Chapter 6

Summing up: Findings & Suggestions
Importance of English:

In the international scene, the position of English seems unassailable. It has become the usual means of communication. It is the chief language of Science and Technology. It is the language of popular youth culture. Therefore, English is an inevitable element in everyone’s life. Though many hundreds of languages are spoken throughout the world, English has a unique place. Where there is no common alternative language, English fills the gap.

More than the native speakers of English, the non-native speakers in the Commonwealth countries use English frequently for personal, vocational, and social purposes.

It is estimated that English is the Mother Tongue of 350 million people and they live in the United Kingdom, the United States of America, Canada, Australia and New Zealand. More than 400 million people living in various other countries namely, India, Pakistan, Malaysia, Sri Lanka, and Africa use English as a living language.

English is one of the six official languages of the U.N.O. It is the language of the International Politics, Trade, Commerce and Industry. One out of the ten persons in the world knows English. Seventy five percent of world’s mail, fifty percent of the newspapers, sixty percent of the world’s radio stations, more than fifty percent of the world’s scientific and technical periodicals use English as a medium of expression. Over the last 400 years English has spread to all continents.
and in each country it has taken on its own peculiarities, creating new words to describe indigenous features of landscape, wildlife, and plant life and absorbing words from the local languages.

In India, where there is no common language English fills the gap as a link language.

**Summing Up:**

This research on Effectiveness of Teaching Prose through Communicative Language Teaching to the Undergraduates (Part II): A Study conducted in four arts and science colleges and a university in Dindigul District is an Action-Research made by the researcher and it is her pioneering project.

Six chapters encompassing the chronological overview of ELT in India, Review of Literature and Research Methodology, Teaching Prose through CLT, Research on CLT Lessons in Colleges, Analysis of the Data & Interpretation and Summing Up: Findings & Suggestions have been presented in the thesis.

Chapter 1 starts with the chronological view of English Language Teaching in India and the various ELT Methods, Approaches and Strategies adopted in India.

All the regional differences towards English apart, English is taught in every State as the main second language.

The Chapter emphasizes the fact that, today, English is a ‘living language’ in India without which the life of an average Indian is incomplete.
The study focuses on the effectiveness of CLT in teaching prose to undergraduates of Part II English Course in Dindigul District colleges.

Before CLT, ELT underwent a gradual metamorphosis, starting with the Grammar-Translation Method, Direct Method, Audio-Lingual method, Structural Approach, Situational Approach, and Function-Notional Approach to Communicative Language Teaching. In the thesis, all earlier methods are referred as TLT (Traditional Language Teaching) and the newly emerged approach as CLT (Communicative Language Teaching) followed by the current Communicative Approaches namely Communicative Language Teaching, The Natural Approach, Cooperative Language Learning, Content-Based Instruction and Task-Based Language Teaching.

The merits of each method have evolved into a new approach called CLT.

Chapter 2 is “Review of Literature and Research Methodology” where the researcher traces the earlier study on this topic. Apart from a few articles, M.Phil., dissertations and Ph.D., theses (all unpublished) no significant study on CLT in teaching prose has been made. So, this thesis aptly fills the research gap as a pioneering project.

“Research Methodology” presents the design of the study. As a kind of Action - Research, the researcher, a CLT practitioner for more than a decade at G.T.N. Arts College, Dindigul, having found it more appropriate and effective, decided to conduct a study on the effectiveness of CLT in other arts and science colleges in Dindigul District and hence the study. The feedback from the outgone students regarding the effectiveness of her CLT approach to the teaching of English has also motivated the researcher.
The researcher had certain limitations while doing the study. Though English language learning through prose takes place in almost all educational Institutions, the researcher could only take up four Arts and Science Colleges and a University situated in Dindigul District, namely G.T.N. Art College, Dindigul, M.K.U. Evening College, Dindigul, M.V.M. Govt. Arts College (Women), Dindigul, Rama Prabha College of Arts & Science, Arasanampatti, and The Gandhigram Rural Institute, Deemed University, Gandhigram.

