5 AN ESL COURSE DESIGN

5.0 Towards Evolving a Teleological Approach

The needs of the learners and the related course objectives should help us to formulate the type of desired teaching-learning experiences. The historical perspective to English teaching in India, the appraisal of the ESL programmes and the theoretical propositions suggested by linguists, second language theoreticians, and also practical classroom considerations set forth by ESL practitioners have to be taken into account in the modern context when the ESL course design is decided on.

A particular approach/method will not help our learners in achieving the ESL-course objectives. Since the body of knowledge to be transmitted is quite complex, the individuals who receive it are a large group, and the sociological forces at work in the environments extremely complicated, the ELT enterprise will have to be complex and varied. In addition, the curricula, the syllabuses and the methodologies are to be developed on the basis of underlying social and cultural commitments, and not on the basis of superficial appearances, theoretical validations, individual success stories, scholarly opinions, institutional comments and the like (Krishnaswamy 1985: 86).
ESL programmes in any pluralistic society must also be pluralistic in planning and implementation with a variety of English learning opportunities being made available to the learners. The theoreticians and syllabus-makers should abandon mono-methodological approaches like one syllabus and one book for one nation or one community. They should also give up the structural, notional, procedural, communicative syllabuses if they are not useful in teaching/learning context. A pluralistic, polymethodological plan of action is to be advocated—be it the grammar-translation, structural-direct, structural-bilingual, functional, notional, communicative, and other methods/approaches to ELT, and the choice left to the learners. Surely there is no one road; there must be many. At the same time, just advocating an eclectic or negotiated approach will mean asking the ill-equipped teacher and the learner, who are not in a position to select or negotiate, to be omniscient (Krishnaswamy 1985:86).

To overcome these deficiencies, a teleological approach (Ramani, 1985) that is not mechanical but goal oriented must be evolved with the focus on the learners and the teachers so that ESL programmes can be designed and implemented in relation to the specified objectives.
Refining, reenergising/revitalising and redefining OBJECTIVES of General Purpose English Language Programmes towards Designing of Specific Purpose English Language Programmes

**Learners' Language behaviour modification Process**

**LANGUAGE LEARNING PROCESS**

**INPUTS**
- Teacher
- Learner
- Material
- Resources
- Methods/general Strategies
- Specific

**Planning**
- Nature of organizing Language Policy
- Decision making Strategies
- Organising register based curriculum
- SPERT & Subject
- Teacher committees & group decisions

**Organisation**
- Nature of Staffing
- Selection of Teachers
- Appraisal of Teachers
- Teacher development
- Pre-service & In-service training scope
- purpose Principles & Practices

**Staffing**
- The Affective factor
- Motivation Leadership
- Communication between SPERT & Subject
- Teacher performance

**Leading**
- Summative Techniques controlling & motivating learner performance

**Evaluating**
- Nature Purpose Modes Formative

**OUT PUT**
- Competent learner who can perform
- Highly Satisfied Future Employees
- Competent Teacher who can perform

**Interaction system (involving Teachers, Learners, Administrations & Society)**

1. Teachers Vs community
2. Learners Vs Employers
3. Administration Vs Government customers etc.

**External Variables**
1. Opportunities for language use
2. Constraints
3. Others

SPELT: Special Purpose English Language Teacher Training.

**A TELEOLOGICAL APPROACH TO LANGUAGE TEACHING / LEARNING**
of a course of study. The ESL model based on the principles of proper educational planning and management should specify clearly the end product, namely, a competent learner who can perform (use the language) and a competent teacher who can perform (teach the language).

Our learners need to make use of English for a set of specific purposes, while undergoing a course of study and later to meet on-the-job requirements. Hence the learners' subject(s) of specialisation, namely, the content, need to be taken into account while planning language courses.

It is a big question as to how to teach / impart skills related to "language use". A number of factors are to be taken into account for language learning / acquisition to take place; the learners should be highly motivated and they should be interested in what they do. One of the things that can sustain the learners' interest and motivation is the subject matter; the learners need to master the subject for obvious reasons. When a course is built around the subject / content area, the learners are likely to use the language and make sense of the subject matter. It is the subject matter not the form or function that the learner is interested in. Thus the kind of training in handling the
subject matter (language use) results in the real acquisition of the language. The learners keep reminding themselves that they are engaged in a kind of problem-solving activity which is aimed at preparing them to meet the future language requirements. Once the learners' motivation is aroused their concentration on the subject matter could lead them to imbibing an understanding of the form and function of language. This kind of syllabus incorporates the various dimensions of an ideal language course, namely, the content, the form and the function. Learning is significantly enhanced when the learners see the relevance of what they are to meet in their own future requirements of language in real life situations. Some of the useful techniques that may make the learners get involved in learning are listed below; they are not by any means exhaustive but the researcher found them very effective in the project outlined in the next chapter.

5.1 Group Processes

5.1.1 The Roles of Teachers and Learners

Often social and psychological factors affect the teacher-learner relationship. A language can be learnt only when opportunities to use that language are provided and there is scope for teacher-learner
interaction. Teaching and learning in a classroom situation is not only an academic activity but a social activity. Hence, the relationship between the teacher and the learners, and a learner and another learner does have a great impact on learning. Traditionally the image of the teacher is invested with authoritarian powers. But the teacher should emulate the role of a traditional guru taking care of the personal and social needs of his pupils. The teacher and the learners may have varied beliefs and attitudes. But, it is essential that they develop healthy beliefs and attitudes taking into account the societal and national interests. The teacher should be appreciative of the learners' problems and try to provide solutions. The classroom provides a natural setting for learning. The nature of interaction will vary according to the input. The roles of the individual teacher and the individual learner will have a definite bearing on the type of classroom interaction. Researches have proved that learners learn better when they learn in a group. In a group, each learner is assigned a specific activity but all learners work towards a common goal.

5.1.2 Organising Group Activities

Organising group activities and learning experiences require a lot of planning. These group
learning activities should be preceded by well-guided discussions and brainstorming sessions. Group discussion is a skill that has to be learnt through constant practice; it involves the ability to lead out those who are shy, or inarticulate and to keep under control the voluble and extrovert, without however discouraging them. It includes the difficult skill of formulating conclusions and decisions based on what has been said and intended, not on the teacher's predetermined ideas and preferences. The learner should be helped to understand the qualities that make a good leader in a group discussion. A good discussion leader should be able to give everyone the opportunity to have his say without allowing the discussion to wander off the point or become boring to the group. The learner should also be scrupulously fair in his adherence to group discussions, particularly when the learner does not agree with them. And of course, most important of all, the learner should be able to resist the temptation to use his/her own superior knowledge and authority to lead the discussion in the way he/she learner wants it to go. This does not mean that the learner should not allow or encourage decisions or conclusions which fit within his/her own plans; however, he may guide other learners
to his way of thinking provided they arrive at decisions/ conclusions through their own efforts.

