CHAPTER: 6

Suggestions, Implications,
Recommendations and Conclusion

6.0 Introduction

6.1 Findings

6.2 Implications for Future Research

6.3 Recommendations

6.4 Conclusion
6.0 Introduction

This chapter examines the implications of the findings for the teaching of English at F.Y.B.Sc. level. Based on these findings, suitable pedagogic recommendations can be made. This chapter attempts to present the findings of the study and also makes necessary recommendations and suggestions.

6.1 Findings

In the previous chapter the data collected are presented in the form of graphs and tables. After having a close look at the statistical and qualitative interpretations of these data the following findings have been arrived at.

(1) It is found from the questionnaire that a vast majority of the undergraduate students face problems with English. The students have to use this language while taking notes, following instructions given in the labs, understanding lectures, writing answers, presenting seminars etc. As most of the reference books are in English they have problems with other science subjects, too. The syllabus of English and the text books though aim at teaching skills required at this level, they have remarkably failed to do so. The growing indifference among students has been a matter of concern for the teachers of English.

(2) It is found that even when an ESP course is introduced, teachers are not properly trained for adopting new teaching techniques. They still continue to follow the lecture method which creates a pitiable scene for students. The classroom teaching practices continue to be teacher – dominated and teacher – centered. Also the activities of a majority of teachers do not reflect any systematic planning or organization of learning activities. Their concern seems to be mainly with ensuring that their students learn to use the language items included in the course.

(3) It is found that the existing syllabus in F.Y. B.Sc. English fails to prepare the real users of the language. Moreover students do not find the conversations, through which various language items are introduced, interesting. They need materials which are relevant to their studies. The tasks and exercises given in their present course are
extremely mechanical and in no way contribute to making the students
independent users of the language.

(4) It is found that the materials produced for the study are helpful in
improving LSRW and in developing considerable amount of
interaction among the students. It is found that the techniques used in
the study and the materials tried out will be effective in making
F.Y.B.Sc. students independent users of the language.

(5) The analysis of the classroom interaction establishes that the materials
produced and the new techniques used facilitate greater ‘use’ of
language within the classroom.

(6) ESP courses can play a vital role at F.Y.B.A., F.Y.B.Com./B.B.A.,
F.Y.B.Sc./B.C.A. But the requirements of the students of all these
faculties are different. Hence, we should not just offer a general course
to the students of all these faculties and be content with it. Their needs
are specific, so they should be given specific courses.

(7) Generally at the undergraduate level some prose collections / novels /
one-act plays are prescribed without bothering about the actual needs
of the students. This practice cannot work. The syllabi at this level
need to be modified.

(8) Present evaluation system does not require a student to be competent in
all the four skills. Even a weaker student manages to pass the exam by
cramming a few things. Therefore, there is a need to bring reform in
the present evaluation system.

(9) In most of the colleges teaching is done through mother-tongue where
a teacher explains the story or a text using the mother-tongue and the
students seem to learn English through Gujarati, the way they learn
Sanskrit. This makes them passive learners. While the materials
produced and the teaching strategies used here makes them active
learners.

(10) It is found that with the help of the materials produced and new
techniques used, the students’ Communicative competence in all four
skills has considerably increased.

(11) The materials produced and the new techniques used have also greatly
contributed to the overall development of students by enhancing their
personalities and by making them rational and responsible human beings.

(12) It is found that the atmosphere of the classroom plays an important role in teaching – learning process. If the atmosphere is positive and that of mutual trust and love, the students feel comfortable and learning takes place faster.

(13) It is found that the students liked to learn in groups. The students when emotionally involved, perform better.

(14) The students belonging to science faculty can learn faster through visual aids, charts, tables, graphs etc.

(15) The students belonging to science faculty have different temperament. They are good observers and of analytical mind. They are comfortable with concrete things rather than abstract things. If the things included in materials are part of their first-hand experience, learning takes place faster.

(16) The communicative approach seems to be the best for science students. As they are in the habit of deriving rules from their observation and experience, the technique of introducing tasks first and then deriving rules works best with them.

(17) As the science students rely more on their five senses, the use of black board, visuals, sound etc. will accelerate the learning.

