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English Language Teaching in India has come a long way from year 1880 when only very few primary schools used English as the medium for teaching. Up to 1940, the grammar-translation method flourished and the spread of English remained confined to education and office circles, yet again in a haphazard manner. By 1970, structural linguistics started making its presence felt in Indian classrooms in the shape of drills and exercises. Around this time, all professional courses began to be taught in English, which had also become established as a library language and a subject for independent study. As compared to its establishment as an autonomous subject in other English speaking countries around 1940, English Language Teaching emerged as an autonomous subject in India as late as 1980.

Similarly, the language laboratory also became a part of the ELT paradigm around 1985 in India whereas in other English speaking countries it was introduced around 1940. Computer Assisted Language Instruction (CALI) reached most classrooms in 1960 but it came to the Indian classroom around 1985. At present, in some places it has evolved into Computer Assisted Language Learning
Both CALI and CALL have not been adopted widely due to the obvious constraints of finance and the typically Indian mindset that learning cannot take place without the presence of a human teacher. While it is true that multinationals, call centers and some private institutes are encouraging CALL, it is CALI that has gained wider acceptance. Hence, it took around two decades to gain acceptance among learners and teachers. Language-literature integration gained recognition among teachers around the same time.

India after 1995 has made up for the slow growth by broadening the apex of the ELT cone with a generous mix of so many methodologies that come under the generic category of the Communicative Approach.

It is true that mostly this technological approach is practised in the institutes that belong to the professional category that are in the phase of developing the communicative skills of their learners but the ripple effects created by these institutions are gradually reaching the ELT classroom of India. Most private institutes that target the language users who need proficiency in a hurry or who need to clear certain examinations invest heavily in teaching materials from publishing houses of reputation. Since all materials published in such places of repute are state-of-the-art in terms of methodology, teachers
and learners are the most benefited. Moreover, teachers at these centers are usually young postgraduates who are receptive to novelty and innovation.

Teachers of institutes borrow heavily from their materials and often create a methodology of their own by using combinations of audio lingual or situational or functional or interactive or task-based or communicative -or even the direct method language teaching. All these approaches and methods could be spread through a course or could even be used in one class, depending upon learner response. Again, teachers especially the younger ones are increasingly moving towards that extent to which lessons are centred on the needs of the learners.

The most significant impact and need of the day is the realization and sensitivity to learner needs and response. This sensitivity is what has been lacking in the academic aspect of ELT in India. The whole academic process is so unwieldy that it fails to respond to learner needs; learner response is too often ignored. The ELT cone of India is broadening at the base today because of factors that have little to do with the ELT classroom in academic institutions. The irony of the situation is that while academicians label these learning centers shops
or commercial institutes, it is these establishments that are a major influence behind the changing face of the ELT paradigm in India.

**An Analytical Sum Up**

The following part of this chapter sums up the discussion of each chapter and draws all threads together to insist that the learner needs are important in language acquisition theory. The insufficient authentic resources and the need to use the target language, make ESL (English as Second Language) learners to encounter difficulties in developing communicative competence. Although Communicative part of language teaching is now being gradually adopted and given priority, due to many factors such as the linear feature of face-to-face interaction, learners' personality, learning and response pace, teachers find it challenging to maximize the interaction in traditional language classrooms.

Researches on Computer-Assisted Language Learning (CALL) propose that the integration of technology into language learning process can provide learners with more authentic input and more opportunities to participate in the target socio cultural contexts; both linguistic and pragmatic knowledge can be promoted. Moreover, motivation, learner autonomy, social equality, and identity can also
be encouraged through the use of CMC (Computer Mediated Communication) inside and outside the classroom. Learners' communicative competence can be fully developed with the help of computer mediated tools. However, learners of English as second language need more authentic exposure and the opportunities to use the knowledge learnt in the classroom. The use of computer mediated communication tools both inside and outside the classrooms certainly can benefit the learning and enhance the communicative competence of the learner to a certain extent. The researcher has attempted to analyze the status and position of English at first. The intention of introducing English in India by Macaulay is also dealt with in detail.

Chapter II deals with the emergence of English in India. The chapter has traced the two phases of introduction and growth of English as a second language in India. When the colonial office began to take a systematic interest in the problems of colonial education after the First World War – through its Advisory Committee on Education in the Colonies – the Indian experience proved to be a decisive influence on language-in-education policy in the Empire. From the outset the Advisory Committee was determined to prevent a recurrence of what Lord Lugard termed the "unhappy results" (Lugard 1925: 2) of English education in India. Lugard, the foremost
influence on British colonial policy in the interwar years, warned that the spread of English education in Africa had already produced a Babu-like class "imbued with theories of self-determination and half understood catch-words of the political hustings" (1925: 2).