5.1.3 Organising Groups

The teacher should plan effectively and organise motivated learner-groups to promote classroom language learning. As the classes usually consist of learners of mixed abilities, in each of the groups, it is necessary to have learners of different levels of English language competence. All good teachers pay adequate attention to the organisation of classroom activities. The success of any approach or ELT methodology depends on the initiatives resourcefulness of teachers. A number of factors control the classroom organisation. There are some constant factors and some variables:

<table>
<thead>
<tr>
<th>Constant Factors</th>
<th>Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Size :</td>
<td>Normally between 50 and 60 for a language class.</td>
</tr>
<tr>
<td>Age Group :</td>
<td>Intermediate (+2 level) learners. Hence aged between 17 and 19.</td>
</tr>
<tr>
<td>Levels of attainment :</td>
<td>Mixed ability, heterogeneous group. Varied levels of language proficiency.</td>
</tr>
</tbody>
</table>
Aims and objectives: To make all learners achieve the objectives of the course.

The designing of the course content: To be selected and adopted according to the needs and interests of the learners with an eye on the course objectives.

Evaluation: Formative and summative tests.

Teacher orientation: Teacher should orient himself towards achieving the course objectives.

Lesson: prescribed text/or other materials learners' optional subject matter etcetera chosen according to the needs of the learners.

Mood of the learners: normally motivated if result oriented/purpose or goal oriented.

Teachers' knowledge: varies according to the levels of motivation, orientation / training.
Activities: vary according to the teachers' perception, learner's motivation and interest.

Materials: vary according to the levels of awareness of teachers and facilities such as library, magazines, newspapers, and visual materials.

The ESL teacher can have a look at the constant factors and variables and organise classroom activities. Ideally, to achieve the objectives of the course, opportunities should be provided to the learners to use English for interaction in the classroom. The first stage of the classroom organisation will therefore have to be a confidence building exercise.

5.1.4 GROUPING VS STREAMING

The learners in a classroom can be divided into groups. A group can have 5 or 6 members. Grouping and streaming should not be used synonymously. Grouping within the classroom is not streaming. Whereas in streaming, the learners belonging to particular levels of attainments are grouped together; in group process, learners of varied abilities and interests are grouped together. Learners who can emotionally adjust and keep together to work towards a common goal can form a group.
For instance, in a group of six, two may belong to the higher ability group, two to the lower ability group and two may be average learners. It is possible to group learners who may be socially and emotionally bound together.

5.1.5 Organisation of Groups

The teacher is expected to organise a number of activities to promote learning. Taking the variables and constants into account, the teacher must plan his activities. Learner's classroom work/extended activities can be broadly classified under:

Large class discussion group
Small discussion group
Pair work and
Individual assignment

The interactive processes in small groups certainly add to the quality of the product which itself is the result of the group work. The ESL teachers will have a discrete check on the variables such as the learners' interests, skills, motivation levels, attitudes, hobbies, proficiency level in English and subjects, and accommodate the learners in various groups. A learner who is fairly proficient in English and the subject, a learner from a regional medium background, a learner who is good in non-scholastic traits such as painting, art,
music, film appreciation etcetera, a learner who can lead and a learner who can plan and execute, all join to form a group.

The idea of group work is to introduce the learners with varied abilities/skills (that are manifest in them) to the real life experiences and maximize their learning. In a group learning situation, a learner's insight might generate new ideas or kindle a spark. New ideas generate arguments, arguments lead to persuasion, persuasion wins confidence and finally each member of the group has a sense of satisfaction for having come to terms by winning the confidence of the other members of the group.

Group activities and learning experiences motivate learners to set their goals and achieve their objectives methodically. To ensure quality learning, adequate attention should be paid to planning, organisation and evaluation of group work.

5.1.6 Team Work

Alternatively, the members of a group or a team can work independently and report to the group on completion of the assigned task. Not all members of the team can carry out the task entrusted to them. In the process, individual members may seek the help of the other members to fulfil the task.
In the group, the members always realise the need to extend support, seek support and supplement each other for result oriented activity. Communication between the members of the team and amongst the members of the team opens up new channels for creativity in the use of language and production of linguistic features. Groups actually provide confidence and moral support for the members of the group. Each member of the team can be at his best in a team effort. Some members are quite likely to launch on innovations more confidently.

5.2.0 Critical Thinking and Logical Reasoning

Learners need to think for themselves and not merely learn what other people have thought. Education should not merely promote proficiency in the regurgitation of facts. Learning experiences should be provided to promote the learners' abilities to think and reason. According to Ken Ashworth, Director of the Educational Testing Service "the number of students mastering basic skills has been rising but the number who display higher-order skills has not increased". Ashworth points out that assessments conducted during the eighties revealed that only five percent of the 17 year olds could synthesize and learn from special reading materials, only six percent could solve multi-step mathematical problems and use basic algebra and
only seven percent could infer relationships and draw conclusions using detailed scientific knowledge.

Learners at the tertiary level science and technological institutions need to master such higher order skills as analyzing the results of experiments, applying principles and integrating experimental evidence. Promoting critical thinking and logical reasoning amongst these learners is also very important. Matthew Lipman defines critical thinking as skilful, responsible thinking that facilitates good judgement because it

a) relies upon criteria
b) is self-correcting and
c) is sensitive to context

(Lipman 1990:3)

A critical thinker is always guided by reason. The philosophers stress logic and objective reasoning as the core of critical thinking. However, the psychologists present their views differently. Robert J. Sternberg defines critical thinking as "mental processes, strategies and representations people use to solve problems, make decisions and learn new concepts" (Sternberg 1990:5). Irving E. Sigel, ETS Senior Scientist, says: "For me, thinking skills are those mental operations that we use to solve problems—they are
ways of knowing or coming to know the how of problem solving" (Sigel 1990:6)

Any approach to thinking skills must take into account the fact that children construct their knowledge of the world by forging relationships between objects, events, and people and integrating new knowledge with previous experience. They learn by recognizing discrepancies between what is expected and what actually occurs in their environment.

It is true that teachers devote most of their instructional period to lecturing rather than engaging the learners in the process of thinking about the course content. In the past, lecturing may have proved effective as the learners might have listened to lectures actively and critically, setting up a kind of a dialogue in their minds by questioning and analyzing what the teacher was saying as the lecture was on. But the present day motivated learners are brought down to the level of note-takers. To get the learners engaged in serious learning, the teachers should provide appropriate learning experiences. Small group classroom discussions and peer learning will lend themselves to this kind of 'learning experiences'.
5.3 **Scientific Experiments as Problem Solving Activities**

Most engineering and scientific experiments are essentially problem-solving activities. Engineering is concerned with application of scientific principles for the benefit of human kind. One may notice a systems approach in all scientific and engineering experiments. Scientists and technologists

- analyse and understand a given situation
- identify the needs
- define and understand a given situation
- identify resources
- overcome difficulties / constraints
- suggest a number of alternatives towards achieving the goal
- choose the best method for implementation
- evaluate the performance
- refine the experiment with the help of the feedback and
- redefine the goals and objectives and
- conduct the experiment once again towards finding a better solution to the problem.

