CHAPTER FIVE

MAJOR FINDINGS, RECOMMENDATIONS, AND CONCLUSION

5.1. Major Findings and Recommendations

After presenting the results, analyses, and discussion about the survey, the researcher presents his major findings, recommendations, and conclusion in this chapter.

5.1.1. Demographic Factors

The researcher has found that there is no significant difference with regard to the various demographic factors among the three regions of AP. In other words, learners’ performance in L2 from Andhra, Telangana, and Rayalaseema remain equal with regard to the courses they do, their age, gender, religion, communities, house locations, their residences for purpose of study, educational qualifications and occupations of the heads of the families, nature of family income, and their actual monthly income. On the other hand, learners from the three different streams of science, arts, and commerce perform differently. Age *per se* has no direct influence on their performance since most of them belong practically to the same age group. The maxim ‘Young is better’ for language learning is still valid. Similarly, gender too does not have much influence on their performance, as girls seem to learn English the same way as boys do, even though the general assumption is that girls learn English better and faster than boys do.

In the same way, learners’ religious background too does not affect their learning L2. However, learners’ community affects their performance significantly. With regard to their house locations, learners’ performance is very much affected by this factor as learners from urban locations seem to learn English much better than their counterparts from rural areas. Though there is a general assumption that learners staying at campus hostels perform better than the day scholars, the present study disproves this. The educational qualifications and occupations of the heads of families affect the learning of their respective wards as the nature of their family income does. Family monthly income
affects the performance of their children very much. The medium of instruction at school has some influence on the learners’ performance since learners from English-medium school background seem to perform better than their counterparts from the vernacular medium ones. In the semi-structured interviews, learners’ predominant suggestion to parents is that parents should send their children to English-medium schools.

5.1.2. Affective Factors

Learners’ appreciation of their age as ideal for language learning, their natural gift for language learning, the amount of time they have invested for the purpose, their learning L2 under duress, their self-reliance, their optimistic outlook, and their fear of social stigma and ostracism do not affect their performance in L2. On the contrary, their intrinsic and extrinsic motivation, their instrumental and integrative motivation, their comfortable feelings about their gender efficacy, their attraction or aversion to L2, their negative attitude towards learning L2, their self-esteem, their self-confidence, their openness to modern technology and gadgets, their foreign language anxiety, their L1 influence, and their fear of ridicule by others on account of their mistakes in L2 will definitely affect their performance.

5.1.3. Cognitive Factors

Learners’ preference of concrete concepts to abstract ones, their preparation for classes and examinations, their attitude towards possible threats while learning L2, and their analytical, detailed, and focussed study orientation do not influence their performance. On the other hand, while their verbal skills, their capacity to overcome physical disturbances, and their preference of fluency to accuracy help them to some extent, their logical ability, availability of listening and reading inputs, their openness and earnestness about learning L2, their fluency while overlooking their own errors, their friendly and co-operating nature, their impatience and irritability with their own poor performance, their risk-taking attitude, their field-dependent and field-independent learning styles, their synthetic, holistic, and broad-based orientation, their slow, calculative, systematic, and cautious learning style, and their fast, intuitive, unorganised, and enterprising learning styles help them to learn L2 very much.
5.1.4. Social Factors

Learners’ sense of pre-determination and fate, their social support from relatives, availability of textbooks and study materials, encouragement from the college management, their favourable opinion about the English language, and their attitude of openness and respect for the English people and their lifestyle do not influence their performance in L2. However, learners’ trust in their teachers’ competence and commitment and their admiration for their teachers’ personality and professionalism help them to learn their L2 to some extent, the following factors like support from their family, their English-medium schooling, their perception of their own poor educational family background not as a hindrance, their social status/identity, their understanding and appreciation of their curriculum in L2, their peer groups’ influence, their college campus culture, availability of the Internet facilities in the campus, their school education, their hope of vertical mobility in society due to their communicative competence in English, availability of opportunities for interaction in English, and their positive attitude towards the language and culture of the native speakers of English help them to a great extent to learn English well.

5.2. Learner Characteristics and Learning Conditions

In general, learner characteristics like their likes/dislikes, motivation/attitude, and their fear/anxiety/confidence, learner aptitude and their IQ levels, personality types and traits, and learner preferences and styles affect their learning of L2 and there is a significant difference among the three regions of AP. Learning conditions like micro-social factors such as classroom and college campus culture and macro-social factors like family background and its influence and the socio-cultural ecology of the learners also affect their performance in L2.

