CHAPTER 4

SUMMARY, SUGGESTIONS AND FUTURE PROJECTIONS
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4.1 Summary

The status of English as an international language gives it an important place in the teaching programs of developing countries. This is especially true in a country like India, where English is an associate official language and has a special role and status. It is seen as an important tool of social empowerment for the disadvantaged sections of society. This generates a tremendous demand for English education, which is somewhat met by a few public schools and others, such as aided model and Central schools, meant for the middle classes, leaving out a large majority of students who have neither the money nor influence, to seek education, first in government schools and later in non-prestigious colleges – ill equipped, badly managed, and with very poor learning environments. This vast majority of the population thus remains deprived of such a medium of communication that can enable them to compete with their more fortunate brethren.

The present research had its focus in designing a syllabus for “Remedial English” courses in Indian Universities based on the study of Jawaharlal Nehru University, New Delhi. The target user for such a syllabus would be the large section of students, with some basic knowledge of English but with the need for considerable improvement to be able to compete with the privileged section to effectively pursue their academic and professional goals. The term “Remedial English” is here used in the context where even after learning English at school and at college, students cannot speak or write correct sentences in English.

An attempt has been made in this thesis to design a syllabus for the Remedial English Course of Jawaharlal Nehru University, New Delhi. It has also been attempted to establish a theoretical framework for the analysis of different components and levels of syllabus development. The entire process, beginning
from the planning to the implementation and evaluation levels has been explored for development of syllabus. The study has focused on students with some basic knowledge of English but with the need for a great deal of improvement in order that they are able to compete with the privileged section effectively to pursue their academic and professional goals. These students, who have not received more than ten years of English education, frequently remain less competent in their ability to actually use the language and to understand its use in normal communication mode, whether spoken or written. This incompetence partly may be due to the syllabus, partly due to methods and materials used to teach English and partly due to individual learning capacities. Before going further it is imperative to summarize the first three chapters.

In the first chapter i.e. Introduction and Literature Review, I focused on the introduction of English in India and evolution of teaching and learning of English in India. A historical sketch of English language teaching and learning of English in India was worked out. The present status of English and present state of teaching and learning of English in India was discussed in brief. As seen in the opening chapter, in the comments of the Prime Minister, Dr. Manmohan Singh and UP Chief Minister, Sh. Mulayam Singh Yadav, there are differing dialectal positions taken by people regarding the role of English in India. However, in spite of their differing viewpoints, neither gentleman denies the important role the English language has played in India, especially in the post-independence period. In a country like India where English is an associate official language, it naturally has a special role and status and it can be an effective instrument of economic and social development for disadvantaged sections of society. This chapter also discussed the existing research in the area and also reviewed the existing literature. An integrated approach was adopted for the analysis.

Chapter 2 dealt with methodology. It laid down the detailed procedure to be undertaken for the study. The study consisted of three components or three sets of procedures i.e. (1) Needs Analysis and Error Analysis, (2) Register Analysis and (3) Assessments of materials and methods. The first procedure was an empirical
study in which primary data was collected of the analysis, while the remaining two components were undertaken as subjective studies as secondary sources of data were used for the analysis. This chapter also explored the syllabus from the perspective of syllabus planners and syllabus designers. Different aspects of syllabus i.e. its definitions, different types of syllabus, syllabus approaches and evaluation of syllabus, teaching methods and materials were discussed in detail. The chapter began with the definition of methodology, and evolution of teaching methodology.

For the first component a pilot study was conducted to identify the learner's needs. The sample consisted of 60 students enrolled in Remedial English course, JNU, New Delhi. The sample was administered the first questionnaire which consisted of close-ended questions. The aim was to survey the language needs for English as a language for communication. The questionnaire focused on the following:

- Perception of language needs viewed by the student.
- Views of teaching methodology and on present syllabus.
- Opinion survey on English as language for communication, medium of instruction and English as language for future.

The second questionnaire was a diagnostic test in which the students were asked to write 40 words on “Why do I need a course in Remedial English?” The idea for the diagnostic test was not only to undertake Error Analysis but also to know the motivation levels of the students. Interestingly one student even wrote in Hindi, pleading to be taken into the course.

In the second component, two text materials each, for humanities and scientific writing were taken for the Register Analysis. This consisted of the identification of the grammatical points, structure, sentence patterns, technical and sub-technical terms. Lexical and syntactic analysis was undertaken to for this purpose.
The third component was the assessment of materials and methods in which the different methods and materials used for the Remedial English course were analysed.