First, scientists and technologists write a proposal or a project feasibility report. Then they
prepare a blue-print and write procedures of their experiments. Finally, they make observations and report the findings of the experiments conducted.

When the experiments are in progress, they may have to share their experiences with the fellow scientists and technologists and seek constant feedback for the refinement of their experiments. Simultaneously, they have to grasp the subject matter firmly and refer to journals and periodicals and other available research data. A scientist not only discovers the underlying principles involved in describing how things work and other related phenomena, but also explains why things work in a particular way. Thus the learner of a science and engineering discipline needs to be familiar with processes involved in the conduct of experiments. Ultimately, he has to bank on texts that would be useful to him, but it remains to be seen how far he will be able to handle scientific/technical communication.

It is true that nothing much has been done in the area of discourse analysis of such scientific and technical texts. Most efforts in this direction have been so far restricted to sentence level grammar. A sound analysis of scientific discourse will be useful to the learner for handling language communication in a variety of situations for a variety of purposes.
Lynn Beene and Peter White (1986) rightly observe: "The result of this lack of specific language based scholarship in technical writing is that the subject is not yet based (like other subjects) on a sound body of theoretical language knowledge that students and practitioners can understand and apply" (Lynn Beene and Peter White 1986:6).

It may be a complicated job to analyse scientific and technical texts and present them to the learners for their easy understanding. But it is well known that scientific experiments are geared towards finding of the solutions to the problems. Hence, such activities are predictable, and it is possible to classify such scientific and technical information. A thorough understanding of the scientific processes helps the learner understand the scientific text better. The learner may be introduced to scientific experiments and the processes may be explained to him/her before he/she is presented with the scientific/technical text. More complex details may be presented in a step by step process.

Winter (1976), after analyzing hundreds of technical texts, concluded that many of them had a definite pattern which he calls situation-problem-solution-evaluation structured. One has to start with a
definite basis for analyzing the structure of technical texts. Winter employed this technique successfully to teach Norwegian students. Later he helped the engineering and business students in England. The main focus here had been on writing skills. Hoey (1979) described the complexities and signalling devices pertaining to the four types of information. He not only applied the principles to literary analysis (Hoey 1981), but also analyzed the surface details of discourse (Hoey 1983). Jordan (1984) presented an analysis of technical and scientific texts well within the framework of theoretical structures. It may be assumed from the discussion that analyzing texts forms the core exercise from a pedagogical point of view.

Lynn Beene and Peter White are of the opinion that "Analysis should be seen as an important educational aim if the student intends to apply the new found knowledge to practical writing tasks" (Lynn Beene and Peter White 1988:15)

Learners undergoing courses in higher technical institutions may face a situation or a problem. They have to offer solutions following a three stage approach:

1. The generation and structuring of material for report
(ii) The writing of a proposal given a situation and problem and

(iii) The organisation and writing of report, given unstructured material in note form.

5.4 Teaching English Through General Knowledge

The explosion of knowledge and the advancement of communication technology have enabled us to have direct access to a vast corpus of materials. The knowledge acquired through such materials could be usefully exploited for the purposes of teaching English.

To make sure that the learners acquire essential knowledge and other related information is an important objective of education, though the other skills such as understanding of principles, concepts, trends, sequences, generalisations, grasping, reorganisation of individual and sometimes unrelated learning experiences into meaningful higher level abstractions are also important. Added to these are the attitudes, appreciation skills and performance skills.

General Knowledge of history, sciences, technology, sports, culture and other subjects could be of great interest and assistance in the learning of a language. General knowledge materials can be broadly classified under the following heads:
i. General knowledge of day-to-day events on various aspects of life, culture, sports, politics, adventure such as space travel, antarctica expedition, etcetera.

ii. General awareness and

iii. General cognitive abilities or general overall perception/cognition. Knowledge level objectives simply imply recall or recognition of specific elements in a particular subject area. It is true much of what we term "Knowledge" is forgotten after a period of disuse but this does not deny such a knowledge was a worthy outcome at the time it was learned. Knowledge involves not only a simple recall of materials from simple specific facts to complete theories, but it also requires the bringing to mind of the appropriate learnt knowledge or information for suitable application. The learners learn and remember spelling, meanings, definitions, names, facts, events, time, periods, properties, pheonomena, examples, etcetera at different periods. The acquired knowledge has to be recalled and applied suitably as and when the circumstances warrant such application.
5.4.1 Advantages of Using General Knowledge as Resource for Teaching English:

General knowledge is one of the papers for the examination conducted by Banking Services Recruitment Board, Staff Selection Commission, Union Public Service Commission and other selection Boards. Apart from the formal written examinations, the learners are tested orally in the personal interview. If the learner is very confident, he can impress the interviewing committee with his wide general knowledge skills. When the learner is confident, there is a lesser degree of error rate. Teachers need not be worried about motivating the learners. The teacher can make use of any material which stimulates interest, and which draws the immediate attention of the learners. It can be a matter on current issues and themes, regional, national or international. Once the teacher takes up a topic of current interest, learners contribute spontaneously to the classroom interaction. For example, World Cup Cricket evokes much interest amongst all types of learners, whether rural or urban. Television News Bulletins provide a lot of scope for classroom communication. The ESL teacher can also link the learners' knowledge of subjects with the teaching of English.
5.5.0 Tasks in the Learner-Centred Curriculum

The teacher must know how the learner learns a particular skill. In attempting to understand how an individual learns new skills, it is important to know how the learners and teachers function. The teacher is expected to bring about a positive change in the behaviour of the learner. However, the teacher cannot transfer his knowledge or skill mechanically. The learner must actively engage himself in trying to analyse the problems posed to him, solve a puzzle, engage himself in an activity and do a number of other things. This experience of the learner will help change his way of thinking. The learner's perception as a result of the improved style of thinking will lead to better production. The learner receives new ideas or skills from the teacher by observing him and listening to him; then he practises the newly acquired skills. The learner may not be able to realize his achievement, but the teacher must be able to recognize the marked change in the learner's behaviour modification/performance. The teacher must also identify how the learner observes, listens, reads and practises the skill, recognize the learner's style of learning and plan learning experiences, or what most applied
linguists term, activities/tasks, according to the attainment levels of the learners.