All the five institutions come under different categories, namely, an autonomous college, an evening college, a government-cum-women’s college, a self-financing college and a university respectively, to study the different kinds of students under different kinds of administration and their admission under different criteria. This selection could help the researcher test her hypothesis.

Regarding the respondents for the study, the researcher did not conduct any selection test but the actual batches of students of each college were chosen for the study to get the actual feedback of the students with different calibres sitting in the same class.

The immediate feedback of the students of both the Control Group and the Experimental Group regarding the lessons taken through TLT and CLT respectively was collected then and there during the experimental classes through a test to get the spontaneous response of the students. This restricted them from being influenced by other sources.

In addition, the feedback about the student’s exposure to English Language Learning through a questionnaire was also collected from the same batches of students before the start of the classroom research.
The data collected from the two sources were analysed through statistical package for social science (version 10). Regarding the documentation, the entire work followed the MLA Handbook for Writers of Research Papers (Fifth Edition) by Joseph Gibaldi (2000).

This research has been limited to the undergraduate students of the science faculty of the five institutions chosen. This may further be extended to the Arts students, women students and men students separately, first generation students, rural students, urban students, professional college students and so on. There is still scope to apply this Communicative Approach to teach other subjects as well, as anything may be a lesson in CLT.

Chapter 3 is “Teaching Prose through CLT”, the researcher chose the prose form rather than poetry or drama or fiction for English Language Teaching. Prose is a befitting literary form for teaching the language. The teacher can easily teach vocabulary, grammar, comprehension, phonetics and composition through a prose lesson. The students can also have better learning ambience when the teacher innovatively employs language games and communicative games as part of CLT in teaching Prose. A detailed analysis of CLT with regard to its origin, principles, procedure, role of a teacher and role of a student in CLT is also provided in this chapter.

Chapter 4 is “Research on CLT Lessons”. Regarding the procedure, in a college, the students of the science departments were selected. The researcher had a limitation in the choice of students for her research because in MKU Evening College and Rama Prabha College, arts students were not available because of the non-availability of arts
courses. So, to maintain uniformity, the researcher chose students from Science departments in all colleges. They were divided into two groups namely the Control Group and the Experimental Group.

The students grouped under the Control Group were taught a lesson through Traditional Language Teaching (TLT) and the students grouped under the Experimental Group were taught the same lesson through Communicative Language Teaching (CLT).

Where the Control Group teaching was teacher-centred in which the focus was on the teacher’s knowledge about the subject and the teaching was from the examination point of view. The students were not given sufficient time for interaction. Every aspect of the lesson from the vocabulary to the comprehension tasks at the end of the lesson was taught systematically.

The Experimental Group was taught through CLT by the researcher and it was learner-centred. The learners were made to participate in learning the lesson through different kind of activities which led them to acquire the fundamental skills of language learning namely Listening, Speaking, Reading and Writing.

For example, the teacher introduced vocabulary games and communicative games through guessing, word grid, puzzles, mime, etc., as individual work, pair work or group work. Grammar was also taught during the course of the lesson, and finally the feedback of the students about the lesson was collected. The three-pronged approach of CLT, namely, pre-task, task and feedback was followed for the Experimental Group.
While chapter 3 discusses the prose teaching through CLT and chapter 4 exemplifies how teaching or learning prose could be made pleasurable when appropriate strategies are used, Chapter 5, “Analysis and Interpretation of the Data” is a detailed study of the data collected through the questionnaire and the performance of the students taught through TLT and CLT.

The individual score in each component, namely, Comprehension, True or False, Framing Sentences and Grammar, taken by students of the Control Group and the Experimental Group of the five institutions, has also been analysed diagrammatically to prove the hypothesis.

The 6th and final Chapter “Summing up: Finding and Suggestions” records the various findings and suggestions of the researcher during the course of the research.