5.3. Phenomenological Observations

Having presented his major findings with regard to the influencing factors, the researcher offers some observations.
5.3.1. The Present ‘Glocalised’ Context

At the end of the twentieth century, English is “more widely scattered, more widely spoken and written than any other language has ever been. It has become the language of the planet, the first truly global language” (McCrum, Cran and MacNeil). At the advent of the third millennium, “more than half the world’s technical and scientific periodicals are in English; English is the medium for 80 per cent of the information stored in the world’s computers. Three quarters of the world’s mail, telexes, and cables are in English” (Sachidananda OP-ED 9). This all-pervasive phenomenon at the global arena has its telling effect on the Indian soil too. The globalisation of the Indian economy in the 1990s seemed to have signalled the need for a globalised workforce along with a mastery over English. The researcher acknowledges the importance of the widespread desire for English in India and feels that we should fulfil the widespread demand for English learning for our present generation of learners.

5.3.2. Need for a Timely Pedagogical Intervention

‘Indian English’ has come of age, and has been accepted as a legitimate category the world over. Consequently, we must develop our own expertise suitable to our own conditions. English language must be brought into the fold of the habitat of postcolonial India. It is here that the teachers of English must address their task in an innovative and professional manner. While applauding the government’s current all-out efforts to teach English to all, the eminent academician and ideologue Kancha Illiah notes that “the backward class people of India had no entry to the colonial English world. ... ... The next step would be the abolition of the gap between the prevalent English medium schools and the government schools in terms of both teaching and infrastructure” (Illiah).

As L2 teachers, we must develop new paradigms and tools for the teaching of English in India. Instead of an approach that upholds a cordon sanitaire between English and the Indian languages, English teaching must not be ‘context neutral’. To be effective, “it has to take into account factors like learner position, assumptions underlying teaching methodology, etc.” (Krishna and Mishra). This can also be furthered by Walsh’s ‘critical
bilingualism’ which is “the ability to not just speak two languages, but to be conscious of the socio-cultural, political, and ideological contexts in which the languages (and therefore the speakers) are positioned and function and the multiple meanings that are fostered in each” (Pennycook).

What, therefore, is our vision of the global English of ‘the brave new world’? It is to indigenise and localise the teaching of English language even as we aspire to play our legitimate role in the global turf. English language learning in India must go hand in hand with multilingualism. “By such actions, we will be sensitive to plurality in the classroom situation and relate to the varied language/caste/class backgrounds the students come from. This must be as true of our cultural politics as of English teaching in the classroom” (Sachidananda).

5.3.3. Affective Issues of the Modern Learners

After interacting with a total of 760 respondents (60 inmates from Loyola Hostel, Chennai during the pre-test, 600 learners from the three different regions of AP during the survey, and another 50 students each from LICET, Chennai and Loyola College, Vettavalam, Tamilnadu, the researcher presents his observations about the malady affecting the modern learners of L2.

1. A significant proportion of students were found to be having high levels of depression, anxiety, and stress (DAS) and several important factors were found to be associated with them. This point has been proved by several recent studies too (Bashin, Sharma and Saini). DAS were found to be more among female students than males. Pressure to perform well academically is a strong predisposing factor for DAS among students and it is significantly higher among students having higher academic scores. Another interesting finding is that pressure is more among students taking tuition for any subject compared to those who were not, irrespective of their academic levels (Bayram and Bilgel), (Vaidya and Mulgoankar), and (Al-Gelban).
2. Recent adverse life events (AEL) such as death of a family member, major accident, one’s own illness or that of some other dear one in the family, major fight or misunderstanding, major surgical operation, etc., are bound to have an effect on the endurance levels among the modern young adolescents who experience stress and strain already as a part of their age and growth. It points to the fact that special care and support is needed for students who have had such recent adverse events (Shiels, Gabbay and Exley).

3. Another issue plaguing the modern student community is tobacco/alcohol/drug addiction. What usually starts as a fad or fashion grows into an addiction. The pressure created by greedy parents on their unassuming children to bring home bright report cards, shining trophies, medals and top charts in extra-curricular activities but not lending a helping hand when their children need it the most backfires both the parents and their children. The parents feel devastated when they become aware of the fact that their children are tobacco/alcohol/drug addicts. The prime reasons to be focused here are lack of affection, time, support, communication (Saluja, Iachan and Scheidt).

