CONCLUSION
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The foregoing discussion of the various trends in English language teaching and the implications of adopting a communicative method reveal that a lot needs to be done to change the existing system of teaching and learning English at the college level in J & K. The basic issue to be considered is that the outlook of learners as well as teachers need to undergo a radical transformation. Whereas the teachers realize the need to abandon their authoritative attitude the learners are to be motivated to accept the new responsibilities with full awareness of what the method entails. The new student–teacher relationship has to be made acceptable to both sides. This needs a lot of effort from both the sides.

Besides, one glaring fact which stands out and weighs all other considerations is the training of teachers. Since teachers are the main agents of change no innovation can be possible without it being realised and accepted by the teachers. A very practical way of training teachers is by sending them to the CIEFL Hyderabad or to its Northern Wing at Lucknow for an intensive full-time training in the slack session each year. This could be managed on a rotation basis with half the faculty members receiving training and the other half managing the college engagements. The position would be reversed the following year. This would ensure that by the start of the new session our teachers would be fully acquainted with what and how to teach.

Teachers need to be consulted at every step and actually involved in the framing and implementation of the new method. The responses of the teachers to the questionnaire given to them reveal that they are desirous of a change in
the various aspects of the curriculum. They however regret (as the interviews held with them reveal) that their senior show a cold attitude to any change. The senior faculty members who are on the verge of retirement do not want a change in the syllabus or course books for their own reasons and unfortunately they are the people framing the syllabuses at the boards of studies. This trend has to be done away with and members to the boards of studies need to be taken on account of their professional excellence and performance. Only such members who are really experts in their fields have a right to decide what materials to include and what changes to incorporate. Seniority alone should not be the criterion for this responsibility. This again is something which is within the limits of the possible and awaits implementation. Moreover the whole educational system needs to work in co-ordination at all levels. The school, the intermediate, the college and the university education levels have all to be well-knit and properly graded. Any shortcomings at any level will show in magnified dimensions if not treated immediately. Besides, all the colleges need to be co-ordinated both within and outside the state. The curriculum needs to be uniform throughout (and a copy of it to be in the possession of each teacher) and the same methods need to be used for its implementation country wide. The teachers need to be qualified in ELT before attempting to take language classes. For this special attention needs to be given at the university level to train students in this direction. The new MA course programme recommended by the UGC will hopefully solve half the problem.

The questionnaires distributed to the learners reveal that they need English by and large to communicate their ideas in everyday situations and express themselves clearly and effectively. For this General English Course which is skill-oriented has been framed and needs to be implemented. Students need to be properly channelized according to their proficiency levels. The syllabuses
and the course materials are not to be thrust down their throats (as is presently done). They need to be given the right types of courses to suit their differing levels. This will be encouraging for both the 'weak' and 'strong' students. While the proficient learners will put in 3 years of college study the weak ones will have to put in 5 years. This is again a very practical solution and needs to be implemented at the earliest.

The existing teaching materials have to be changed altogether. Instead of literature based courses we have to shift to skill-oriented courses as envisaged in The New Curriculum. Students will be actually engaged in performing the various skills. The skills and the sub-skills are already labelled in detail in "The New Curriculum" and need to be put into practice.

The mode of teaching – the method used and the techniques employed to implement the new method will have to be made acceptable to the teachers and learners. The lecture mode of teaching will have to give way to pair work and group work with emphasis on learner participation.

The evaluation has to be broad-based and ongoing. A little effort from the teachers in knowing the responses of the students regarding the method used, the material used, the techniques used etc. will provide the necessary feedback into the system. This will further indicate what changes need to be made.

To sum up, all the aspects of the curriculum have been thoroughly dealt with. Positive recommendations have been put forth. The New Method out weighs the old in every aspect. What remains to be done is the assessment of these recommendations on practical grounds and once found valid, their immediate implementation. It is this aspect that we will be looking forward to in the very near future.