5.5.1 A Definition of the Task / Activity

Tasks for the learner are designed and presented to be attempted by the learner in the classroom. Real world tasks can be designed once the learner comes to grips with the classroom tasks/laboratory tasks. According to David Nunan "Tasks are defined in terms of what the learner will do in the classroom rather than in the outside world. This distinction between what might be called 'pedagogic' tasks and 'real-world' tasks is an important one" (David Nunan 1989:6). However, it is not possible to strictly adhere to this dichotomy of pedagogic tasks and real-world tasks. The classroom tasks and its extended activity, may have an in-built structure of pedagogic and real world aspects. The definition of Michael Breen may be quite appropriate: any structured language learning endeavour which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. Task is therefore assumed to refer to a range of work plans which have the overall purpose of facilitating language learning from the simple and brief exercise type, to more complex and lengthy activi-
ties such as group problem solving or simulations and decision-making (Breen 1981:23)

The Longman Dictionary of Applied Linguistics gives another definition of a task: An activity or action which is carried out as the result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language.

A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative since it provides a purpose for a classroom activity (Richards, Plat and Weber 1986:29).

David Nunan considers communicative tasks as a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focussed on meaning, rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right (David Nunan 1989:10).
Prabhu speaks of a meaning focussed activity "in which learners are occupied with understanding, extending (e.g. through reasoning), or conveying meaning and cope with language forms as demanded by that process. Attention to language forms is thus not intentional but incidental to perceiving, expressing and organizing meaning" (Prabhu 1987:27).

5.5.2 Task Components

A task is aimed at bringing about a change in the learner's behaviour in respect of his abilities to use the language in a particular context. Tasks are designed to lead to the aim of equipping the learner with abilities to perform in a given context. The context may be an examination situation or a laboratory situation or a seminar presentation or a group discussion or an interview or project presentation. Obviously, a task has its own goals and objectives. The learner cannot operate in a vacuum to achieve the objectives. There should be a sound input.

The input should motivate the learner and induce him to work on the activity or solve a problem. The teacher as a monitor or facilitator of learner's behaviour modification shall keep himself engaged in evaluating the learner's performance and providing feedback. Whenever remedial action is required he will
provide the learner with some more sub-tasks which will bring about remedial action. The learner on his part works with the entire class, or in a group or with a partner or on his own. The whole activity will take place in the classroom/laboratory, or elsewhere as an extended activity.

While the goals and objectives, the settings and input for a particular activity are fixed in a way, the learners are interacting constantly with the task, the peers and the teacher. The teacher himself evaluates constantly the learner's activities and provides constant feedback in the classroom. He also assesses the individual tasks, sets home assignments and provides feedback and remedial help such as programmed instructional material.

5.5.3 Identification of Task Content

The content of a task will depend mostly on the course subject matter and goals and objectives of the course. The material (content) for the task and the activities planned towards achieving the goals and objectives will be based on the learner's interest and motivation. Shavelson and Stern suggest the following to be taken into account while designing a task:
<table>
<thead>
<tr>
<th>Content</th>
<th>The subject matter to be taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
<td>The things that learners can observe/manipulate</td>
</tr>
<tr>
<td>Activities</td>
<td>The things the learners and the teacher will be doing</td>
</tr>
<tr>
<td>Goals</td>
<td>The teacher's general aim for the task (these are much more general and vague than objectives)</td>
</tr>
<tr>
<td>Students</td>
<td>Their abilities, needs and interests are important</td>
</tr>
<tr>
<td>Social Community</td>
<td>The class as a whole and its sense of groupness (Shavelson and Stern 1981:418).</td>
</tr>
</tbody>
</table>

Though the objectives are fixed, it is possible that the tasks may lead the learners beyond the objectives. At times, the outcome may fall short of the expectations of the teacher. However, the tasks assure some positive interaction amongst the peers/members of group/class. Unless tasks are carefully planned for individual groups/social settings it will not be possible to anticipate the results and plan the whole course. Thus arises the need to take into account the composition of the group, social settings, the level of interest and motivation and the type of possible
feedback, for instance the type of feedback that the teacher may get from a learner of higher ability group and a learner of lower ability group.

5.5.4 Authentic / Real World Activities

The learners are trained in the classroom to face ultimately real world tasks. They must be confident of interacting with the community. To achieve this objective, there should be genuine communicative interaction amongst the learners in the classroom before they actually face the real world communication situations. Even as early as 1977 Clarke and Silberstein made the following observations in respect of assigning classroom tasks / activities with an eye on the real world communicative transaction: Classroom activities should be parallel to the 'real world' as closely as possible. Since language is a tool of communication, methods and material should concentrate on the message, not the medium. In addition, the purposes of reading should be the same in class as they are in real life:

1. To obtain a specific fact or piece of information (scanning)

2. To obtain the general idea of author (skimming)

3. To obtain a comprehensive understanding of a reading, as in reading a text book (thorough comprehension), or,
4. To evaluate information in order to determine where it fits into one's own system of beliefs (critical reading). Our students should become as critical as we are of the purposes for reading, so that they will be able to determine the proper approaches to a reading task (Clarke and Silberstein 1977:51).

Once the issue of authentic materials is settled, we have to decide on the issue of, what David Nunan (1989) calls activity authenticity. However, it is difficult to provide for authentic activities (what the learner may have to do in the real life situations) in the classroom. David Nunan (1981) acknowledges this rightly: "While there is general acknowledgement that authentic materials have a place in the classroom, the issue of activity - authenticity is less widely recognised" (Nunan 1989:60).

However, it is possible to provide simulated conditions in the classroom to secure authenticity. But such activities have their own limitations. David Nunan (1989) brings home this point: "Certain activities might only remotely resemble the sorts of things learners are required to do in the real world. However, they would probably be justified on the grounds that, in carrying out the activities, learners are required to practise
skills which will be useful in the real world" (Ibid 1989:60).

5.5.5 Inputs for Language Activities

Inputs for language activities can vary from an informal / friendly letter to a serious case study report. Important newspaper extracts of current interest, stories, short novels, oil prices, environmental pollution, ecological balance, energy crisis, laboratory instructions, menu cards, health matters, fitness schedules, Railway time tables, Television/Radio programmes can form input. Once the objectives are made clear the teacher can exploit the available materials innovatively and plan the communicative tasks to achieve the pre-determined objectives.

Learners should be provided with a range of stimulating and interesting materials. It is not possible to use a variety of registers for the learner. However a beginning can be made with authentic materials pertaining to a particular subject of study, relevant to the learner. But the learners have to operate in a variety of situations in the modern world of science and technology. Topics such as alternate sources of energy, satellite communication etcetera can be also used as study materials. The arguments in favour of using au-
Authentic texts such as asking for information in a restaurant, a railway station, a bank, a shop or a government office do not hold good because the use of the regional languages in all these situations is evident from the study undertaken at different levels. Authentic texts means the type of texts the learners really need to use in real life contexts, for example, the learner of Polymer Chemistry at the tertiary level has to read a number of books on Polymers. The English teacher need not create texts for he can exploit the rich resources he finds in the subject text which match with the needs, interests and aptitude of the learners. However, some teachers sceptical of this view argue that the learners get burned by having to learn language skills using scientific registers. They claim that the proficiency level of the learner does not allow him to go beyond a particular level. Bronsan et. al make the following observations to justify the use of authentic and real-world materials in the strictest sense of the word, namely the learner's subject of study in his classroom or meeting his on the job requirements.

