores of Science students.
- 5.5.1. Mean and SD of the Total Attitude Scale.
- 5.6.1. Significance of difference between the means of male and female students towards the entire English teaching programme.
- 5.6.2. Purpose.
- 5.6.3. Course materials.
- 5.6.4. Methods.
- 5.6.5. Examinations.

- 5.6.6. English teacher.
- 5.7.1. Significance of difference between the means of Arts and Science students towards the ET programme.
- 5.7.2. Purpose.
- 5.7.3. Course materials.
- 5.7.4. Methods.
- 5.7.5. Examinations.
- 5.7.6. English teacher.
- 5.8.1. Significance of the difference between the means of Arts and Commerce students towards the ET programme.
- 5.8.2. Purpose.
- 5.8.3. Course materials.
- 5.8.4. Methods.
- 5.8.5. Examinations.
- 5.8.6. English teacher.
- 5.9.1. Significance of the difference between the means of Science and Commerce students towards the ET programme.
- 5.9.2. Purpose.
- 5.9.3. Course materials.
- 5.9.4. Methods.
- 5.9.5. Examinations.
- 5.9.6. English teacher.
- 6.1. Significance of the difference between the mean score of Teachers and Students towards the ET programme.
- 6.2. Purpose.
- 6.3. Course materials.
- 6.4. Methods.
- 6.5. Examinations.

LIST OF FIGURES

SL.NO.	FIG. NO.	TITLE
1	1.1	Components of Attitude.
2	2.1.1	Jakobovits 3 way model.
3	2.1.2	Schematic representation of the theoretical model.
4	2.1.3	Gardener's representation of the motivation to learn French.
5	2.1.4	Gardener's socio-educational model.
6	2.1.5	Krashen's monitor model.
7	2.1.6	Framework for Examination of Second Language Learning
8	2.2.1	Mackey's model.
9	2.2.2	Streven's model.
10	2.2.3	Runkel's model.
11	2.2.4	Dunkin and Biddle's model.
12	2.2.5	Teaching Learning Model
13	4.1.1	Distribution of Male and Female Teachers
14	4.1.2	Age Profile – Teachers
15	4.1.3	Marital Status – Teachers
16	4.1.4	Professional Status – Teachers
17	4.2.1	F. D. of Total Attitude Score
18	4.2.2	F. D. on Purpose
19	4.2.3	F. D. on Course Materials
20	4.2.4	F. D. on Method
21	4.2.5	F. D. on Examinations
22	4.2.6	F. D. on Profession
23	4.2.7	F. D. of Total Attitude Score – Female Teachers
24	4.2.8	F. D. of Total Attitude Score – Male Teachers
25	4.2.9	F. D. of Total Attitude Score of Teachers with P. T.
26	4.2.10	F. D. of Total Attitude Score of Teachers without P. T.
27	4.2.11	F. D. of Total Attitude Score of Junior Teachers
28	4.2.12	F. D. of Total Attitude Score of Senior Teachers
29	5.1.1	Distribution of Male and Female Students
30	5.1.2	Distribution of Students Age-wise
31	5.2.1	F. D. of Students' Total Attitude Score
32	5.2.2	F. D. on Purpose
33	5.2.3	F. D. on Course Materials
34	5.2.4	F. D. on Method
35	5.2.5	F. D. on Examinations
36	5.2.6	F. D. on English Teacher
37	5.2.7	F. D. of Male Students
38	5.2.8	F. D. of Female Students
39	5.2.9	F. D. of Arts students
40	5.2.10	F. D. of Commerce Students
41	5.2.11	F. D. of Science Students
42	6	Distribution of Male, Female and Co-ed Colleges
43	7	Map of Meghalaya – East Khasi Hills

LIST OF APPENDICES

Appendix No.	Title
A1	Description of the Teacher Population
A2	Description of the Student Population
A3	Student Population only from East-Khasi Hills
B1	The Teachers' Try-out Questionnaire
B2	The Teachers' Questionnaire
C1	The Students' Try-out Questionnaire
C2	The Students' Questionnaire
D1	Statements of the Teachers' Interview
D2	Statements of the Students' Interview
E1	Raw Data of Teachers' Contact with English Scale
E2	Raw Data of Students' Contact with English Scale
F1	Raw Data of Teachers' Attitude Scale
F2	Raw Data of Students' Attitude Scale