4. L2 learners encounter tremendous pressure with regard to their performance in examinations. It is a shortcoming of our society that undue emphasis is placed on just the results of the examinations, which is taken as a measure of their entire academic calibre. This leads to high levels of mental torture among L2 learners. Proactive steps at the college-level and community-level and steps for improved parent-adolescent communication are needed for amelioration of this problem.

5. In 2006, 5,857 students - or 16 a day - committed suicide across India due to examination stress (The Times of India). Statistics show that India has the highest suicide rate in the world, marginally behind China, but ahead of the west – about 100 people commit suicide in India every day. Of these, a whopping 40% are in the adolescent age group (CNN-IBN Report). Crime Records Bureau figures show India’s suicide rate has risen 8 per cent a year for 10 years. The motive for students killing themselves is invariably academic pressure and this accounts for 99 per cent suicides in the age group 12-18. Psychiatrists who sought to assess why the trend has risen of late enumerate three reasons: deprivation of sunshine, exam results, and the copycat syndrome (Express India).
These affective issues vitiate the academic interests of the modern learners who struggle to acquire the desired level of communicative competence in English.

5.3.4. Cognitive Aspects of the Modern Learners

Besides the above mentioned affective issues, the modern learners also are subjected to several cognitive challenges which the researcher presents here.

1. Nowadays many students spend their time sitting in front of the computer, a video screen, or a TV. The traditional concept of active involvement in sports and games as one’s hobby has given way to passive entertainments like video game, watching a game on the TV, etc. Sedentary lifestyle has become the order of the day. Such couch potatoes or mouse potatoes are commonly found in both the developed and developing world. A sedentary lifestyle for students along with unhealthy eating habits can contribute to many preventable causes of death. Besides, there is a danger of students losing their intellectual vigour needed for language learning.

2. One of the curses of our modern society is sleep deprivation. Lack of sufficient sleep affects the way students’ brains function. Students will find themselves unable to think clearly, concentrate, cope with stress, remember information, and control your emotions, resulting in possible depression and irritability. Their sense of motivation deteriorates due to fatigue and lethargy. Not getting enough sleep also causes their brains to operate in inflexible thought patterns. This makes problem-solving difficult since their brains cannot generate new ideas easily. A fixed thought pattern also inhibits their creativity. Sleep deprivation can also cause hallucinations. Unfortunately, many students go to bed and get up rather late, which leads to many a complication in their academic pursuit.

3. Skipping breakfast or eating food at irregular timings or opting for junk food has become common among modern students. Breakfast is the most important meal of the day and skipping it causes its adverse effects on students’ mental health. It can also lead to other health hazards. According to a study conducted by Tony Goldstone from the MRC Clinical Science Centre at Imperial College London,
people who skip their breakfast tend to crave for unhealthier and higher-calorie foods (Goldstone). They also have a tendency to opt for a heavier lunch. They are exposed to mental dullness and poor grasp of matters.

5.3.5. Social Realm of the Modern Learners

Modern learners of English also have a few social issues which need to be studied. The researcher presents here some of the problems faced by them.

1. Researchers from the University of Chicago Booth School of Business claim that Twitter and Facebook are more addictive than tobacco and alcohol for the modern youth (Business). Facebook has more than 900 million monthly active users. Social networking sites have become the newest passion among the students with a strong tendency to distract them from the pursuit of their studies. Such sites affect the brains of the visitors by reducing their attention span and infantilising their brain. This growing addiction has led to dysfunctional lifestyles, with addicts giving up on essentials such as sleep and exercise in order to spend more time on their PCs. This is evident from the fact that MySpace has 95 million users, equivalent to the population of the 12th largest country in the world! These sites are useful as long as they are restricted to a medium of voicing opinion or keeping in touch, but the moment this gets converted into obsession is the time when one is forced to say that they are more of a bane than a boon (Cecilie).

2. Our modern society lives at a time of unimaginable ecological pollution and students are no exception to this. The major forms of pollution include air, light, water, littering, noise, and soil besides radioactive contaminations. Due to noise pollution, the level of students’ hearing ability seems to have come down. Various pollutants have adversely affected their mental and physical health. They have to bear the brunt of all such nefarious polluting activities and persevere with the uphill task of language learning.