The language is natural. By simplifying language or altering it for teaching purposes (limiting structures, controlling vocabulary, etcetera.) we risk,
making the reading task more difficult. We may, in fact be removing clues to meaning.

It offers students the chance to deal with small amounts of print which, at the same time, contain complete and meaningful messages.

It provides students with the opportunity to make use of non-linguistic clues (layout, pictures, colours, symbols, the physical setting in which it occurs) and so more easily to arrive at meaning from the printed word.

Adults need to be able to see the immediate relevance of what they do in the classroom to what they need to do outside it, and real-life reading matter treated realistically makes the connection obvious. (Brosnan et al. 1984:2-3). Hence follows the need to use the discourse of an academic discipline to meet the language needs of the learners. For instance, the learners of Polymer Chemistry, by reading Polymer Chemistry texts and working on the activities connected with Polymer Chemistry, can develop their academic skills and also prepare themselves for further study. Widdowson (1978) suggests that texts can be taken from subject areas and activities may be adapted from the relevant academic disciplines. Subject content will sensitize and activate the learners' thinking and create an urge in them to interact with the teachers, peers and
others, to clarify/seek details and respond to specific events/situation. Learning cannot just stop with the classroom in the school or college. It should go beyond. Morris and Stewart-Dore (1984) have rightly said: "The learning implications extend beyond the school of science to the world of work and everyday life" (Morris and Stewart-Dore 1984:21).

5.6 Production of Parallel Texts

In the process of language learning, quite a number of unpredictable things do occur. Motivated learners with the right type of guidance and sustained interest engage themselves in the process of discovery and enquiry. Traditionally, writing has been used to reinforce the language already practised in the spoken form. Accuracy being a crucial element, the learner depends on the teacher's use of the language in the spoken form, or the textbook in the written form. The language used by the teacher in the subject classroom has a major role to play in the learners' language acquisition process. Traditionally, the ESL text focusses all language exercises towards isolated language structures. These exercises may help some learners to become competent users of such structures but rarely enable the learners to become efficient
Thus arises the need to focus our attention on the available resources, namely,

a) the classroom language used by the subject teacher in the subject classroom and instructions given in the laboratory/ workshop sessions and

b) the subject content.

There is a shift in emphasis from the teaching of the analysis of language structures in isolated contexts as discrete items towards the rhetorical features of a total discourse. Written discourse must be taken up for the analysis of the rhetorical features and their content, organisation and function. Organisation of rhetorical acts is the crucial exercise the learner is to be engaged in. The learners must be provided with a model, for example, like the model based on the levels enunciated by Louis Trimble's (1985) 'the Rhetorical process chart'. They may be asked to understand, assimilate and produce a parallel model.

<table>
<thead>
<tr>
<th>INPUT</th>
<th>PROCESS</th>
<th>OUTPUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher's Model</td>
<td>Learner Studies</td>
<td>Learner's Parallel Text</td>
</tr>
<tr>
<td>Model Text</td>
<td>Produces</td>
<td></td>
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<tr>
<td>Model text</td>
<td>Study</td>
<td>Learner's text</td>
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<tr>
<td></td>
<td>manipulate produce</td>
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</tbody>
</table>
Though the learners are provided with a text, they are guided through the analysis and study of the content, organisation of rhetorical features, patterns and linguistic items. The learner comprehends and assimilates the information provided to him and produces a parallel text. It is not just a simple reconstruction of a parallel text. The learner has to go beyond trying to construct a similar text using appropriate information pertaining to his subject area. To overcome the problems of mimicking, the learners are made to work in groups. The learner in the group at once assumes the role of an initiator, a debater and a problem shooter, not just a responder to a problem, or a mimic of a model. At the initial stages, fluency is emphasized rather than accuracy. As the group is heterogeneous, all learners do not assume the role of initiators; learners of higher ability groups try to dominate. The teacher, however, will not try to correct the situation deliberately. He will only prompt / encourage the learners belonging to the lower ability group to participate actively in group work. Informally, he will tell the learners of the higher ability group the need to infuse confidence in the minds of the not so confident learners of the lower ability group and help them. Learning models are to be provided and the
learners expected to study the model, manipulate and produce a similar text. It should not be a simple repetition of the model provided, the learner should make use of the model only as a guide. The protagonists of the communicative approach may object to this model-based approach on the grounds that the learner should have the freedom in respect of what to say and how to say it. The concern for the learner is well taken but the learner himself is concerned about his performance. We may ask the learner to make his utterance without bothering much about accuracy: but the learner himself is always concerned about the correctness of the language he uses. Thus, a learner at the tertiary level does not have sufficient time to learn English by following only the communicative model. Moreover, neurolinguists believe that the child learns naturally and the focus should be on meaning / functions / notions for a child. The child does not realise that he/she makes use of the correct form. The child is just interested in using the language to fulfil a communicative function. Incidentally, the child may or may not make use of the correct form. Stephen Krashen's Monitor Theory, (1981) works as the child is exposed to more of the language corpus in natural environment. However the learner at the tertiary level can be given
exercises to manipulate the model text and to produce a parallel text in an effort to create in him confidence.

5.7. Simplification of Texts

As stated elsewhere, there are three perceptible levels of communication through which language use can be identified, namely,

1. communication through the use of the mother tongue or the local language,

2. communication through the use of a functional kind of English, and

3. communication through a register based English.

The general belief is that the employees and others at the lowest level in the hierarchy of any organisation make use of the mother tongue or the local language while transacting business; those at the middle level make use of the local language while attempting communication with those working lower down the hierarchy, and general communicative variety of English while communicating with those working at the higher level of hierarchy, and those at the top level normally use a register based English along with general communicative English and the local language whenever there may be occasions to use them. The register of English varies according to the professional needs of communicators. Hence, the tertiary level learner ideally
needs to be trained in the language use at all three levels. But the ESL teacher does not have powers to implement such a language policy. The ESL teacher however can think in terms of training the learners in translation skills. As time is the major constraint to have such extensive training, the ESL teacher can best take up the task of training the learners in the simplification of texts. Simplification may be regarded as a special kind of translation, a kind of reinterpretation of written text, or any other materials, or the special type of writing of such material for a particular audience.

5.8 Field Visits

An educational system should impart knowledge, develop skills and promote right attitudes in learners. Quite often, the skills component is not provided for in the educational system and is left to the training managers to supplement. The training people develop intellectual and physical skills and also take care of interpersonal skills.