UNDERSTANDING

A paraphrase of 1 Corinthians 13:1-13 for Teachers

By Elouise B. Rivinius

*Though I teach with the skill of the finest teachers
And I have not understanding,
I am become a clever speaker and charming entertainer;*

*And though I understand all techniques and all methods,
And though I have much training so that I feel competent,
But have no understanding of the way my pupils think,
It is not enough;*

*And if I spend many hours in lesson preparation
And become tense and nervous with the strain
But have no understanding of the personal problems of my students,
It is still not enough.*

*The understanding teacher is very patient and very kind,
Is not shocked when young people bring him their confidences,
Does not gossip, is not easily discouraged,
Does not behave himself in ways that are unworthy,
But is all times a living example to his students,
Of the good way of life he speaks.*

*Understanding never fails,
Whether there be materials they shall become obsolete;
Whether there be methods, they shall become outmoded;
Whether there be techniques, they shall be abandoned;*

*For we know only a little
And can pass on to our students only a little;
But when we have understanding,
Then all our efforts will become creative,
And our influence will live forever in the lives of our pupils.*

*When I was a child I spoke with immaturity;
My emotions were uncontrolled and I behaved childishly;
But now that I am an adult I must face life as it is,
With courage and with understanding.*

*And now abide skill, devotion, understanding: these three;
And the greatest of these is understanding.*

CHAPTER I

1.1 Introduction

Interesting issues have been brought to light by research into second language acquisition and the processes that take place in language learning. The process of learning a language as has been proved by various studies is said to involve a total commitment on the part of a learner - physical, intellectual and emotional. However of the major facets of human behavior the affective domain has been considered by most researchers to be crucial in governing a person's success or failure in learning a language. In recent years several models of language learning and teaching have been proposed in an effort to describe the relationship among variables that can affect the rate of achievement in the learning of a language. The models have included variables - psychological, socio-economic, socio-cultural and pedagogic. Some of the variables that have been widely discussed includes age, personality factors (empathy, anxiety, aptitude) and of course, attitude and motivation. An area of research into the affective domain in Second Language acquisition which have however, contributed immensely to an understanding of acquisition and learning is the work on language attitude. Attitude in this respect would refer to a "mental state of readiness organized through experiences which exerts a dynamic influence upon the individual's response to all situations' (Allport 1935).

In fact, acquisition studies (Krashen-1981, Gardner et al - 1976) as well as the experiences and intuitions of both teachers and learners point to the

importance of attitude over and above the considerations of aptitude and intelligence as an important variable in language learning. It was in 1970, that Gardner and Lambert proved on the basis of experiments carried out in different universities in the U.S, the Philippines and Canada, that the processes of language learning was significantly affected by the learner's attitude. They stated that the learner's attitude "determined how successful the learner will be, relatively in learning the new language." The learner's willingness, they further stated, was determined by "the learner's attitude towards the other group in particular and by his orientation towards the learning task itself." (Gardener and Lambert, 1972). Jakobovits (1940) further says that "an intellectual capacity and an appropriate attitudinal orientation towards the other language group coupled with a determined motivation" is required for successful language learning. Supported by these findings it can therefore be affirmed that the right attitudinal factor will produce two effects. It will encourage useful input and allow the acquirer or the learner to be open and so will encourage intake.

Oller, Hudson and Liu (1977) following certain measures developed by Spolsky(1969) studied the relationship between attitude and the attained proficiency in English among native speakers of Chinese in the U.S. The study revealed meaningful clusters of attitude variables related to English proficiency. From this point of view, it can be seen that the learner is directly responsible for either learning or not learning a language taught formally in an institution. The viability of this observation is aptly reflected in an announcement made by an exasperated language teacher - "there is no point in my telling them over and

over again...they weren't going to learn it until they decided they wanted to learn it".

Attitudes are therefore a vital force, which determines on whether a learner embarks on a task at all. They also determine the effort and the time the learner puts in trying to learn the language. So the learner approaches the language with certain attitudes - or in other words, learning is accompanied by emotional reactions which may sometimes lead to a constellation of likes and dislikes directed towards the language in question and all language in general. Because of this it can be assumed that an understanding of how attitudes facilitate or hinder language learning will also reveal how much they can be controlled or manipulated to enable the learner to be more confident in language learning.