**Research Findings:**

The researcher sums up her findings from the following sources, namely,

a)  Questionnaire administered to the students

b)  TLT and the CLT feedback score

a. From the Questionnaire:

i.  English is taught as Part II English to the undergraduates in the arts and science colleges and the universities where UG courses are offered but the number of semesters for Part II English varies as under:
ii. For courses like B.Com., and at MICUEC/MKU, English is taught under Part I, only in the first two semesters.

iii. At GRI English is taught under Part II, only in the first three semesters.

iv. At MKU, English is taught under Part II, only in the first four semesters.

2. Courses offered for UG students differ from college to college and from university to university. In the name of job-oriented course, many inter-disciplinary courses are being offered as B.Com., with Computer Application, B.Sc., Microbiology and Bio -Chemistry, B.Sc., Mathematics with Computer Applications and so on. Arts courses are in the decline these days in the colleges and universities.

3. The strength of the students in arts and science colleges has a difference between arts groups and science groups. Where the strength of the arts departments remains almost the same throughout the course with a few dropouts, the strength of the science departments has a decline owing to the factor that they prefer professional courses and try them even in their second or third year.

4. The female students are more in the study owing to the fact that MVM is exclusively for women students. It so happened that the female students have applied more in number in RPC during the study period and in GRI too female students are more than male students in the science departments as the admission is on merit basis in which the female students’
performance is better than male students’ performance over the years.

5. Normally when a student joins college after Plus Two she/he is around 17 or 18 years old. Hence in the study majority of the students come under ‘below 18’ category and a few students come under ‘above 18’ category as they are employed elsewhere and study in the Evening College where age relaxation is permissible.

6. As the study was conducted in Tamilnadu in Dindigul District, majority of the students in the study speak ‘Tamil’ as their mother tongue.

7. As Dindigul is surrounded by villages, students in the colleges are mostly from the rural background. So their exposure to English is minimal.

8. Majority of the students in the study come from families whose monthly income is between Rs.5,000/- and Rs. 10,000/-. Students coming from the low-income group are supported by the scholarships offered by the Government.

9. The number of prose lessons prescribed in all colleges ranges from 6 to 10 percent which is quite manageable on the part of the students and the teachers.

10. Regarding the type of prose lessons prescribed, general topics or excerpts from autobiographies, narratives, etc., are found.
11. Most of the students in the study find their prose lessons difficult to understand mainly because of the unfamiliar context, style of the author, the ELT methods followed by their teachers and the rich language found in the lessons.

12. As regards the ELT methods of the teachers, most of the students find it difficult to follow their methods mainly because the teachers lecture or explain the lessons throughout in English.

13. The students coming from the rural background, who already unexposed to the use of English outside the classroom and hence lacking fluency are the worst sufferers in the English classroom.

14. In the semester system, examination is the testing factor for which the students have to mechanically memorize the essays without comprehending the meaning. It is a sorry state of affairs that even after twelve years of schooling with English as one of the subjects, the students coining to arts and science colleges are not able to use English correctly in any given situation or even within their syllabus.

15. A majority of the students find their lessons tough also because of the materials prescribed. The same old essays prescribed some 20 years ago are now prescribed to the modern generation students. In the days of Cyber Revolution, the outdated essays are found irrelevant.
16. In colleges, language classes house large number of students combining two departments or more ranging above 50 in a class. The teacher as an individual is accountable for the overall discipline, class control, teaching the lessons and the students’ performance in the university examinations.

17. English is treated as a knowledge subject in all colleges. The authorities expect the language classes to be as silent as a major class. They expect the teacher to engage the language class just by transferring his/her knowledge of the subject to the students. The noise produced during the interactions in the language classes is found irritant to many.

18. Regarding the ‘form preference’ for language learning most of the students prefer prose as it is a better vehicle for learning the language as the students find reading a lesson easier.

19. A majority of the students in the study area expect their teachers to explain the lesson to them first in their mother tongue and then in English. Also they expect their teachers to give notes, essays and important questions for the examinations. In the process of learning the students are expected to do homework by referring and preparing the essays on their own. But these days most of the students are lethargic.