The third chapter i.e. Data Analysis focused on the analysis of data collected for the three components mentioned above. It also described the various theories and models of Needs Analysis, details of Error Analysis and Register Analysis. Some general features of scientific and technical writing were also laid down in this chapter. The data collected was evaluated in the form of tables and graphs to give a clear-cut picture. It investigated the issues related to learners' attitudes towards English, their needs and extent of use of English and to see how all of these affected their proficiency. As findings of investigation of these issues, in many ways, determine the entire syllabus process, the investigation was carried out in an ethnographic manner.

The first component analyzed was Needs Analysis and Error Analysis. In order to understand the needs of the learners', three sets of questionnaires were given to them. The subjects of the study were sixty students, from undergraduate, postgraduate and M.Phil/Ph.D streams, from both humanities and science. The first questionnaire was designed to elicit information about the learners' personal and family background, his learning environment, the level of proficiency in English at the school level. In the second questionnaire, the students were set two tasks. Firstly, they were asked to complete the statement, “I would like to learn English in order to...” They were asked to rank their choices. 18 possible reasons were suggested. Secondly, they had to answer the question: “Which of these above purposes are fulfilled by the English course which you are taking at the moment?” Further they were also asked to grade the help needed of the teacher in order of priority of the four skills, i.e. speaking, reading, writing and listening.

Questionnaire No. 3 contained questions about Remedial English classes, teaching materials, methods and the general atmosphere and attitudes of the students in their classes. The questions proposed were based on a five-point scale from “Strongly Agree” to “Strongly Disagree” ranging from 1 to 5 respectively.
The findings from the above mentioned questionnaires are summarized below:

- 10% of the students are from English medium schools having studied in CBSE/ICSE schools.

- 20% of the students come from science background, those who could not get admission in professional courses like Engineering and Medicine.

- 70% of the students come from rural backgrounds having studied in regional medium schools.

- The family background of most of the students, especially the educational background of the family was in regional language medium. Further most of the family members did not have adequate interaction with their children and were not able to provide them with adequate learning resources due to financial constraints.

- Lack of exposure to formal environment was another cause of the problem. In some schools guidance was available, but the students did not get proper opportunities for exposing themselves to public speech in English or even in Hindi. This is true to a great extent in most of the schools and colleges.

- There is lack of educational facilities such as library, or easy availability of reading materials in books, shops, etc. in the areas in which these students live.

- Most students opted to study in regional language medium, mainly because they could not afford to go to English medium private schools. While there is great appreciation for education and the benefits good education brings in terms of jobs economic and social status, parents of these students often feel helpless. These students have been speaking in their respective dialects or mother tongues since childhood, with no exposure to speaking in English. Suddenly, when asked to use English for their academic communication, they feel handicapped and are unable to cope.
• Lack of confidence is another reason. It is interesting to note that some students who can speak English well are unable to do so due to lack of confidence. It engenders hesitation and people avoidance.

• Most students viewed speaking as the most important skill followed by writing, reading and listening in order of preference. Some of the responses regarding their priorities in learning English were:
  
  a) Pass competitive examinations for MBA and Banking.
  b) Face job interviews.
  c) Write term papers, dissertation or thesis.
  d) For interviews for scholarships.
  e) Present papers in seminars.

• 81.66% of students believed that English was essential for their better future and is a decisive factor for success.

• 67% of the students believed that the time allotted for the course was not sufficient.

• 63.3% of the students were not satisfied with the syllabus and 33.33% remained neutral as there is no syllabus available for Remedial English program.

• 70% of students were not able to say whether their regional language would be helpful in learning English.

• 80% of the students were not aware whether selection of materials is more important than the teaching method.

• Half of the students were in favor of integrated skills, but felt that the thrust should be on spoken skills.
• 65% of students believed that language laboratories would be helpful in their learning.

• 76% of students thought that the course should be of two semesters of 6 months each.

• Almost 87% were in favor of a certificate or grades being awarded for this course.

• Almost 90% of students were in favor of focusing on speaking skills.

During an informal interaction with the students, one learnt that the students felt that learning grammar helps them only in answering the grammar questions in examination and not gain proficiency in language skills. Regarding their perception of language needs, the students felt that they need English for formal and social situations. One of the students also confessed that it would help in his/her marriage. They were also of the opinion that English is an effective form of oral communication for people coming from different regional language backgrounds.