(18) It is found that sometimes teachers are well acquainted with the modern approaches to language teaching, but the administrative set up is not very cooperative. This creates problems in implementations of new teaching methods and techniques. This has to change.

(19) It is observed that activities like debate, group-discussion, presenting seminars, skits, dramas, poetry-recitations, creative writing etc. play an important role in the overall development of students. Therefore, such activities should be promoted.

(20) It is found that in science colleges, teachers only deal with their subjects, working as robots whose only task is to pass various information. At times they discourage students from taking part in any other activity which is not directly related to their studies thinking that this will create hindrance in their studies.
(21) In most of the science classes teachers use fixed expressions. In classes of mathematics teachers at times do not use even full sentences. The language in such classroom is used in fragments. It is like baby-talk. Therefore, the students of science faculty need to be given more language exposure.

(22) Sometimes it is difficult to explain some scientific terms in English. It is found that the use of a bit of mother tongue is welcome in such cases as it saves time which can be utilized in doing some more fruitful activities.

(23) The attitude of the students towards the present course is found to be very positive.

(24) Value-based education should be incorporated in our curricula. This can greatly contribute in moulding students as future citizens of free India.

(25) There is a need for skill-oriented courses at undergraduate level.

6.2 Implications for Future Research

1. ESP research and teaching are increasingly focusing on and sensitive to the learners’ background and the effects of the environment in which they use English. This leads to an increased awareness of the importance of cross-cultural issues and a shift towards further research in this area.

2. The growth of business English will increase the need for such research, particularly as business English is very often used by different people using different strategies.

3. There is scope for research in genre analysis as applied research which leads the course designer from the initial needs analysis to materials production and lesson planning. This research can go into two directions: first, concern with the broader picture of how discourse communities work and the role text plays within them will continue; second specific corpora will be used to investigate the phraseology of particular specialist genre in specialist disciplines and professions.

4. Preparation of materials for ESP courses.
5. Role of the ESP teachers as ‘genre doctors’, advising disciplines and professions on the effectiveness of their communication.

6. ESP teaching and the rights analysis: In collaborative situations where the ESP teacher is working closely with the subject teacher, the ESP teacher should not act just as an interpreter but develop an awareness in ESP students of how they can assert their rights, by e.g. insisting on asking questions about points the lecturer has not made clear.

7. Discourse analysis.

6.3 Recommendations

The following recommendations are intended through this project:

1. Syllabus has to be in accordance with the needs of the students.
2. Materials / text books prescribed should be that of students’ interest and should be relevant.
3. The course has to be helping in realization of the students’ personal goals.
4. Curriculum must provide for expansion of incentives for learning.
5. Curriculum should provide laboratory conditions for idea evolvement.
6. Curriculum should provide for a wide range of learning experiences.
7. Curriculum must provide for pursuit of learning even outside the classroom.
8. The language course should aim at making the students real users of it.
9. Teachers should be trained as materials developers / producers.
10. Teachers should be trained in new teaching methods. They should be well oriented for a fruitful teaching – learning process.
11. The teacher-student ratio has to be such that the teacher can pay personal attention to the students.
12. Teachers who do not have a background of language – study should not be appointed for teaching language classes.
13. The subject of English should be introduced at second year B.Sc. and third year B.Sc. also.
14. Teachers should from time to time modify their teaching methods and techniques and try to produce better results. They should be open minded and innovative.
Teachers should change their roles and should come down to the level of students to guide and help them. Teaching should be made learner-centered instead of teacher-centered.

There is no check on what a teacher does in the class. The teacher should be made accountable for his/her work.

Learning atmosphere should be such that students feel free and relaxed.

The language classroom should be spacious enough to facilitate language games and other such activities.

The language tasks should be interactive and integrated students' participation should be encouraged.

Pair-work and group-work should be encouraged.

There shouldn't be much gap between two language classes. The language classes should be arranged keeping this in mind.

The time-table should have space for the remedial teaching so that the teacher can take care of weaker students in a better way.

Keeping the communicative approach in mind, the present evaluation practice has to be changed.

There should be constant evaluation, instead of evaluating students at the end of the year.

Evaluation should be made compulsory for all teachers. A teacher has to be an evaluator also.