20. Lessons prescribed to the students in colleges are not easily comprehensible to them and so they spend most of their time in rote learning and reframing in examinations. Actually the
students are expected to acquire language and communication skills through the lessons.

21. In the language classes there is no provision for language activities or communication activities through individual work or pair work or group work. The teacher engages the class throughout and it is found monotonous for the students.

22. Like in the major subjects, assignments either in the class or at home are not given by the language teachers to the students.

23. The teachers are very particular about completing the lessons and completing the syllabus before the examinations and so the students are not exposed to the expected language learning in the class.

24. The students come to college for three years consecutively to obtain their degree. Out of six semesters English is only two or three or four semesters. Actually in the first year the students are not aware of the value of ELL, in the second year they slowly feel the importance and only in the third year they realize the importance of English Language Learning.

b. From the TLT and CLT feedback score:

1. In the same test administered to the Control Group and the Experimental Group the scores were analysed. When compared the performance of the students through CLT is slightly better than the performance of the students through TLT.
2. In GTN the highest score of the Control Group through TLT was 7 out of 10 whereas in the same college the highest score of the Experimental Groups through CLT was 8 out of 10 where there was an increase of 1 point.

3. In MKUEC the highest score of the Control Group through TLT was 6.5 out of 10 whereas in the same college the highest score of the Experimental Group through CLT was 7.5 out of 10 where there was an increase of 1 point.

4. In MVM the highest score of the Control Group through TLT was 7.25 out of 10 whereas in the same college the highest score of the Experimental Group through CLT was 8.25 out of 10 where there was an increase of 1 point.

5. In RPC the highest score of the Control Group through TLT was 5.5 out of 10 whereas in the same college the highest score of the Experimental Group through CLT was 7.25 out of 10 where there was an increase of 1.75 points.

6. In GRI the highest score of the Control Group through TLT was 6.5 out of 10 whereas in the same college the highest score of the Experimental Group through CLT was 7.25 out of 10 where there was an increase of 0.75 point.

7. The same question paper was given to the Control Group and the Experimental Group which comprised Framing Sentences for 4 marks, Grammar questions for 2 marks, True or False questions for 2 marks and Comprehension question for 2 marks. And on whole the test was for 10 marks.
8. When the performance of the students in the individual question component was analysed, the students’ performance varied from college to college.

9. In the Framing the sentences question GTN scored 3 out of 4, MKUEC 2 out of 4, MVM 4 out of 4, RPC 3 out of 4 and the GRI 2 out of 4.

10. In the Grammar question GTN scored 1.5 out of 2, MKUEC 1 out of 2, MVM 2 out of 2, RPC 1.5 out of 2 and the GRI 1.5 out of 2.

11. In the ‘True’ or ‘False’ question GTN scored 2 out of 2, MKUEC 1 out of 2, MVM 2 out of 2, RPC 1 out of 2 and the GRI 2 out 2.

12. In the Comprehension question GTN scored 1.5 out of 2, MKUEC 1 out of 2, MVM 2 out of 2, RPC 1.5 out of 2 and the GRI 2 out of 2.

So, there are definitely differences in teaching language through TLT and through CLT and CLT shows advantages over TLT. The differences are tabulated hereunder
### Table 6.1

**Acquisition of Language Components through TLT & CLT: A Comparison**

<table>
<thead>
<tr>
<th>Components</th>
<th>TLT</th>
<th>CLT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td>★ Learning the meaning. « Getting the synonymous word ★ Meaning learnt out of context • Almost nil retention ★ Teaching many words but minimal learning</td>
<td>• Inferring the meaning ★ Understanding the usage ★ Usage acquired in context ★ Long term retention • Teaching minimal words but thorough learning</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>★ Deductive • Taught ★ Separate entity • Rules given priority • Conscious learning; hence painful ★ Retention low</td>
<td>★ Inductive ★ Learnt ★ A part of the language acquisition • Acquire through Activity • Unconscious acquisition; hence pleasurable • Retention high</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>★ Not given much importance ★ Taught as an arrangement/ordering of letters ★ Low retention</td>
<td>• A part of the learning ★ Taught through language games • High retention</td>
</tr>
</tbody>
</table>
In the language learning process, the planning of every period and the distribution of language components to be taught in a class has to be meticulously planned. Though every teacher aims at effective teaching, she/he has to ensure whether the expected learning takes place or not in the learners.