As mentioned, Error Analysis was undertaken on the basis of diagnostic test for all the sixty students. The data was divided into three groups: (1) 20 students from undergraduate courses (2) 20 students from M.A. and M Phil/PhD humanities stream and (3) 20 students from M.Sc, MCA/ M.Tech / Phd from science streams. The results are summarized:

Out of 60 students it was observed that only few could write some meaningful grammatically correct sentences. Most of them tried to literally translate word for word from their mother tongue into English.

The data concludes that undergraduate students could write more sentences (558 and average per student 27.9) than research scholars from both humanities (408 and average per student 20.4) and science and technology (529 and average per student 26.4) backgrounds. One may conclude from this fact that research scholars from both streams were better in forming more complex and long sentences than
the undergraduates. Further, it also suggests that undergraduates have the least number of error free sentences per student i.e. 1.23, than research scholars from humanities i.e. 1.88, and science i.e. 1.77. Regarding the morpho-syntactic errors of each of these categories, the results show that postgraduate and research scholars from humanities have the least number of morpho-syntactic errors per student i.e. 19.1, than undergraduate i.e. 22.9, and research scholars from science backgrounds i.e. 20.55. Further as far as the morpho-syntactic errors are concerned, once again it is seen that the postgraduate and Research scholars-humanities have the least number of morpho-syntactic errors i.e. 11.75 followed by students from the science stream i.e. 15.3 and undergraduates i.e. 21.05.

In this context it may be concluded as expected, that research scholars from humanities background have a better command of the English language than the remaining two categories, although research scholars from science and technology background were just marginally behind. As far as the undergraduate students are concerned this lag is understandable because they may have had considerably less access and exposure to English.

The second component was Register Analysis. This is used to denote language viewed from the point of view of its use. Register is a combination of content, sense, medium, tenor and style. Although the technical terms of individual disciplines may differ from each other, there seems to be a general process underlying the use of language for the expression of all the sciences. For this purpose two sets of articles, from both humanities and science background were analyzed for their specific registers. The first step was textual analysis in which the various parts of speech i.e. nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, articles and technical notations were analyzed for each article to find out the frequency of the different parts of speech listed above as well as the total words that make up the corpus. In the second phase, a syntactic analysis of the text was done in which sentence patterns were counted to find out the frequency of patterns used in humanities and scientific writing respectively. The data shows that out of 417 words in scientific writing, 65.70% were content words.
while 34.30% were function words. On the other hand, in humanities 64.68% words were content words and 35.31% were function words. As far as the noun count is concerned, the data analyzed points to the fact that there was a marginal difference of 1.64% between humanities and scientific writing. The case was almost the same for other parts of speech as well. Also, there is not much difference in the usage of parts of speech in both these categories. However, in the case of technical notations, the small sample that was analyzed showed that scientific writing constitutes 4.55% of technical or semi-technical words while in humanities, the number of words containing technical notations as expected was zero. True to expectation, nowadays in formal writings, simple sentences are hardly used, due to the need to state things concisely and economically. As a result in both scientific and humanities writing only one simple sentence was found to have been used.

The purpose of the Register Analysis was to know how one might characterize and teach English used in science and technology, particularly as realized in written communication.

The special English requirements of students following higher education courses in science and technology have been recognized for some time and a good deal of material has been produced in this regard. The theoretical basis to this is the concept of register. Registers are not represented as formally differentiated varieties of a particular language. In fact, variation in language (in general) need not involve the existence of varieties in any particular language and different functions need not be matched by a difference of linguistic forms. So one can say that specialist uses of language, as found in scientific and technical writings are not to be associated with formally different varieties in a particular language but with certain universal modes of communication which cut across individual languages. In other words, the way English is used in science and technology of higher education may be satisfactorily described as the realization of a universal set of concepts and methods or procedures which define areas of inquiry independent of any particular language. Further the students entering higher education will have
already been initiated into these concepts and procedures as they are realized, both through their own language and though non-verbal symbolization. Thus, the learner already knows a good deal of how scientific communication is carried out. But what he/she does not know is how it is carried out though the use of the particular linguistic system of English. So the task of the teacher should be to extend the range of the student's communicative ability of making him/her aware of an alternative way of expressing the knowledge of science he already possesses.