When Macaulay wrote his Minute, there were intellectual and social leaders among Indians who wanted Indian schools and educational institutions to take up the study of European languages and of the new fields of knowledge, which had been opened up and developed in the West. The intention of Macaulay was to train a few people in order to enable them to translate and interpret his language. But the story is far more interesting. The conquered learnt the language of their masters so well that they started to use it even after independence. During the twenty years between 1835 and 1855, the period of Macaulay, the number of those educated in English increased rapidly. Modern scientific techniques were being introduced and India was ushered into an era of dynamic modernism. Indians realized the need of English to enter the world of technology.

Committees and Commissions were formed to decide on the educational policy of India after independence. In post independent India, there was no clarity regarding the goals of education or educational planning in general, and English education and English
teaching in particular. Education is placed in the “concurrent list” (Krishnaswamy 2007:18), making it the responsibility of both the Central and State governments. The educational system has been meddled with so many times that is almost out of shape now. There is no clarity about the basic issues of language education like the medium of instruction at various stages, introduction of English as a compulsory subject or not, purpose of insisting on regional language as the medium of instruction, infrastructure for language classes, production of teaching materials to suit Indian classes and development and introduction of new teaching methodologies to suit the multi lingual country.

The Radhakrishnan Commission was quick to realize the importance of English and recommended that it should continue to be studied in schools and colleges in order that we may keep in touch with the living stream of ever growing knowledge.

The Secondary Education Commission made clear cut directions about the methods to be used for English teaching. It stated that the emphasis in teaching should shift from verbalism and memorization to learning purposeful, concrete and realistic situations and for this purpose the principles of activity method, and project method should
be assimilated in schools itself. It also recommended adopting methods of instructions according to the needs of individual students.

The Kothari Commission insisted that English should be the medium of instruction in all major universities. It also recommended setting up of small units for teaching English as a language, as distinct from teaching it as literature. This evidently was in view of the emphasis on English as a library language and as a vehicle of international communication.

The National Policy on Education made its observations and stated that English deserves to be specially strengthened as “world knowledge is growing at a tremendous pace, especially in science and technology” (Krishnaswamy 2006:11) and “India must not only keep up with this growth but should also make her own significant contribution to it” (11).

The Acharya Ramamurti Commission on the question of the language instruction for higher education made specific recommendations about the steps to be taken to effect smooth change over from English to the regional languages. It recommended that university level text books must be produced in Indian languages and options to be given to students for taking examinations at all levels in
the regional language media. But in technical education texts books are not available in regional languages. No college in Tamilnadu offers engineering degree in the regional language as the medium of instruction.

All these recommendations are not practised in India because of the following reasons. There is a great shortage of trained and fully qualified teachers. The government is slow in implementing the changes in teaching English in India compared to English speaking countries. The facilities available for reorganization are inadequate. Text books which are prescribed for the study do not suit the requirements. The methods used to teach language in India are framed in a monolingual country like Britain. New methodologies are not developed at the primary level to teach language.

The researcher after investigating the conditions of introduction of English and its present position in educational scenario comes to the conclusion that the material used for the study of the English language must undergo a sea change. A single text book will not suit all the learners with varying deficiencies and with diverse needs. The need and methodology for the use of textbooks in English for a second language class has been a debated subject among the professionals in the field of teaching English. Even with the
development of the state of art technologies equipping the teacher with the means of generating superb teaching material at his own end, the demand for textbooks continues to grow for the simple reason that many of the educational institutions in India cannot afford to use the new educational technologies for various reasons. Thus textbooks are here to stay until the country has sufficient resources for making all the schools and colleges high tech in the real sense of the term.

A textbook can serve different purposes for ESL teachers, which include using it as a core resource, as a source of supplemental material, as an inspiration for classroom activities and even as the all inclusive course material. In India the process of selection is vitiated by the personal preferences of the selectors and the factors unrelated to pedagogy. As the text books act as the pivot of the whole process of second language teaching, it is necessary that the selection of the textbook is made in an objective and scientific manner. The sincerity and consideration shown in the selection of textbooks will certainly reflect in the quality of second language teaching and learning.

Many factors are to be considered for identifying the appropriateness of the textbook for the intended learners. The textbook should meet the needs of the learners not only in terms of language objectives but also in several other ways. Students and
teaches both want visually stimulating material that is well organized and easy to follow. Therefore, the layout, design and organization of the textbook should follow a logical pattern. The learners’ diverse cultural backgrounds, area of specialization, age groups, interests and purposes of acquiring knowledge in the second language must also be kept in view. The textbook chosen for the given class must reflect the purpose of the students in studying English. The effectiveness of each textbook in helping the learners acquire the necessary skills must be considered.