Interpersonal skills can be developed through group dynamics. For in groups, learners have excellent opportunities to listen to the views of the other members of the group and respond or react appropriately. It is in groups that learners find themselves in a
natural and authentic language using environment. Learners develop leadership qualities and create empathy besides building up better relationship through the deployment of interactive skills. In an interactive situation, there is also an element of knowledge and physical skills. An educated person should be able to communicate, co-operate and interact with his fellow human beings in any given situation. Field visits promote interpersonal relations and interactive skills. By the very nature of these visits, learners are grouped together and exposed to learning strategies aimed at shared understanding for, field visits planned and organised carefully, provide excellent opportunities for the learners to acquire a variety of skills.

From the time we propose the field visit, there will be activities. The learners may be asked to propose a place of visit, such as, the Indian Space Research Organisation, Sriharikota or Indira Gandhi Centre for Atomic Research, Kalpakkam. Each learner can be entrusted with the task of identifying the following:

i. Propose the place of visit

ii. Build up a case in support of the place of visit

iii. Support the proposal with a budget, permission from the appropriate authorities, mode of transport, etcetera.
iv. Prepare to clarify any point colleagues may ask.

v. Prepare a blue print of activity for the field visit.

vi. Prepare a checklist for the conduct of the field visit.

vii. Make a list of departments to be visited.

viii. Ask each learner to make note of the important details of the field visit.

ix. Prepare the learners to make presentations individually or as a group on successful completion of the visit.

x. Organize presentation sessions.

5.9 **Grammatical Conscious Raising**

In the communication or communicative boom, one is likely to be carried away by the notions of fluency pushing accuracy to the back seat. Whether or not grammar teaching should be taken up seriously, or taken up at all, is a much debated question. Probably, such a controversy should have prompted William Cobbet write to his son many years ago:

"Grammar teaches us how to make use of words, that is to say, it teaches us how to make use of them in a proper manner, as I used to teach you how to sow and plant the beds in the garden, for you could have thrown about seeds and stuck in plants of some sort or other,
in some way or other, without any teaching of mine; and so can anybody without rules or instruction, put masses of words upon paper but to be able to choose the words which ought to be employed, and to place them, where they ought to be placed, we must become acquainted with certain principles and rules and these principles and rules constitute what is called grammar”.

As already stated elsewhere, even the neurolinguists firmly believe that there should be an emphasis on the form apart from focussing the learner's attention on meaning. Grown-up learners do seek a rationale behind learning anything, and besides grammar teaching offers a number of advantages, Krishnaswamy (1984) echoing Michael West, lists the following as advantages:

1. Grammar offers a set of labour saving rules, explanations, which economize effort in language learning. Traditional ideas along with modern insights can always be used for pedagogical purposes.

2. Grammar teaches the learner 'the concealed liabilities of a vocabulary'. The later developments in the theory of transformational - generative grammar, and the growing importance given to the lexicon in the grammatical description, reinforces the position of West, Palmer and Hornby.
3. Grammar offers a framework for preventing and correcting mistakes; it has a remedial function in 'safeguarding' or rectifying those points of word-use which are specially liable to error.

4. Grammar can be used for reference purposes just as a learner refers to a Dictionary for his pronunciation problems.

5. An explicit understanding of the rules can be used to monitor one's own performance.

6. Since the learner and the teacher 'feel' that grammar is an essential part of language learning (even if the feeling is unscientific), the belief gives them a lot of confidence. They believe that grammar offers them something concrete and finite which may have a reference or monitor value. Demolishing that belief may shatter their confidence.

The learners of the higher ability group should be fairly proficient in language use and they can use grammar as a kind of a reference tool. The learners who belong to the low ability group can learn to use language confidently as grammar serves as a monitor to inform them of their progress in acquiring proficiency.

The question next is how grammar should be taught. The point to note here is that grammar teaching does not mean the teaching of rules explicitly or teaching
grammatical items as isolated discrete items. Language is used in contexts. Hence, grammar teaching should be contextualized or discourse grammar should be thought of.

Selection and grading can still be used with some modifications. Krishnaswamy (1971) recommends the following procedures:

i. Instead of one structure or one item at a time, groups of related structures or items can be block-graded.

ii. The basic categories like questions and negatives are taught as part of every block; certain other categories like agreement and conjunctions can be used and explained as and when necessary.

iii. Linguistic and conceptual categories are to be integrated and

iv. Underlying relationships can be shown wherever necessary.

While adopting these principles of block grading, there may be a lot of repetitions but they will be natural and controlled and hence be interesting to the learners.

After having tried communicative approaches, academicians have started talking about grammatical conscious raising (C-R). Rutherford defines grammatical
conscious raising as "the drawing of the learner's attention to features of the target language" (Rutherford 1987:189).

Grammar can be a resource for meaning. For example, the use of definite article in the place of an indefinite article makes all the difference. Grammar can also be internalised by encouraging the learners to solve grammatical problems. Rutherford believes that there is growing body of evidence that C-R too builds linguistic competence (Ibid 1987:24) C-R may be regarded as a "potential facilitator for the acquisition of linguistic competence" (Rutherford and Sharwood Smith 1985:280).

5.10 Presentation Skills

There are a number of occasions when one has to make formal presentations. On these occasions one has to be at his best before an audience. The occasions include the following:

i. appearance before an interview committee.

ii. participation in a group discussion or a seminar

iii. presentation of lecture before an audience, and such other activities. It is true that one is naturally worried before making any formal presentation. Everyone experiences some stress before a formal
little caution can help overcome the problems very easily. After dealing with a psychological problem, namely anxiety, one has to

i. plan his presentation
ii. organize the presentation
iii. analyse the available details
iv. gather supporting evidences for the presentation
v. prepare well for the presentation
vi. develop ideas and prepare visual aid for presentation; and finally,
vii. deliver his presentation

5.10.1 To Get Started

One must feel confident before making a presentation. When someone is asked to attend an interview, participate in a group discussion, or make a presentation in seminar, he should feel confident. In order to ensure this, he will have to keep the following in view:

i. A sound knowledge of the subject
ii. Organisation of the subject
iii. Visualise Audience Response
iv. Establish eye contact

Presentation skills include participation in seminars/workshops/conferences, group discussions, panel discussion, symposia, debates and lectures before an
audience or writing case study reports, project reports, feasibility reports, etcetera.

5.1.1 Project Work

Learners can be self-directed and creative at work if properly led. The learners with strong achievement needs would like to set their own goals. Project work provides excellent opportunities for the learners towards setting their own goals. The low level achiever wants to choose only items of less difficulty level. The achiever also wants to have his feedback immediately. He feels satisfied when he learns that he progresses well with his work.