As mentioned earlier, the third component was the assessment of materials and methods. There are no standard textbooks targeted towards the students of English who already possess certain basic knowledge of English. Most teachers rely on well-known grammar books. An analysis of two popular books used presently i.e. of High School English Grammar and Composition by Wren and Martin and A Practical English Grammar by Thomson and Martinet shows that both the books do not have a teacher's guide, vocabulary list, photographs, charts, diagrams etc. Further, as far as the presentation of language skills in concerned, these books concentrate on writing skills only and the remaining three skills i.e. spoken, reading and listening are missing. As a result these books do not meet all the linguistic needs of the students of the Remedial English course.

The analysis of teachers' writing suggests that both the teachers focused only on spoken skills and to some extent on written skills. The remaining two skills were totally missed out. Further in writing skills, the focus was only in writing grammatically correct sentences. No concrete steps were taken to enhance vocabulary so that the students could write long and complex sentences. The topics that were given for class discussion were general in nature and not specific to their register. Further to enhance their spoken and writing skills, newspapers were a major source for exercises. It is a fact that language used in newspapers is often complex and complicated and it was therefore high for these categories of students, who first needed to speak and understand simple sentences.

On the basis of above discussion one can state that there is no proper selection of materials available for the course. The entire selection of materials and methods is
random, ad-hoc, and eclectic, entirely based on the personal preferences of individual teachers.

The following are the findings of our analysis:

- Absence of reading skills
- Absence of guided writing skills
- Lack of communicative skills in the methods chosen for teaching Remedial English.
- Selection and grading of teaching materials is completely ad-hoc, eclectic and random.
- No register specific choices made for learners from different disciplines.
- Choice of materials not geared towards any communicative, interactive teaching.
- Lack of motivation for both the students and teachers.
- Need for an integrated approach to various skills.
- No provision for language laboratories or any other technological support.
- Reading materials contain unknown vocabularies.
- Very poor grading of materials, not based on any well-defined criteria.
- No guidance for Remedial English Teachers on how to conduct these classes.

4.2 Suggestions

As discussed above, the present study found gaps or mismatches within and between different levels of development. Significant inconsistencies were found at planning and program implementation at the governmental level. This section will aim to present some guidelines/ suggestions are very crucial for Remedial English Program.
4.2.1 Macro level: Program Implementation

It is widely believed that English will threaten Hindi and other regional languages and also national identity. This has caused the authorities to oppose the idea of adopting English as a medium of instruction in education. This issue has been thoroughly discussed in the first chapter. In a country like India, which has witnessed language riots way back in the 1960's it is very difficult for policy makers to evolve a consensus on an uniform language policy. Political leaders and policy makers have failed to realize that with the rapid growth of globalization and communication, the need to learn English properly is now inevitable. The growth of the outsourcing industry in developing countries like India has provided numerous opportunities to job seekers, where the main criteria is to speak English fluently. Even China is now changing its policy and English Language Teaching institutions and courses are mushrooming there with tremendous demand. One of the substantial measures to attain the desired goal is to establish English as the compulsory subject in schools and colleges all over India. English should be the one language that should be taught in each and every educational institution of this country.

However, for a successful implementation, a full support from the government, private sectors and efforts to develop a positive attitude are needed. The support includes macro and micro planning in language educational policy, for example, drastic changes in English curriculum development with reference to English teaching methodology, syllabus, teaching materials, teacher-training programs, in-service training etc.

The mass media too can play a major role in creating the necessary favorable grounds for the above and also increase motivation for learning English between the individual and the public. Radio and television can give powerful contact with a second language. Programs on ELT including classes and discussions on how to develop a teacher’s ability and skills of teaching and how to train the students for communicative language class can be telecast at least on Doordarshan. The print media can also play an effective role; the education board can publish ELT
journals where experts and teachers of different institutes can contribute their expertise. Media can also help in generating a positive environment and a positive attitude towards English language.

Language cannot be mastered in a day, it is a continuous process and it can only be improved through practice. The idea should be to provide enough exposure to English. The students should periodically be kept in an environment, where they can only communicate in English. This can be achieved by arranging various camps, educational tours through exchange programs to English speaking countries. Students coming from deprived sections of society should be provided with some kind of financial incentive from the government as part of the Earn and Learn policy. This will not only provide them with the incentive to learn the language but also get some financial rewards at the same time.

The refresher and training course for teachers is very important in this regard because teachers are in direct contact with the students. They are responsible for the integration of each work and activities in the class. With the changed view of language teaching the teachers should change their role in the classroom, as the classes usually take place in artificial situations. The teacher has to provide a situation very near to a natural one. The teacher needs to act as the learning partner of the students, and manage the class tactfully so that learning takes place. So they are no more the ruler of the class. For teaching in language classroom successfully, a teacher should ensure the following:

1. The teacher must interpret what is extended in planning levels of the syllabus and should be able to organize language materials and books effectively.