However, what has been said about the learner, his attitude towards the language and learning, will not suffice. Any research undertaken in the field of education in general and language in particular ultimately leads to the classroom - a planned learning situation where that which is to be learnt and the means by which learning is to be accomplished, is provided. Every learning situation has three components - the teacher, the student and the methods/materials. It is how these components are associated and related to one another that results in definite psychological and pedagogical consequences. So, although it is certainly helpful to understand the learner from a psychological perspective, it is equally important to attend to the other side of the table - to the teacher and to the attitude he/she brings with him or her into the classroom. After all every teacher

brings with him or her, a personal view, a belief, an attitude that interpermeates with his or her work. Curricular and methodological innovations may be prompted by the interest of the learners, but they will ultimately depend on the teacher for their implementation. As Aggarwal (1984: 112- 113) says - "any method good or bad links up the teacher and his pupils into an organic relationship with constant mutual interaction". Every teacher and educationist also knows that even the best curriculum and the most perfect syllabus will remain dead unless quickened into life by the right method of teaching and by the right kind of teacher, a teacher with the right kind of attitude.

The perception teachers have of their role and their contribution to the learning process, their own L2 experiences and proficiency, their attitude to the work, the learner, the course and the authorities, all influence the views that teachers have. Again language learning is not a one way process. Teachers and students develop a network of interpersonal relations that can contribute positively and meaningfully to success in language learning. But ironically though a teacher is an irreplaceable element in language instruction and the centrality of his/her role in the learning process remains unchallenged, most often a teachers view or for that matter, a teacher's attitude is not often considered a worthwhile subject of discussion.

Discussions on teaching methodologies and course materials often bypass these issues. They are either considered as being too delicate, sensitive or even divisive. Yet there is undoubtedly a fairly coherent set of attitudes on the part of the teacher, which can constitute a kind of a social and a psychological

impact on the students. A teacher's attitude, perception and expectation of his students can affect their performance immensely and can therefore partly explain or help to determine the causes of a student's success or failure in language learning.

Qualitative improvement depends also to a large extent on the sincerity and positive attitude of the teacher concerned. The mere physical presence of the teacher will not result in learning. A positive attitude which implies a willingness and a readiness to work is an essential requisite for any successful learning to take place. A student's willingness to learn will have to depend on how the teacher sets up the task, gives the necessary encouragement and participates with the student to make him aware of success. The dynamics of teacher-student interaction can have influences positive and negative. So not only is the attitude of the student but the attitude of the teacher an important variable to be investigated and studied. It is responsible for the socio-emotional classroom which is required for a conducive teaching and learning atmosphere.

Much of the traditional research on teachers and teaching have arisen from practical interest in discovering better methods for selection of good teachers. In recent years this type of study is supplemented by attempts to provide a more detail and elaborate analysis of social and educational goals; so that a clearer criteria can be applied to the study of teacher effectiveness. There has also been an increasing study of the effects of teacher behavior on colleagues and educationists. Not much work though has been done on the impact of the teacher attitude on English learning and teaching.

This study therefore proposes to find out the attitude and perception of both teachers and students to the teaching of English in the colleges of Shillong. It is hoped that the findings of the study will reveal new insights and perspectives about issues such as teacher-student relationship, the needs, and expectations of students from the English course and perhaps the attitude of teachers to their work, to the learners and to the whole programme of teaching English as a whole. The study will also highlight other key factors associated with the intellectual and academic development of both teachers and students.

1.2 Since language is a social mechanism, any attitudinal study can only make sense against its actual context. Therefore the process of second language learning can be better understood if the social dimension is included. This is because it plays a major role in developing in the teacher and the student a set of attitude towards the language learned. Again, it is the background which shapes most of the teachers and students attitude and will therefore explain their reactions and opinions to different aspects of education in general and to the teaching of English in particular. A part of the chapter will therefore be a note on the actual context of the study - a linguistic and educational background of the state where the investigation will be carried out.

A study of only one aspect of education, in this context, the teaching and learning of English, cannot be seen as an entirety in itself. If one is to understand the attitude of the teachers to their work and profession and to teaching as a whole it is only proper to determine their attitude and perceptions about the

syllabus, the curriculum, the examination system and the different facilities for teaching.

From the learners point of view it will also be necessary to get some feedback of their attitudes to the aims and purposes of English education. A section in this chapter will attempt to give a brief background of education especially the introduction of English in the hills, the role it plays, and the status it occupies in the state.