



IMPORTANCE OF ENGLISH LANGUAGE EDUCATION IN TN STUDENTS

¹ Sathya C

M.Phil. Scholar,
Department of English,
Bharath Institute of Higher Education and
Research,
Chennai, India

² B. Caroline

Associate Professor,
Department of English,
Bharath Institute of Higher Education and
Research,
Chennai, India

ABSTRACT

A concern for students' inability to adequate writing skills and their inability to communicate effectively even after long years of schooling, led to taking up of this study. The thesis was an attempt to find out reasons for learners' failure in becoming proficient in written communication. The primary intention of the study was to investigate into and analyze ways of teaching writing skills in the secondary level of the selected vernacular medium schools and devise strategies of improving writing skills among the learners. This was attempted by trying to generate awareness about the importance of writing skills in the learners. Perception on what writing process is, what are the difficulties involved in the process and what leads to ineffective teaching and learning conditions were concerns taken up for investigation in the study.

KEYWORDS: *English language, higher education, internationalization, modern technology.*

INTRODUCTION

The task of teaching writing lies mainly in the hands of teachers. The writing ability of students of the secondary level can be improved only if the right kind of curriculum and guidance in the form of tasks and teaching of skills is provided. While current research has not provided a specific formula, nevertheless it suggests important insights that can influence the teaching of writing at the secondary level. Language development can be promoted when writing is taught purposefully and communicatively.

There is a fall in the acquisition of the English language both at the secondary level (school) and Intermediate level (college), the root cause being the earlier school background of these students. The geographical and social background of the learners apart, the teachers is also handicapped by want of a methodology of teaching the language. The teachers of the government and the government aided schools do not have proper training and fail in teaching the language skills. These teachers fail in using the texts for the benefit of the students. And the result is that the learners of the conventional class rooms where the text book is the center fail in participating in the learning process because they fail in coping with the process of learning the language.

While language teaching philosophy has adopted a new outlook, where focus is put on

language teaching abilities, the trend is found to be only technically apparent in the syllabi implemented by SEBT after 1986. But that knowledge is not expressed in the actual teaching situation that prevails in most of Tamilnadu 's vernacular medium colleges, under SEBT jurisdiction. A review of the specified texts and a presentation of the principles of structured grammar take place in actual classroom instruction. Education received at each level has an impact on the next level. A strong foundation at the primary level would definitely help in the students' performances at the tertiary level.

The reason for poor performance has been attributed to lack of trained teachers, faulty teacher selection process leading to poor school management, ineffective language components in the texts etc. One of the major objectives of teacher training programmes is to equip teachers with the necessary skills to identify some of the challenges in their classrooms, and also to find suitable solutions. With a view to offer quality education in the secondary schools of Tamilnadu, the Government of Tamilnadu has amended the Tamilnadu Secondary. The government by recently accepting the regulation set by National Council for Teachers Education and making Teachers' Eligibility Test mandatory in selection of primary and middle school teachers have taken a right step towards the empowering of the



learners. It is hoped that the state government's recent decision of recruiting trained and competent teachers in the primary level will pave the way for the creation of a healthy learning environment in the vernacular medium schools run by the state board of Tamilnadu.

Another noticeable development is the move towards standardization of curriculum of all the subjects at the school level across the state. This has been happening ever since 'Education' has moved into concurrent list and NCERT has been taking special effort in this process of standardization. In Tamilnadu, SEBT (Secondary Education Board of Tamilnadu) and Tamilnadu Higher Secondary Council have been initiating the work of systematic curriculum review. Here arises the need of discussing the challenges faced while helping the socially disadvantaged vernacular medium students in coping with this standardization. For these learners successes in learning English have been elusive in spite of many years of teaching the subject, which impacts upon their morale.

The role played and initiative taken by the State Government in formulating the educational policies and specifically in framing the English syllabi needs to be analyzed and debated upon. Government has framed National Council of Education Research and Training (NCERT) to develop the curriculum framework for enhancing the English proficiency of the student to meet the global competition. NCERT helps the Government to take decisions on implementing new policies and major program in the field of education, especially in school education. The NCERT framework of English Language Learning is well arranged, well constructed, well designed and well thought out. It provides a holistic perspective on acquiring of English language. In spite of that investigations have revealed that inadequacies in the acquisition of the language skills specified by the NCERT syllabus exist among disadvantaged vernacular medium students in Tamilnadu. The factors leading to these inadequacies could be lack of implementation of effective tools and technologies inside classroom, socio-economic background of the students etc. So the mismatches that exist between the curriculum requirement and the student outcome at the end of the class needs to be well researched. The conclusion drawn is that haphazard introduction of the NCERT syllabi at different levels have left the teachers and students perplexed. Bell (1983) claims that teachers are, in the main, consumers of other people's syllabuses; in other words their role is to implement the plans of applied linguists, government agencies, and so on. It is hoped that the state government's decision of recruiting trained and competent teachers in the primary level will pave the way for the creation of a healthy learning

environment in the vernacular medium schools run by the state board of Tamilnadu.

Change in the Education sector can be brought about only by paying attention to the 'teacher factor' and bringing about a curriculum review by keeping in mind the language capabilities of the concerned students. Efforts should be directed towards the improvement of teacher education which could be brought about through upgrading curricula, providing in-service education, utilizing modern educational technologies, encouraging experimentation, innovations and above all, improving service conditions of teachers as well as teacher educators at various levels. Institutions for teacher education must be equipped with sufficient and necessary tools-mental, physical, and intellectual-to face the changing society's current challenges effectively. Professional teachers will enable the learners to develop language skills. Only then would we be able to get closer to Prabhu's (1987) dream of a successful educational framework that is not one in which all or most teachers conduct the same prescribed classroom procedures, but rather a framework in which all or most teachers work with a sense of plausibility over any procedures they wish to pursue, and the sense of plausibility of each teacher is as 'alive' or involved.

In today's global environment, English has been, with the aid of digital technologies, the most popular and influential language spoken and used at both national and international levels. Particularly in many industries, it has played a major role as medicine, engineering, politics, economics, foreign relations, and higher education, the most important field where English is required. It has now become a tool of higher education in a vast number of countries, a fundamental means of second language learning / teaching, a center of access to new science and scientific study, and a means of global connectivity and livelihood benefit.

In several countries across the globe, in addition to EU countries such as Germany, Turkey, China, the Republic of Korea, Malaysia, Indonesia, Japan, Australia, India ... the importance of offering English-language education alongside their natives is now being recognized at the level of higher education. Significant measures have also been taken to increase the standard of English-language teaching at the institutional, scholarly, student, publishing, and study levels. And to assert foreign influence over English language, it goes beyond its tertiary. In order to hold it up-to-date, multiple English language abilities, preparation and degree programmes are handled not only within but also internationally for higher education internationalization. This article, however, signifies the importance of English in modern education, particularly in the higher education field, and the importance of modern technology in fostering quality English language



learning / teaching to fulfil expectations, connectivity needs, and cultural exchange worldwide.

CONCLUSION

No matter in which region, what instructional platform, or what subjects are being learned, English is truly there as an integral part of the studies or schooling. In order to internationalize higher education, English is not only needed locally but globally as a means of access to the main information of students in all fields, connecting with the world's most reputed universities, seeking a range of degree programmes and seeking high-quality employment and roles in educational institutions and multinational companies elsewhere.

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