The selection of textbooks for the engineering students becomes still more complicated. It is also one of the most important problems facing the teachers of language. The students of engineering are from different branches of specialization. The need for vocabulary enrichment differs from student to student in each branch. The materials presented in the textbooks should pertain to their requirements. A single textbook prescribed by the University for all branches of study will not meet the requirements of the learners. The material design should be exclusively for that area of specialization of the student. When the prescribers of the textbook keep in mind all the above considerations, it will accelerate the pace of the learners to march towards the mastery of the stipulated language skill.
Chapter III traces the place of English in present scenario and technical education in India. As there are bright and attractive employment chances thrown open to the engineers in various fields, the students and parents show a great interest in engineering education. The institutions are also equipped with computer multimedia laboratories which form a part of engineering education. The teachers of English are required to understand these changes and design strategies according to the needs of the learners. From this study the researcher is able to identify that the main focus of an engineering student is to acquire the skill of communication in spoken form.

The teacher should take utmost care that the requirements of the learners are satisfied. The syllabus, materials used and the evaluating pattern in schools and colleges do not fulfill the needs of the learners. The companies which recruit engineering students during their study in the college through campus interviews elaborately judge their communicative competence in oral skills. This forms group discussions, role play and personal interview. These tasks are to be included in the syllabus of engineering students.

The syllabus must aim at meeting the demands and requirements of the students. Tasks must become the integral part of the syllabus.
A task should be a classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end.

Tasks involve communicative language use in which the user's attention is focussed on meaning rather than grammatical form. This does not mean that form is not important. The deployment of grammatical knowledge to express meaning highlights the fact that meaning and form are highly interrelated and that grammar exists to enable the language user to express different communicative meanings.

On the basis of the questionnaire and the test analysis conducted by the researcher, it can be concluded that students have a definite target need for technical communication and it is necessary to deliver these skills during the classroom practice. Most engineering students desire to improve their abilities in listening and speaking skills in English. The teaching materials administered by the researcher are
practical and have raised students' ability in professional communication chiefly in the aspect of listening and speaking.

Chapter IV discusses various methods and approaches used in English Language Teaching in India. This new age would seem to go hand in hand with task-based approaches and represent challenges for everyone involved in ELT. For English Language teachers, applied linguists and educators there is a dynamic change in which computers have now become much more than a tool or a tutor for developing language skills. Language teaching education is clearly entering a new and largely uncharted phase and we would seem to be at crossroads. Warchauer and Kern have identified this as a "sociocognitive phase" (Warchauer 2000: 156) where, unlike in previous phases, students interact with each other and the world via the computer. A great deal of work has been focussed on the value of computers in the learning of second language.

Compared to approaches, methods tend to have a relatively short life. Methods are often linked to very specific claims and to prescribe practices, they tend to fallout of favor as these practices have become obsolete. However, "methods offer some advantages and this doubtless explains their appeal" (Richards 2006:245). In an approach much is left to the teacher's interpretation, skill and expertise. But
methods solve many of the problems but initially teachers have to struggle because many of the basic decisions about what to teach and how to teach it have already been made for them. Methods can also be seen as a rich resource of activities, some of which can be adapted regardless of one’s own ideology.

The teaching methodologies should change to enable the learner to develop particular skills. For this any one method or approach will not be suitable. The teacher should make a combination of two or more approaches or methods to design the classroom activities. The researcher has made an earnest attempt to combine various methods and approaches to attain the specified goal of enriching the communicative skill, in particular the oral skill of the engineering students. Different approaches and methods like the Direct method, Task based method, Communicative Approach, Computer Mediated Communication, Competency – Based Language Teaching, Content Based Teaching and Community Language Teaching are combined in the new approach.

The main purpose of analysis of various approaches and methods is to learn how to use different approaches and methods and understand when they might be useful. The teacher is enabled to participate in language learning experiences based on different
approaches and methods as a basis for reflection and comparison. The study of different approaches and methods will create awareness about the rich set of activity resources available to the imaginative teacher.

The researcher tries to emphasise the fact that the approach or method used for language teaching in Indian classroom should be designed by the teachers according to the learner’s levels and needs. The already practised single method will not produce the desired results in acquiring knowledge in language. The New Need Based Method administered by the researcher had an appealing response from the learners. This is evident through the scores obtained by them. There is a significant difference in the scores before the implementation and after the implementation of the Need Based Method.