TLT and CLT are compared and contrasted as under:

<table>
<thead>
<tr>
<th>Pronunciation</th>
<th>Concurrency®</th>
<th>Immediate correction of mispronunciation®</th>
<th>Low retention®</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Almost neglected®</td>
<td>Conscious learning®</td>
<td>High retention®</td>
</tr>
<tr>
<td></td>
<td>Acquisition®</td>
<td>Incidental learning of pronunciation®</td>
<td></td>
</tr>
<tr>
<td>Comprehension Of Prose Passage</td>
<td>Through explanation®</td>
<td>Teacher - Oriented®</td>
<td>Low retention®</td>
</tr>
<tr>
<td></td>
<td>Through communication®</td>
<td>Monotonous®</td>
<td>Not stimulating®</td>
</tr>
<tr>
<td></td>
<td>Interesting®</td>
<td>Prosaic®</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pleasurable®</td>
<td>Knowledge-oriented®</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skill as well as knowledge - oriented®</td>
<td>Passive reception by students®</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Active participation of learners®</td>
<td>Low retention®</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High retention®</td>
<td>Not stimulating®</td>
<td></td>
</tr>
</tbody>
</table>
Vocabulary:

Where in TLT the meaning of the words is learnt, in CLT meaning is inferred. The students get synonymous words in TLT but in CLT they also understand the usage of words in addition to getting synonymous words. It is obvious that the meaning is learnt out of context in TLT but in CLT it is an advantage that the students acquire the usage in contexts. Though many words are taught in TLT, the learning is very minimal and so there is also nil retention. But in CLT minimal words are imbibed by the students through a thorough learning and so there is a possibility of a long-term retention of words.

Grammar:

As Grammar is taught through rules being given priority as a separate entity deductively in TLT, conscious learning takes place painfully and therefore the retention is low. But in CLT grammar is learnt and acquired through activity as it is taught through inductive method. Here, grammar is learnt as a part of language acquisition unconsciously, it is pleasurable to learners and so the retention is definitely high.

Spelling:

In TLT generally spelling is not given importance but when the teacher teaches the spelling occasionally, she/he teachers it as an arrangement or ordering of letters. So there is low retention. Whereas in CLT, spelling is learnt as a part of the learning as it is taught through language games.
Pronunciation:

In TLT, pronunciation is almost neglected. Conscious learning takes place when the teacher teaches pronunciation to the students. The teacher in TLT has a tendency to correct the students’ error in pronunciation whereas in CLT pronunciation is incidentally acquired as a part of learning and so retention is high.

Comprehension of prose Passage:

In TLT, the class is purely teacher-oriented as the teacher explains the contents or the knowledge part of the lessons in a prosaic manner consuming more time in interpretation. It is therefore monotonous to students who have to be passive throughout. The learning is not at all stimulating to the students and therefore the retention is very low. The students may be physically present in the class but they remain mentally absent. On the contrary in CLT through communication and language activities the students actively take part with the stimulation and through two-way communication or interaction, they acquire the skill as well as the knowledge with proper understanding of the passage. The CLT class is learner-centred and therefore interesting and pleasurable. High retention is guaranteed ultimately.

Normally in teaching a lesson in TLT, the teacher reads the lesson aloud once fully if the lesson is short or in parts if the lesson is longer. She/he explains then line by line and gives meanings or synonyms to the difficult words, gives a detailed account of the author, teaches grammar separately and revises the lesson at the end. The students rarely participate in this process. They are kept passive or they are expected to be silent in the class.
Whereas in the CLT classroom, the teacher as a facilitator motivates the learners with some relevant language or Communicative activities, provides a few pre-reading questions so that they may come to know of what they are going to learn in the lesson, and in one class, there are separate slots for vocabulary, spelling, pronunciation, grammar and comprehension with a stipulated time frame for each. This scheduling of the hour will enable the learners to learn the lesson as well as the language in an organic manner. Consciously they learn the lesson and subconsciously they acquire the language skills and Communicative skills.