Science students in the classes of their science subjects are exposed to minimum expressions and varieties of English language. Therefore, they need more language exposure. This can be provided with activities like debate, group-discussion, seminars, quizzes, skits, dramas, poetry-recitation, creative writing club, reading-circle etc.

Teachers can play an important role in the moulding of characters of students. Teachers should therefore, strive at bringing qualitative change in students. Till now, it has been a horizontal development. With the help of new concept of curriculum and upgraded teaching methods and techniques, teachers should bring in vertical development of students.
The following will be benefited by the project undertaken by the investigator:

(1) **The English Language Teacher**

The practising English teacher is the one to profit most from this project, especially those dealing with ESP courses. Having developed an insight into the problems of ESP learners and their needs, the English teacher will be able to do his / her job more efficiently. The teacher will also realize the changed role of teacher in the present class and will be able to improve upon the learning environment. The teacher will have to suit to the needs of the students. He / she will have to be vigilant enough to tap various sources of learning. He / she will have to modify his / her teaching methods and techniques to produce better results. This, in turn, will develop teacher’s own personality.

(2) **Syllabus Framers**

The successful implementation of the course designed and prepared by the investigator implies that the syllabus framers will have to abstain from providing every detail in the syllabus and at times even prescribing text-books. They may as well give general, broad objectives and give freedom to the teachers to work out the details according to their students’ needs. Where textbooks are not prescribed, teachers can develop or produce their own materials to be used in the classroom.

(3) **Materials Producers**

The materials producers can develop insights and with the knowledge of problems and needs of the ESP learners can produce more effective materials.

(4) **The ESP Learners**

Those pursuing their studies in the field of science can be benefited by this project. As with the help of this, they can strengthen their knowledge of English and sharpen all the four skills. By concentrating on scientific English, they can acquire command over the kind of English they need the most in their field. Apart from these, educational counsellors, educational managements, policy makers etc will also benefit from the outcome of the project, as this will provide them with more comprehensive picture of the students’ actual needs. This may cause some welcome changes in their future projects.
6.4 Conclusion

The present state of ELT in Gujarat, especially in the science colleges is quite disheartening. It was found that students in the science colleges are indifferent to learning or attending English classes. On one hand, there is mushrooming of English coaching classes and on the other hand the English classrooms are half-vacant. Although students wish to learn and acquire command over English, the general tendency is to keep away from the English classes. It is time we analysed the situation and find out where did we go wrong.

The situation will further deteriorate if it is not amended in time. The present syllabi are not adequate to fulfill the needs of the students. At some places the syllabi are modified. But it is not enough. It is time we realized that unless teachers are ready to take up new challenges, no syllabus can help. Because ultimately the teacher is the activator. A teacher has to fit in the changed role and keep pace with changing times. In the changing scenario, English is gaining popularity like anything. It is now not only a language of Elite, status and power, it is a language of bread and butter. It multiplies the opportunities of good jobs. It seems to have become an economic reality. It is now the language of commerce, science and technology. English is the link language of the world today. To put it into Pandit Nehru’s words, it is ‘a window upon the world’. It is an indisputable means of global communication and an integral part of contemporary India. Having realized the importance of English, a big majority is ready to spend any amount of money to acquire good command over this language. There are spoken English classes giving guarantee to make you speak within three months. It has now become a big industry and people are in hurry to sell whatever little knowledge they have about this foreign language. Because of this, a lot of misconception is prevailing about learning and teaching of this language. It is now call of the time that good teachers should come forward giving proper guidance in the right direction.

There are many varieties of English. There is yet another variety of English coming up that is ‘Indian English’. English has such a prominent place in the life of the Indian today that it can be called the second language of India. Infact, today English has become a world language. A survey made in 1993(Braj Kachhru) says that the number of non-native users will be greater than native users. Even within the
country, English has many varieties. The dimensions for a variety of Englishes in India are: (1) Regional/Geographical (2) Educational/social factors (3) subject matter (4) stylistic variation (speaker’s attitude) (5) medium (speech/writing) (6) interference of L1 with L2. Indian English is now being recognized. But Indians themselves are not aware of it. It is now in the hands of linguists and grammarians to put in efforts in the direction of establishing Indian English. They should come out with grammar of Indian English and dictionaries where such Indianised words like ‘gherao’, ‘Bandh’ etc are included. An advanced learner’s dictionary (OUP) has already some fifty pages devoted to Indian English. People have now started turning back to Indian theories of language learning. The post colonial mind is fighting back in its true spirit and is in a mood to reject western theories. This is the time for teachers of English to come forward and set new grounds to make language learning a fruitful affair. In a multilingual country like India, the need of the learner should be clearly defined so that an ideal pedagogic policy could be formulated taking into account the Indian needs and requirements.