Chapter V deals with the changing role of the teacher to facilitator and the use of technology in language learning activities in particular to engineering education. Educators are aware that the 21st century is an era of knowledge, especially of technology. Thus, advantages belong to those who can make use of technology. Teachers of English should turn their disadvantage of not having a Standard English into the advantage of using CALL to teach standard
spoken English to their students. Teaching oral skills should be given attention right from the beginning to teach proper pronunciation for students. It is proper pronunciation which helps learners develop confidence in communication. CALL appears to be the best choice for training in pronunciation. Language Laboratories help the learner to listen to the speech of the native speakers. As mentioned above, teachers are aware of the fast development of technology and hence they are prompted to discover the latest application of CALL in their teaching contexts.

Ordinarily what matters most is not the technology but how it is used; not so much what happens in the moments when the student is using the technology, but more how those uses promote larger improvements in the fabric of the student's education. Asking questions to ourselves about our instruction and demanding feedback from students on multiple levels can lead to more effective instruction and greater student engagement. Engaged learners achieve more because they try harder and spend more time on task. Even standardized curricula can be engaging and differentiated, and can use technology to support instructional and learning goals. Surely, it can take more time to be an effective teacher who considers all of these strategies and ideas.
For all our great technological advances, teachers still risk reducing their use of computers to simple tasks that do not maximize its pedagogical potential, particularly with regards to the Internet. In other words, we should ask ourselves if it is possible to extend our normal teaching far beyond simple, monotonous tasks at the computer. That is not to say that elements of past methods cannot or should not be adopted. As our understanding of how to use the Internet gets better, and more research findings are disseminated, the way we use it will improve. Internet use, therefore, may lead to enhanced learning, and this will fundamentally rationalize its use and future development. Technological use will improve as technological innovations are made worldwide. This would necessitate and vindicate a more committed approach from schools or colleges which may not be able to achieve learning targets.

Chapter VI presents the design and implementation of the new Need Based Method proposed by the researcher. New Need Based Method goes a step forward and practitioners will need to reflect upon what is achievable with the tools available with them. It is heartening to note that much of the momentum for change in English language Teaching has emanated from and driven by practitioners and students from the Asian nations.
The new Need Based Method developed and implemented by the researcher has some principles like engaging learners according to their area of specialization. It aims at making the learners and not the teachers the focus of the lesson. In the method the researcher has used maximum amount of student-to-student activity. The new method also promotes learners' confidence level and cooperation among learners.

During the period of administration of the new Need Based Method the researcher could identify that students who attain high proficiency in the use of English are those who had been working diligently and continuously for the attainment of this goal ever since their younger days. However, each student constitutes only a miniscule of the learners of English as a second language. Therefore, it is necessary to undertake certain remedial measures to make up for this deficiency in the achievement level of the learners of English as a second language.

The deficiencies of the learner were noted and the researcher tries to remove these deficiencies during the administration of the Need Based Method. Group activity proves to be an effective method of creating interest among the students in the practising of the language without hindrance. The introduction of games as a part of the activity
makes the students learn English in a play - way manner. It is noted that the students participate in such activities with great zeal.

Multi media language laboratory used as teaching aid for listening and speaking activities plays a vital role in accelerating the pace of learning to an amazing extent. The language laboratory has played an effective role in introducing the correct pronunciation of English. These aids also enhance the quality as well as variety of teaching and testing materials tremendously. The students are provided opportunities to interact with the native speakers through internet chatting.

After the grouping of the learners according to two categories (1) those from non-English medium schools and (2) those from rural background but from English medium schools, the researcher is able to identify that the students from vernacular - medium schools lack confidence to work on their own. They were grouped and then games were introduced first to reduce their fear and raise their confidence level. Then the speaking exercises were introduced. Individual attention was given to all the students by dividing them into small groups. Students who were not exposed to the new technology were taken to the multi media laboratory and after explaining to them
about how to use the technology, the New Method was administered. Care was taken not to correct their mistakes in front of other learners.

The researcher concludes that Student centered approach should be adopted in teaching and the mutual communication between teachers and students should be emphasized in class to raise students' oral ability in technical communication. Students cannot be treated as a whole group for the development of communicative skills. They are to be grouped according to their needs and requirements. Activities must be administered to suit their levels of proficiency. The textbooks, wherever required, must be prescribed according to the branch of specialization of the engineering students. One single book will not satisfy the requirements of all the learners who belong to different branches of study. Technology is to be imbibed at all stages in the teaching of English language. The researcher is of the firm opinion that English Language Teachers in engineering colleges must strive hard to prepare their own materials and design a suitable methodology for implementing the same to accomplish the fulfillment of the desired goals of the students.