‘Communicative Language Teaching’ has in recent years gained prominence in ELT as it caters to the personal, vocational and social needs of the learner. Linguists, practitioners of ‘ELT’ in schools and colleges, and researchers are now-a-days keen on discussing through various fora, the different aspects of CLT, its aims and objectives, principles, methodology, advantages and disadvantages, role of a teacher, role of a learner, and the tools of CLT like the language games, pair work activities and group tasks in order to develop the standards of ELT.

It is implied that researches are being carried out all over, on the impact of CLT on the teachers and the learners. It is quite interesting that the English books prescribed for the School children from class Five in Tamilnadu are based on the Communicative Approach. Even in the new syllabus of the universities in the study area, the objectives of CLT are realized.

For example, out of the four objectives stated in the Madurai Kamaraj University’s Part - II English syllabus (2005), three are in favour of the objectives of CLT, namely,
1. to expose students to functional aspects of English Language.

2. to enable them develop skill-both in Written English and Spoken English

3. to expose them to a few classics in English Prose, Poetry and Drama, and thus develop their reading and writing skills in English

In addition, the major skills envisaged in the syllabus are also given us under:

There is a focus on four major skills of English Language Learning - Listening, Speaking, Reading and Writing.

1. Listening:

   Students should learn to listen to speeches and conversations, narrations and description, through listening, accent, and tone of the language can be picked up.

2. Speaking:

   There is ample opportunity to be given to the learners to interact in the classroom.

3. Reading:

   Reading Practice enriches the vocabulary of the learners. Consequently, sentence patterns and structures get fixed into the minds of the learners.
4. Writing:

Students should have ample practice in written English. Learning is language is different from learning a subject. While the ‘subject’ is knowledge and content-based, the language is practice-oriented and skill based. Even for learning a subject, language is essential to listen, speak, read, and write with a proper understanding for a better expression. In Schools, languages are treated as yet another subject. Hence, students are also accustomed to it. They employ a mechanical way of learning a language by memorizing the theoretical implications of the language, writing the examinations, and forgetting what they have studied in the earlier semester. Since the language environment outside the classroom varies to the regional medium, the students are not able to practise English. But when career opportunities knock at their door, they realize the value of language learning as they require English fluency in the job market.

So, keeping this ironical plight in mind, the teacher of English is expected to train the students with a foresight.

Suggestions:

The researcher having realized this problem of the students tries to deduce the solution that by updating the method of teaching to the changing needs of the world around, the deficiencies in ELT / ELL could be overcome.

The solution can emerge not only from the language teachers but also from other subject teachers who instead of being indifferent towards ELL, should be able to encourage their students to be sound in language
acquisition through a good learning of the different aspects of the language.

Such a transformation will take place only when the weightage to English is given in the syllabus and evaluation.

It is another area of study to analyse the relevance of the materials prescribed for Part II English. Normally language is taught through literature. For example, the Madurai Kamaraj University Syllabus which is followed in three out of five colleges chosen for the study, a full-length play of Shakespeare, A Mid-Summer Night’s Dream is prescribed and earlier, Bernard Shaw’s Arras and the Man was prescribed. Though these are the interesting plays, the rural learners sitting in the Part II class whose language exposure is at the bare minimum find everything strange in these plays. The names of characters, plot, the language, the western culture and above all the examination fear baffle them. Instead of practising the language aspects, they have to spend most of the time in learning the story, the correct spelling of the foreign names, the difficult pronunciation and all these eclipse their fundamental language learning. The outcome is so awful that they master neither the subject nor the language.