The school / college is a replica of society where the teachers have to prepare the future citizens of India who have open mind and free thinking, who are compassionate, who are responsible and goal oriented. This moulding of character is to be done in the classroom only. If our classrooms are healthy, our nation also will be healthy.

This ‘awakening of self’ is to be done by teachers only. Language is called ‘brahma’ (‘Akshram brahma’). Language has tremendous power. What is ‘hypnotism’ after all? It is a power of language manifested. The teacher possesses the same power, as he / she is the role – model of students. The teacher can perform miracles, and turn the classroom into a virtual language lab.

Teachers should be given free hand to create their own materials in accordance with the guidelines given in the syllabus. Instead of prescribing a fixed text, teachers should be made free to choose or produce materials on their own which are more relevant and deal with current issues, and can interest students. This will solve the problems of ‘guides’ and ‘the ready-made’ materials which students inherit from their seniors. This is one of the reasons why students keep away from the classes. They always know even if they keep away from the classes they are not going to lose
anything. They can always copy notes later on from their friends. Teachers should be trained to use new teaching methods, techniques and strategies to make the learning interesting.

The attitude of the teacher also influences students’ success. In this research project, the investigator identified the following behaviour and interaction features that should take place in the classroom of a good language teacher:

1. The target language dominates the classroom interaction.
2. The teacher has an excellent command of the target language.
3. The amount of teacher talk is less.
4. The teacher moves around the classroom a great deal.
5. The teacher uses more behaviours that encourage and reinforce student participation.
6. The teacher gives student more immediate feedback.
7. The classroom atmosphere is warm and accepting.
8. The teacher has an excellent rapport with students.
9. The teacher has excellent class-control.
10. The teacher respects the students’ opinions if they differ.
11. The teacher often smiles, praises and jokes.
12. There is more laughter and pleasantness in his / her classes.
13. The students are ‘with’ the teachers, rather than being at the other side of the table.
14. Students exhibit more outward signs of enthusiasm to participate.
15. Student behaviour is very seldom criticized.
16. There is a greater amount of warm-up questions, review and focusing on the skill of speaking.
17. Less classroom time is devoted to silent reading and writing tasks. These can be rather given as home assignment.
18. There is a greater number of different activities per lesson / teaching item.
19. The teacher has a lot of patience.
20. While correcting students’ behaviour, the teacher tend to joke or to maintain eye contact with the student.
21. When correcting students’ errors, the teacher does it gently.
22. Students share teacher's responsibilities. They assist the teacher in setting up and running the equipments.

More resources should be provided to language teachers. The institutions should provide the teachers with audio / visual aids like T.V., V.C.R., O.H.P, cassette player, facilities of cyclostyling, zeroxing etc. We can no longer afford to neglect the subject of English just as a compulsory subject where nothing really happens. At the same time teacher should be made accountable for whatever he / she does in the class. The evaluation system needs many reforms. A teacher should be the evaluator and instead of evaluating a student at the end of the year, there should be constant evaluation taking place where a learner is continuously being observed by the teacher and finds a scope to improve his / her performance.

The views on the nature of language and language learning must change. Teachers and all others concerned with teaching of languages should know that language employed in classroom situations aims at communication. It must be presented in situations where genuine communication can take place. The English language teachers at undergraduate level should be oriented with the preparation and use of communicative materials and activities.

The study of the design, development and exploitation of learning materials is an effective way of connecting areas of linguistics such as language acquisition, socio-linguistics, psycholinguistics, language analysis, discourse analysis and pragmatics, of developing teacher awareness of methodological options, and of improving the effectiveness of materials. I believe that it will become increasingly central in teacher training and applied linguistics courses and that the consequent increase in both qualitative and quantitative research will greatly improve our knowledge about factors which facilitate the learning of languages.