As a followup activity of the field visit, learners can be asked to work towards achieving some goal. Later, the details of the field visit can be presented before a group (personal report). It can also be presented impersonally (impersonal report). Broad guidelines may be given to improve upon the project report following the principles of systems approach, namely

Identification of the project,
Identification of the need for the project,
Identification of weaknesses / shortcomings,
Defining goals and objectives,
Identification of resources and constraints,
Implementation of the project, Evaluation of the project and Refining and redefining the goals and objectives based on feedback.

5.12 Remedial Action

In any learning situation, it is possible that the learners are likely to make mistakes. Errors committed by the learners serve as a positive feedback. The mistakes made by the learners indicate the gaps in teaching/learning strategies. The gaps may be in the teaching methods, in the instructional materials and in the factors that inhibit the instructional requirements of the learner. Such gaps have to be plugged and corrective measures taken. Periodical formative tests help the learners identify their own areas of language deficiency.

In a traditional language programme, there is no provision for a systematic formative evaluation. Hence, individual differences of learners' attainment in respect of language proficiency are hardly identified. There may be peculiar problems experienced by some learners which remain unattended. There is certainly a need to identify not only the weaknesses in the system but also the learners' problem while negotiating meaning in the particular language use. The learners who fail
to get "pass" in the examinations seek help from some private sources with the sole aim of passing the examinations. Such learners rarely reach a level of mastery in using the language. Mastery level in language use indicates the ideal proficiency level in respect of communicative competence and grammatical competence. A learner is supposed to have reached a level of mastery in a particular language use, if he can communicate appropriately and take care of the rules of grammar.

Language learning is a process-oriented activity. Learners do not reach a particular level of mastery all of a sudden. Exposure to language learning experiences over a period of time can make the learners competent performers in language use. In a heterogenous group of learners, variations in the attainment levels of learners are bound to occur. Not all learners of a particular group can reach the same level of mastery in language use uniformly. Individual differences exist among a group of learners due to a variety of reasons. Individual differences should be identified and individual needs should be attended to. Mechanical routine exercises at the end of a course as isolated activities do not help the learners to reach the level of mastery. Remedial action should be taken along with
the normal teaching programme. In case a learner has not reached the desired level of proficiency in language use, the weaknesses should be diagnosed and suitable remedial measures taken. One way to provide remedial instructional materials could be making available self-study materials for individual learners.

5.13 Testing and Evaluation

Evaluation is the collection and use of information for the purpose of decision making. It is this purpose that characterizes evaluation and makes it different from testing and measurement. Tests are normally used for gathering information. They are themselves not evaluative. The data derived from tests become evaluative only when they are used as input in the decision-making process. Hence, it is essential and desirable that evaluation be conducted within specific framework of decision-making alternative.

Learners' performance in the tests and examinations is evaluated in order to determine their suitability for specific programmes, the acceptability of their achievement to the teachers, administrators, peers, prospective employers and to the members of the society in general.

The main goal of language teaching is to develop in the learner an ability to communicate efficiently and
effectively through the medium of the target language. Testing is an integral part of the teaching/learning process. One should have a scientific method to test whether the learner has reached the acceptable level of mastery. However, summative tests may not provide us the right type of feedback. Hence, formative tests are essential. Formative tests are inseparably related to both objectives and classroom procedures. The teacher plans the activities to enable the learner reach his goal. He anticipates the kind of classroom activities that will promote learning. If the teacher evaluates the results, he could improve his teaching strategies. Thus, the most important purpose of classroom test is to assess the achievement of both the learner and teacher.

Evaluation thus enables to identify the strengths and weaknesses of the learner, the teaching/learning materials and classroom strategies for communication. At the end of a unit, if the learner gets to know of his achievement level, he feels motivated and is ready to move on to the other units. If he is successful, the results act as a reward and the learner feels motivated to go on to the other steps. If he fails to reach the desired level, the teacher can diagnose the weaknesses in the learner and provide for remedial instruction.
Process Oriented Means-Ends ESL Curriculum Model

Needs Identification

Fixing Objectives

Selection of Learning Experiences

Organisation of Learning Experiences

Evaluation of Learning Experiences
Remedial action in isolation is an exercise in futility. Formative classroom tests are useful to both the learner and the teacher. The learner identifies the missing link in the chain of learning process and the teacher tries to help the learner by providing suitable remedial instruction. Above all, feedback in the classroom tests prove a source of motivation to the learners.

The teacher has to evaluate his performance and monitor his progress. He shall change his teaching strategies/techniques according to the learners' interest, reaction and achievement. When the end examinations are conducted the learners have to master a large amount of material which tells upon the quality of retention, organisation and comprehension of the material. Tests cause so much of anxiety in the learners that they are not able to perform in their tests efficiently. However, if the teacher infuses confidence in the learners by correlating the classroom activities with the tests, the learners face tests without any anxiety.

5.13.1 Classroom Tests

The preparation of the test begins with the objectives. The teacher in his lesson plan formulates and presents a set of objectives which indirectly informs us the performance criteria. The tests must
reflect his objectives and classroom activities. Periodically the teacher must give an achievement test, may be at the end of each unit, lesson or chapter. The learner is thus, encouraged to organise what he has learnt and to assimilate larger chunks of material. These tests present the learners objective evidence in respect of their own mastery level. Teacher made tests are likely to be more consistent as they are based exclusively on the classroom activities. The teacher should include only those items that are taught in the classroom. Often the teacher is found guilty of framing unfamiliar exercises. Apart from these, the test constructor has to

i) give weight to the objectives focussing on language use exercises

ii) sequence the test items from easy to difficult items

iii) avoid incorrect language

iv) make directions clear

v) acquaint the learners with the testing techniques

vi) test the language skills/language proficiency in context

vii) avoid sequential items (for instance give dictation and ask them to translate)

viii) make the test easy to grade
ix) test one concept only once

x) distinguish between recall and recognition and

xi) incorporate new type of items.

Testing has been a neglected area of work within the business of language teaching and applied linguistics. Applied linguists normally have a tendency to focus their attention more on materials writing, syllabus design and teaching methodologies. They are right as the new materials, syllabus design and methodologies are more appropriate and amenable areas for change. However, there is a growing demand for the appropriate design of tests. Tests and test results do have a powerful influence on the learners and learning. Only tests which are constructed properly will serve the purpose. As with other forms of testing, testing within ESL programmes has been a neglected area. (A survey of testing and the materials clearly indicate that almost no attention has been paid to the testing aspect of ESP). ESP theorists and practitioners have lost sight of the role of tests and have concentrated more on curriculum innovation, syllabus design and classroom organisation and management. Or they have always ended up with materials production and teacher training.
Tests are very important and the test is the only reason why a learner is taking the English language course. Then the learners want to have a "pass" in the language examinations before they become engineers, doctors, technologists or scientists. Thus the test proves to be a very useful and strong motivating force. The learners willingly learn. Such an environment must have a bearing on teaching. The tests may measure abilities and knowledge relevant to the learner's subject area of specialisation or his future job requirement. By implication, the test design for an ESL programme should be performance-oriented. (What the learner will be able to do). Hence, the tests test the language use. As these tests are tests of language use, they involve language production. Then there is a possibility of subjectivity creeping in. To overcome this problem, we may have to train examiners. If the examiners continue to set the question papers or evaluate the answer scripts in the traditional way, it will lead to questions of validity and reliability.