Keeping this in mind, the syllabus designers must come forward to prescribe easily comprehensible prose texts preferably in the native or familiar context with a major thrust on developing the students in language and communication skills within the main frame of the syllabus itself. In addition to lecture hours, practical sessions in batches are to be allotted. Every arts and science college therefore has to be well equipped with a language laboratory which is designed accordingly to attend to the
large group. It is a commendable factor that the self-financing colleges concentrate on this aspect. The government supported the colleges should also get these facilities for creating a better language learning environment for the deprived students.

Every college can follow a mechanism wherein the student at least an hour everyday gets the facility of sitting inside the library with a feel of a variety of books, journals, magazines and newspapers around. In the declining days of the reading habit, such a facility will no doubt stimulate the students to read something everyday. They should be made to know the difference between ‘reading’ and ‘studying’.

The present study insists on the fact that the language learning experience of the students need to be more pleasant. With a reasonably good infrastructure, relevant materials, effective methods or approaches, involved teachers and aspiring students, this could be possible.

So many methods and approaches have been practised in ELT earlier namely the Grammar - Translation Method, the Direct method, the Audio-Lingual method, the structural situational Approach, all labeled under TLT and from the 1980s, CLT has been practiced all over. The CLT experiments conducted in schools and colleges are being reported in ELT journals.

It is suggested through this study that in arts and science colleges where English is taught as Part II or foundation course, the teachers of English irrespective of their cadre and experience can put their brains together to evolve a new strategy to develop the language and communication skills in the students. As CLT provides enormous opportunities for the teachers of ELT and the students of ELL, it can be
employed in the teaching of prose. Though any topic can be taught through CLT, Part II teachers can first come forward to practise it with their students for better results.

It is suggested that English be offered as Part II in all six semesters so that the students will get an organic development in ELL.

It is suggested that the strength of Part II classes has to be minimized for effective language learning.

It is after a thorough research for more than a decade that the researcher suggests that even the subject teachers can give a try calling it an ‘interactive approach’ or ‘integrated approach’ as it integrates the ‘content’ namely the subject and the ‘form’ namely the linguistic structures. Where the students are kept passive listeners in the subject classes, this communicative or interactive or integrated approach will definitely broaden the spectrum of learning.

It is a peculiar situation in arts and science colleges that a student who is good at his or her subject is weak in the second language English. The researcher has identified quite a few students in their colleges that even among the science students, ELL is a challenge. To reduce the strain in teaching/learning the language, the students have been streamed based on their performance in a proficiency test conducted for the first year students within a week of their admission. Subsequently in every semester they are grouped based on their marks in the previous model examination. The brilliant students and the average/below average students are taught the same lessons but by different teachers through various methods and approaches.
At all levels, Communicative games could be used and the college teachers could easily follow this approach which will not only make learning pleasurable but also lasting.

A systematic implementation of CLT ensures effective learning/acquisition of language and communicative skills.

Though initially CLT appears to be time-consuming, once the students get used to the method, It is time saving and hence the teachers can easily complete the syllabus through this approach.

Some of the communicative activities tried out by the researcher can be implemented in the colleges successfully.

CLT can be effectively used to combine teaching of grammar and developing comprehension as pointed out by the researcher and hence can be followed by the teachers of English while teaching prose lessons.

The researcher has been following CLT method and principles in her teaching for more than a decade. Based on the pleasant experiences of teaching prose through CLT to rural learners she has made certain suggestions for implementing better techniques in English classrooms.

In the language learning process, there are many sub-skills to be trained, like,

1. Correct spelling of words found in the lesson.
2. Use of right word at the right place for collocation.
3. Framing of sentences using any given word.
4. Use of grammatical features like tense, voice, parts of speech etc.,
5. Correct pronunciation of words with proper modulation, intonation and articulation.

The teacher of English may try out the following activities to develop language skills through varied activities thus making the class interesting and enabling the students to acquire language skills.

Spelling:

While making the learners learn a new word for its spelling, the said word may be written on the board with blanks in between. Then clues may be given for the missing letters. For example,

For the word ‘fraternity’

F..................Y

Clues:

1. The word means’ brotherhood’
2. A rodent sits on the first three blanks (rat)
3. The last six letters of eternity (ernity)

For the word, ‘Inauguration’

-----------ration

Clue:

Leave the last two letters in, “In August”
**Word / name:**

Guessing game may be employed to identify the name or the word.