3. Mosquito menace can cripple students’ life. While crows and sparrows disappear from the sky, there is a rapid population explosion of mosquitoes and insects.
Mosquitoes can become regular nocturnal visitors causing a lot of misery to students, forcing them to spend sleepless nights. When students get up after a sleepless night, they will have neither the stamina nor the will to continue their L2 learning. Besides, burning mosquito coils can harm their health, while offering no respite from the attacks.

4. Frequent power cuts are another nuisance for serious-minded students, though load shedding has come to stay all over the country as a daily routine. There are students from colleges and universities who experience more than 12 hours of power cuts. Such students may not be able to learn any language or subject, even if their level of motivation is very high.

5. Another major factor that vitiates the conducive atmosphere for language learning in academic campuses is the role of caste politics, party politics, and politicisation of academic campuses maliciously promoted by some vested interests. These external forces legitimise such passion and promote it for their own advantage, thus reducing students into pawns at their hands to be used at will. This menace has spread to several colleges and universities, curtailing the academic growth of individuals and institutions. No serious learning of language or any subject can be expected from such campuses.

Even though learners show extraordinary levels of motivation, discipline, and hard work, the factors mentioned above can militate against their will power and affect their performance adversely. Therefore, L2 teachers and college management realise that suitable remedies have to be found to ease the situation. It is time they realise that solutions to many of these academic problems come from beyond their pedagogy but still they can play their role to mitigate the problems of their learners in their classroom.

5.3.6. Recommendations

Having said this, the researcher makes the following recommendations to promote ELT with Equity:
1. Neuro-linguistic programming (NLP) serving the cause of L2 learning:

NLP, invented by two academics John Grinder and Richard Bandler, asserts that if people can change their beliefs, they could produce different patterns of behaviour. The belief behind NLP is that persons who achieve outstanding results have their own methods, processes, and structures. NLP analyses their thinking and behaving to make a ‘model of excellence’ that anybody can copy. Next, NLP shows one how to use this ‘model’ to replicate the successful methods, and create one’s own successes, employing various strategies like reframing, modelling, anchoring, etc. Through these techniques, NLP can help visual, auditory, and kinaesthetic learners L2 to make use of their inner potential, create a vision and purpose, set effective goals and achieve them. Teachers and counsellors should apply these principles of NLP to facilitate the acquisition of second languages.

2. Insights from the international best-seller ‘The New Learning Revolution’ by Gordon Dryden and Dr Jeannette Vos:

We are moving from the Information Age to the Conceptual Age of high concept and high touch. In this new age, we will need to compliment our left-brain dominance with the mastery of abilities that are essential for professional and personal fulfilment. The future belongs to a different kind of person – who can draw on the research from the advanced world: both the technology and the holistic balance. On the one hand, the school of the future will be personalised for every individual, capitalising on the instant information that is now available and on the other hand, using the whole world and the whole self as your classroom. The self-evaluation matrix will be the most powerful assessment tool so that learners can run their own brains.

The world needs a learning revolution to match the revolution in communications and technology. The main elements of this revolution are twofold, linking the modern marvels of brain research with the power of instantly available information and knowledge and helping students learn to speak a foreign language fluently in eight weeks. As everyone is a teacher, so is everyone a learner. There is no such
thing as being completely learning-disabled. We may have learning difficulties and challenges but the brain’s natural inclination is to learn. “People of all ages can learn virtually anything, if allowed to do it through their unique styles, through their own personal strengths” (Dryden and Vos). L2 teachers must capitalise on such invaluable insights from this book.

3. Ignatian Pedagogical Paradigm:

It is the Jesuit method of learning and teaching inspired by Ignatius of Loyola. Its five main elements are context, experience, reflection, action, and evaluation. This Ignatian pedagogy uses this dynamic five-step method along with an Ignatian vision of the human and the world to accompany the learners personally in their growth and development. ‘Context’ from the teachers’ point of view means personal knowledge of and care for the student by the teacher and a conducive environment for learning and growth in commitment to values whereas from the students’ points of view, it is related to their readiness to learn and grow. The learning ‘experience’ is expected to move beyond rote knowledge to the development of the more complex learning skills of understanding, application, analysis, synthesis, and evaluation (Kolvenbach).