There is, therefore, the need to relate teaching and testing, indicating that the learner's classroom experience should have a direct relevance to the testing methods.
Learning experiences tested yields real world experience. As there is a growing demand for performance-oriented testing of language use, examiners seem to doubt the use of multiple-choice tests. The alternative is the use of short-answer questions. At the tertiary level of education, the learners have to read a lot of materials and assimilate the content. To make a quick appraisal of the learner's ability to comprehend a given test, however we may still use multiple-choice format. Perhaps the instructions will have to be clear: "Make your choice and state the reason for the choice made in a word or phrase or sentence". If the curriculum developers have failed to identify the possible target situation with reference to the communicative needs of the learner, it is the responsibility of the teacher to decide on the content to teach and it is the responsibility of the examiner to decide on the content to test. The identification of the communicative needs is crucial in the ESP test design. One way of identifying the needs could be to follow John Munby's model (1978). It should be remembered here that it is impossible to identify the possible communicative needs of the learner to meet his future job requirements. No two teachers or examiners are likely to come up with the same kind of description.
of the communicative needs. It is very difficult to test mastering of all items though the teacher may help the learner to master all the items in the classroom. It is also very difficult to decide on the choice of the items that are to be tested. By choosing Munby's model, we may provide for a linguistic or socio-linguistic model.

The psycholinguistic aspect also cannot be ignored. Learners have a variety of difficulties. They do not form a homogeneous group. They hail from various educational and social backgrounds. Some learners are not able to read their own text books. They cannot follow the lectures. If they are asked to work in groups or pairs, some of them at least remain silent spectators. It is therefore, necessary to take into account the amount of information he brings with him when he enters a tertiary level classroom. His knowledge of the language (both mother tongue and English) and subject content and his general communication abilities, should be integrated into the main ESL courses. This would necessitate that we go beyond the Munby model.

At this stage, we have to make a subtle distinction between achievement tests and proficiency tests. An achievement test measures what has been taught by faithfully following a syllabus. The validity of an achievement test is related to the content and
methodology of a typical course. A proficiency test, however, is designed to measure the learners' abilities in a language regardless of whatever training they may have had in language use. Perhaps, a proficiency test constructor has to create his own syllabus taking into account the target situation. In a way the course designer and the proficiency test constructor have to face the same hurdle, namely, identification of the communicative needs of the learner.

Classroom tests have definitely helped the classroom teacher; formal tests at specific intervals are necessary for the teacher to evaluate his own teaching, to refine his materials and methodology and to reorganize classroom procedures. They are useful to the learners to assess their progress; to the administrators to identify the strengths and weaknesses in the course design and the language proficiency of the learners and to the parents/guardians to know of their wards' progress. However, there is another view, that the formal tests are psychologically not desirable because they seem to create a kind of stress in the learners. Traditionally, the teachers used to judge the learners' performance in such tests subjectively. Once the teacher constructs a test to measure the language proficiency of the learners objectively, criticism can
be overcome. We will, therefore have to abandon such ritualistic types of tests. Classroom tests should be designed for specific purposes. Periodic formal paper-pencil tests conducted at the end of a unit or a week or month can be had for the purposes of fulfilling administrative requirements. Continuous and informal assessment is more useful to the teacher than it is to the learner. The teacher can test the learners' abilities orally and make note of the strengths and weaknesses. He/she can also identify the specific points of achievements of learners by using a check-list, or a rating scale. Highly competent and well disposed teachers can only ensure fair assessment of the learners' performance. The problem of such informal testing is that there is a fair chance of subjectivity. However, in the long run, the teacher can overcome this hurdle. Cumulative, internal, informal, assessment in a language class is very important for two reasons. First, the teacher can diagnose the weaknesses in the learners' performance and provide for remedial instruction/materials. Second, as the test is informal the learner is not under any psychological stress.

Cumulative internal assessment may begin with questions of varied types. The teacher can manage to identify the attainment levels of learners in the first
few hours he meets the class through informal sessions both in the classroom and outside. The scores in the earlier examinations do not necessarily need to reflect the real achievement levels of the learners.

Learners who are fairly proficient in the use of the language feel confident and try to dominate in the informal question answer sessions. The lower ability and hence disadvantaged section of the class remain passive listeners feeling completely lost. As said earlier, one of the early tasks of the teacher will be building up of confidence in the minds of the lower ability group. The best thing would be to put the learners in groups to enable the groups to participate, for example in a quiz programme. Using general knowledge for developing language learning tasks is useful for a variety of purposes. Importantly, the learners take part in the quiz spontaneously. The teacher can manipulate classroom interaction by rephrasing and restructuring his questions and then reinforcing the responses adequately according to the formulated objectives. Once the learners feel fairly confident, the teacher can withdraw himself and put the learners in the pairs and assign tasks.
5.14 Time Management

Time constraint is a major factor in the implementation of ESL programmes. Learners who are expected to master their specialised subjects cannot spend a lot of time in learning languages. But at the same time, a minimum acceptable level of proficiency only can ensure a fair comprehension of ideas and concepts presented in the lecture sessions, and instructions given in the laboratory/workshop sessions. The learners are also expected to read a number of books and refer to a multitude of journals on their own. The best way to maximise learning during a classroom instructional hour would be to provide for excellent opportunities for language use through extended activities. It is true that in any teaching-learning situation whether it is learner-centred or teacher-dominated, it is not possible to teach everything within the instructional period. The ESL teacher would introduce the learners to certain skills, aim at achieving the objectives and plan for an extended activity to make the learners work on their own, if the learners are motivated and guided through a typical pattern, they will work on their own. A quick and brief reporting session every day in the classroom will enable the other learners to share the experiences with the
individual learner who makes a presentation. The ESL teacher and the peer group can evaluate and monitor progress for everyone's use. The ESL teacher should

i. set the performance objectives

ii. identify the individual learner's preferred styles of learning

iii. develop in the learners the ability to evaluate their own achievement and

iv. fix the minimum achievement level of the learners

so that the extended activities will bring about result oriented learning experiences. It looks as though there will be different curricular strategies for different learners. Speaking realistically, it is not possible to provide a number of options. Hence, the curriculum developers should prepare a broad framework and provide for not only the curriculum processes but also the products by way of specifying language content, the methodology and detailed instructions in respect of the choice of materials and self-evaluation tasks.