The teacher may ask the students to ask him/her just a few questions to guess the right answer.

If the word is a name of a leader, like, Mahatma Gandhi, then the students may start asking the following questions to guess the right answer:

<table>
<thead>
<tr>
<th>Questions (by students)</th>
<th>Answer (by the teacher)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nationality</td>
<td>Indian</td>
</tr>
<tr>
<td>2. Man or woman?</td>
<td>Man</td>
</tr>
<tr>
<td>3. Young or old?</td>
<td>Old</td>
</tr>
<tr>
<td>4. Profession?</td>
<td>Politics</td>
</tr>
<tr>
<td>5. Dead or alive?</td>
<td>Dead</td>
</tr>
<tr>
<td>6. Nehru?</td>
<td>No</td>
</tr>
<tr>
<td>7. Gandhi?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

If the word is “spy”, the students may be motivated to ask a few questions like,

<table>
<thead>
<tr>
<th>Questions (by students)</th>
<th>Answer (by the teacher)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How many letters are in the word?</td>
<td>Three</td>
</tr>
<tr>
<td>2. Noun/Verb/Adjective</td>
<td>Noun</td>
</tr>
<tr>
<td>3. Refer to human or animals?</td>
<td>Human</td>
</tr>
<tr>
<td>4. First letter?</td>
<td>‘S’</td>
</tr>
<tr>
<td>5. Second letter?</td>
<td>Between ‘O’ and ‘R’</td>
</tr>
<tr>
<td>6. Spy?</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Grammar/ Tense:

To teach all the sequences of tenses, the teacher may initiate a story with all twelve forms of tenses:

Shanthi was a dancer. She was practising all classical dances of India. She had given performances in many countries. She had been conducting classes also in those countries. Now she is quite old. But she is still running the dance school in Chennai. She has trained many good dancers. She has been training many more. She will give training for some more years. She will be training some as good dance teachers. In the next few years, say by 2010, she will have trained a few hundreds of her disciples. She will have been doing this service till her last.

Similarly, the students may be initiated to construct an imaginary story using the above technique.

Vocabulary:

The teacher may mime a few gestures. The students may be asked to decode them one by one. All the related words can be learnt in a few minutes spontaneously.

e.g.,

The child is Crying
Sobbing
Screaming
Weeping
Different ways of expressing happiness:

Smile
Beam
Grim
Chuckling
Giggle
Laugh

When the student learns unconsciously, it becomes a pleasurable experience. Communicative activities in the classroom not only makes the class lively, but also enable the students to acquire language skills. The major focus of this study has been to test this hypothesis and the researcher has come to the conclusion that teaching prose through CLT is effective.

The inhibition present in the majority of the learners could be shed through CLT.

CLT boosts the morale of the teachers and the students as well. There will be more life in a CLT classroom.

It is hoped that the CLT lesson packages planned by the researcher for the study, may be followed as samples by the teachers of English in colleges to make English language learning of the students more pleasurable, more effective, and more relevant to the changing needs of the day.
Conclusion:

The objectives of the researcher could be achieved and her hypotheses proved through her experiments on CLT in teaching prose to the Experimental Groups in the five colleges chosen for the study. Language learning is only a gradual process. When a new method is tried, there may be challenges for both the teacher and the learner. The researcher through her practice of teaching English through CLT to the undergraduates for more than a decade has found the method suitable, relevant and fruitful. Therefore she made an attempt to experiment CLT method in other colleges in Dindigul District of Tamilnadu. A significant difference could be felt in all colleges where CLT method was found more effective than TLT method in teaching prose.

As it was a pioneering experiment, the researcher could only take a few classes and make a partial lesson plan. There is ample scope for conducting a similar study on larger samples for a longer duration of time so that the quality of teaching English to undergraduates could improve in order to cater to their changing needs.