‘Reflection’ is the thoughtful reconsideration of some subject matter, experience, idea, purpose, or spontaneous reaction in order to grasp its significance more fully. ‘Action’ is not mere activity. It is rather the student's attitudes, priorities, commitments, habits, values, ideals, internal human growth flowing out into actions for others. ‘Evaluation’ aims at checking the students’ performance which included but goes beyond academic mastery, with a concern for their all-round growth as persons for others. Employing a broad-based vision for learners, teachers of L2 can create very responsible learners in their classes (Vaz).

4. Action research and naturalistic study:

Action research involves inquiring into one’s own practice through a process of self-monitoring that generally includes entering a cycle of planning, acting, observing, and reflecting on an issue or problem in order to improve practice. It can
have specific and immediate outcome which can be directly related to practice in the teacher’s own context and is an extension of the normal reflective practice of many teachers. However, it is more rigorous and might conceivably lead to more effective outcomes. Systematic reflection means that language teachers collect data about their own teaching so that they can make more informed decisions about their teaching. Reflective teaching can result in non-observable behavioural changes in the classroom such as increased levels of awareness of a teacher’s assumptions, beliefs, and practices but conducting an action research project usually results in some kind of transformation of the research into actual and observable actions.

Action research is conducted by practising language teachers because they themselves are valuable sources of knowledge regarding their own classroom situations and, as a result, changes can be implemented more credibly because practising teachers will find the results more credible and valid for their needs. In the present context of general student apathy towards their teachers, it is high time that teachers spend sufficient time for reflective practice and action research in their respective classes.

5. Examination Reforms:

The present examination system needs a though review. While there are four skills in L2 namely listening, speaking, reading, and writing, the present system evaluates the learners’ writing skill alone and makes a judgement about the whole person as ‘passed’ or ‘failed’. The present study strongly recommends that the existing examination system be completely revamped so that all the four skills in L2 can be equally considered for evaluation. Similarly, emphasising on students’ performance in the year-end or semester-end examinations alone should not be considered as the sole criterion to assess their performance during the whole year, as it is done in many colleges in AP. Continual internal assessment is the need of the hour.

6. Novel pedagogical methods:

There are umpteen novel pedagogical methods which are in vogue and Pimsleur method is one of them. Paul Pimsleur, a scholar in the field of applied linguistics,
developed the Pimsleur language learning system which has a significant effect upon theories of language learning and teaching. It is an audio-based language acquisition method that stresses active participation over rote memorisation. It is also a passive way of learning with a challenge and response technique through which a core vocabulary of 2000 words are taught with repetition. This organic learning method recommends teaching of grammar, vocabulary, and pronunciation simultaneously. Such novel method are recommended for L2 teaching and learning.

7. E-learning:

Computer-based communication has revolutionised the life of our ‘knowledge society’. The proliferation of the PCs combined with the Internet and mobile technologies has precipitated far-reaching changes now. E-communication is transforming every aspect of our life. It is a clarion ‘CALL’ (Computer-Assisted Literacy and Learning) with tremendous potentials for higher education in India. Unfortunately, the ‘transmission model’ that still dominates our educational system has changed little. Notwithstanding the widespread adoption of computer-based communication by other stake-holders, the teaching fraternity is yet to experience fully the transformative effects of this most powerful medium, particularly on E-learning and its relative advantages. They are compelling enough to force a re-conceptualisation of our traditional teaching methodologies of yesteryears. Due to our inability to come to grips with this new learning ecology, higher education in India remains stagnant and fossilised.

E-learning represents a very different category and mode of communication. Since communication is at the heart of all forms of educational interactions, it is likely that its impact on our educational system and individual teachers and learners will be significant. It makes little sense to replicate our traditional and millennium-old face-to-face (f2f) approaches in L2 classrooms of the third millennium. Obviously, if we are experiencing a new learning environment, simulating practices based on a very different atmosphere of a bygone era simply misses the point. Not only will opportunities to improve the teaching and learning experience be lost, but merely re-producing traditional practices of a bygone era resists any capitalising on the
characteristics of a new era of learning. L2 teachers ought to focus on the dominant educational features of E-learning to support collaborative and life-long learning of L2 learners.