2. They should involve the students in the learning process. The student should be made active participants in the classroom.

3. Just adopting the materials and methods will not ensure effective teaching. Materials and methods have to be used in a proper coordinated way. Some higher authorities should be there to monitor these programs.
4. Language can be learned only when one uses it. So the job of the teacher is to create an environment where students will use English.

5. The teacher is expected to come to the class with a proper planning. This should be cross-checked by a periodic review of the progress with the student.

6. The objectives of each lesson should be made clear to the teacher. They should be aware about all important and relevant aspects in each lesson.

7. The teacher should direct the students about the books and materials that need to be brought in the class.

8. Evaluation of each section that has been taught should be made by the teacher and necessary charges should be made accordingly for future classes.

The above said objectives cannot be reached without a comprehensive teacher training program for prospective language teachers and also in-service programs for those who are at present teaching the Remedial English course.

Needs Analysis should be done in an ethnographic manner. It should not only include students’ English language needs, the existing ELT condition and the infrastructure of the institutions, but also the longstanding ELT tradition of the country and teachers and learners’ attitudes towards English. The government should develop the infrastructure of the institution and convince the people working at different levels of syllabus development in favor of its language policy. There should be a proper coordination between planners and policy makers, syllabus designers and persons involved in implementation levels for the effective implementation of the entire process.

As mentioned, no certificates or grades are awarded to students for this course in the university. As a result, students stop attending the classes, once the pressure increases in their main subject. So the authorities should think of giving some sort of certificates or grades for the students who have successfully completed this course.
4.2.2 Pedagogical Suggestions

To meet the desired goal of Remedial English syllabus students, designing a syllabus should incorporate the findings of investigation of learners' needs and modern development in field of language teaching. Further, to fulfill these needs, appropriate textbooks and teaching materials are compulsory as is the knowledge of how these materials should be used. Both the teacher and student should know how to use them. Teachers and other parties should remember that the students need English to use it in real communication so as to ensure that this evaluation should be an integral part at each level.

It is a fact among second language acquisition that learning not only involves learning the rules of grammar, pronunciation, and new vocabulary, but more importantly it also includes the ability to use these linguistic resources in ways that are socially and culturally appropriate among speakers of that language. What is needed for this is to shift the focus on the communicative properties of language and this is possible only with an integrated approach. Modern teaching methodology has also adopted an integrated approach to language teaching and learning because successful language activity demands proficiency in all the skills. So the practice in all four skills, i.e. speaking, listening, reading and writing are considered important. Therefore it is recommended that integrated skills should be in the syllabus by giving learners tasks that will expose them all the four skills. It is also a known fact the language can be mastered by developing all the four skills and not by developing any one skill.

The materials chosen should provide enough motivation to develop the language aptitude of the students. Selection of material is very important in maintaining the motivation level of students. Irrelevant materials discourage the students. For the selection and grading of materials, Needs Analysis and Register Analysis should serve as the basis for the appropriate choice of materials and methods. The following recommendations may be made:
(1) As expected, students are supposed to use the language in different settings, situation, circumstances, so the textbooks should accommodate culture, tradition and faith of the people.

(2) Before approving any books, the context and approach of the book should be carefully examined.

(3) The textbooks should include a variety of topics and themes i.e. a mix of general topics and themes to suit their registers.

(4) Textbook context should be authentic and should include original and retold work of creative writers.

(5) Language should be presented as a discourse. Opportunities should be provided for oral interaction. There should be sufficient scope of practicing all the four skills.

(6) Lessons should be planned to generate interests among the students. It should be live to generate excitement among the students.

The use of language laboratories can make learning more realistic, interesting and productive. Audio/video can provide a positive support to the language teacher. Audio can help in effectively handling the spoken skills and pronunciation problems. It can be used an effective complement to the available teaching resources. The audio/visual aids have high motivational value because the learner is simultaneously exposed to both aural and visual aspects of language. The students become more active as a result.

As the students for Remedial English course are learners both from humanities and science background, the teachers should be acquainted with their specific registers. The aim of the teacher should not be to teach subject-matter but to develop in the learner an understanding of how his/her subject-matter is expressed in English and also to familiarize the students with the kind of statements he/she is likely to find in his/her reading of subject. As Hutchinson and Waters (1987:163) hold, teachers
do not need to learn specialist subject knowledge but "...a knowledge of the fundamental principles of the subject area. The English teacher should not become a teacher of the subject matter, but rather an interested student of the subject matter."

Around 70% of students were in favor of having two semesters for the Remedial English course. The present status is not fixed, however, generally the students are all allowed for a semester only, but few students do get an opportunity for a second semester but with little opportunity for upgradation. At present, there is no organized record of students who have enrolled in the course and completed it. However it is recommended that the Remedial English course should be of two semesters and graded, alternatively some sort of certificate should be awarded to successful students. Time should be allotted for each of the four skills. Time devoted to teaching and learning is very important in language learning as it is one of the reasons why the first language is so thoroughly mastered. In this case as there is not much exposure to English outside the language class, it is recommended that more time be allotted for Remedial English course i.e. at least for two semesters.

A very successful language program requires a well coordinated course syllabus, that includes the students needs, integrated skills etc. the learner centered syllabus should be designed for the Remedial English course.

Major inconsistencies were found at the classroom implementation level. The teachers failed to concentrate on the integrated skills. Moreover, the teachers recruited for the above purpose are both from Linguistics and English literature background. These teachers are not properly acquainted, especially the teachers from a literature background, with the modern developments in the field of language teaching. They fail to understand the new approach and new textbooks, instead they rely on popular tried and tested grammar books. Further the evaluation system to assess the students progress at any time by means of continuous assessment in terms of their ability to use English in communication is not met in practice. Moreover, as there is no defined syllabus, the content and quality of
teaching is at the teacher’s discretion. It is therefore recommended that lessons and exercises for each class should be laid down clearly, so that the teacher knows the exact extent of the course to be taught in a specified period. Last but not the least the teacher/s employed for Remedial English course should be handsomely paid. Presently, the payment is Rs. 250/- per class with the provision that it should not exceed 5000/- per month. This not only acts as a disincentive for the teacher, it also hampers the learning process, as limited remuneration means limited classes. A good salary will ensure quality teachers, and they will not only feel motivated but will do their job seriously in fear of losing it. It has been learnt that Jawaharlal Nehru University has made the course school specific. Students of a particular school of study are teaching Remedial English, for example, a student from School of Social Sciences will teach Remedial English for that school. This will not help the Remedial English program, as students of social sciences may not be as well acquainted with the rules and methods of English language teaching, which is a specialized ability possessed by teachers trained in English Language Teaching.

Finally, a syllabus should be designed to meet not only the learners’ need but also consider the hurdles that are inherent within the learners. For example, the timing of Remedial English classes should not clash with the main course. Further, the problems and needs of students coming from economically and socially disadvantaged families from different regions should be addressed.

It is recommended that only students with at least a masters degree in English or Linguistics should be appointed to teach Remedial English for any school, because they are truly well equipped to teach the course. It would be advisable to make the post of Remedial English teacher a permanent one. This would institutionalize this course; only then can its importance be realized. The University Grants Commission should take the responsibility of educating deprived students who otherwise are good, but who feel constrained on account of the deficiency of their English language skills, more seriously and not on ad-hocism. Clear-cut guidelines should be laid down in totality in order to achieve the desired result.
4.3 Future Projections

The starting point for any kinds of syllabus design is to collect various types of data. It may include personal background, educational background, previous language courses, the present proficiency level etc. and most importantly, the Needs Analysis of the learners. Any syllabus designing should take into consideration these three main procedures i.e. Needs Analysis and Error Analysis, Register Analysis and the assessment of materials and methods. However, the main concern of syllabus design is the selection, gradation, and presentation of materials and methods according to the needs of the learners.

In the light of the above, the following suggestions are being made for future studies and investigations in this area. As stated earlier, the Remedial English course is being taught in almost all leading Universities of India. Thus, the Needs Analysis should be conducted from all universities conducting this course. Further, Register Analysis should be done for each and every discipline that is being taught in the university.

Further, the investigation on the infrastructure of institutions, resources available, the social background of students and economical conditions should be analyzed in detail. It is an established fact that socio-economic conditions do affect learners’ efficiency. A general English course can also run parallel with an English for Specific Course program, so as to help students gain proficiency in their respective area of study. Through analysis of the analysis of syllabus, materials and methods involved in teaching of English in higher secondary school should be undertaken. In this manner, the problems can be rectified at the start itself.

Finally, the onus lies on learners, if they are not dynamic, hard working, and diligent, nothing can be achieved. They must have a desire to succeed, and they should be motivated to put in hard work to achieve their desires.