E-learning has the potential to create rich communities of inquiry in an asynchronous, anytime, anyplace context. If we envisage our teaching as a reflective practice, not a reflex practice, the following are the options:

- Web used in the classroom as a supplement to the millennium-old f2f teaching, normally called E-enhancement;
- Web used as a mixed mode to complement f2f teaching, usually called Blended Learning;
- Web used independently for teaching and learning as a replacement for f2f teaching, called E-learning.

5.3.7. Suggestions for Further Research

This study being in the area of individual learner differences in the sphere of English language learning, it acts as an overview. Future avenues unfold very challenging areas for further research. The researcher enumerates a few areas for future research.

1. After a thorough literature review of ILD, the researcher has identified a taxonomy of affective, cognitive, social, and demographic factors which influence learners’ performance in L2. Psycho-linguistics and socio-linguistics can shed further light on new areas which can play a significant role in learner variation and differential achievement. The present study indicates that there is ample scope for such a study.

2. NLP has been successfully used in the area of business, medical, and other professional sectors. Further research can be done in the area of how to make use of NLP techniques to enhance L2 learning and minimise the ILD factors.
3. Action research is urgently required in the arena of ILD studies. Any such endeavour in the natural settings of the classroom is expected to give concrete evidences and insights for enhancing L2 learning. Further probe in this area is crucial for the academically weak students in L2.

4. E-learning is another area which is pregnant with immense possibilities for ILD studies and ELL research. Most respondents have expressed their predilection for the use of modern gadgets and technology for L2 teaching in the classroom. There is a war cry to give up the traditional ‘chalk talk’ methodology and opt for ‘the mouse click’ approach. The present study opens new vistas for further research in E-learning in ELL.

5. The present study proves that learners’ caste/community identity affects their performance in L2 adversely. It has been proved beyond doubt during the post-study with 50 dalit students from Loyola College, Vettavalam and with the equal number of students from LICET Engineering College, Chennai that students from the upper echelons of society seem to suffer from no discrimination and hence no damage to self-dignity and self-esteem unlike their unfortunate counterparts from the socially disadvantaged or dalit backgrounds. Consequently, there may be some serious impediments in L2 learning skills for students from the dalit communities. The present study advocates further probing into ‘Dalit ELT Pedagogy’, making use of invaluable insights from the sociological sciences.

5.3.8. Conclusion

According to the UGC, India had 1,69,74,883 students, out of whom 1,46,16,473 were doing graduation (86.11%) in 33,023 colleges and 523 universities spread across the country. There were 18,47,479 students in 4066 colleges and 42 universities in AP (Annual Report 2010 - 2011). In its national agenda for the XII Plan, UGC has included access, equity, and quality as the core issues (Inclusive and Qualitative Expansion of Higher Education: 12th Five-Year Plan, 2012 - 2017). It is needless to say that if these students do not possess a desired level of communicative competence in English, the vision of access, equity, and quality will not be realised and they stand to lose in the job-
market. Our Prime Minister reminds the nation that “the time has come to create a second wave of institution building and of excellence in the fields of education, research, and capability building” (Singh). As Sam Pitroda rightly points out that “we need to empower and educate the 550 million young below the age of 25 through proper education to build future growth and prosperity. The destiny of India is in their hands” (Pitroda).

The National Knowledge Commission (NKC) rightly points out that “there is an irony in the situation. English has been part of our education system for more than a century. Yet English is beyond the reach of most of our young people, which makes for highly unequal access. Indeed, even now, no more than one per cent of our people use it as a second language, let alone a first language” (National Knowledge Commission Report to the Nation 2006 - 2009). In the Summary of Recommendations, NKC says emphatically that “in the current scenario, an understanding and command over the English language is a most important determinant of access to higher education, employment possibilities, and social opportunities. ... Further, NKC has also focussed on the need to reform the pedagogy of English language teaching and the use of all available media to supplement traditional teaching methods” (NKC, 13).

“In an age in which knowledge of English has become a globally valued commodity, the teaching and learning of the English language ... can no longer be seen simply as an academic activity but as a potential way of enabling the disenfranchised to gain access to social and economic power” (Hussain, Ahmed and Zafar). It is the hope of the researcher that the ELT/ELL processes at degree colleges in AP undergo a metamorphosis and usher in a new era in which L2 learners achieve their ambitions by acquiring high level of communicative competence in English. May the L2 teachers in AP realise the current crisis immediately in ELT/ELL sphere and ultimately in the DNA of Indian higher education and respond adequately and creatively to these challenges!