CHAPTER 5

SUMMARY, RECOMMENDATIONS AND DIRECTIONS FOR FURTHER RESEARCH

5.1 SUMMARY OF THE STUDY

As English has become a prime means of international communication and contact on the global scene, English as a second (ESL) or foreign language (EFL) is widely taught and learnt in many parts of the world. India has over a billion people. It has 1652 mother tongues and 44 languages (1990) are used for schooling. Between 34 and 52 per cent of the school time is devoted to language-teaching. In a multi-dialectical and multilingual country of such huge dimension, language planning poses a very serious challenge (Pattnayak, 197). More than one language is necessary for greater mobility and employment opportunity within the state and the country. The innovative and creative experience of a pluralistic society demands the cultivated use of more than one language. A knowledge of more than one language encourages an appreciation of the other’s point of view and is conducive to national integration. The study of languages enables the learner to gain knowledge, skills and a disposition to communicate and make comparisons across languages and cultures. Learning and using a language, be it L1, L2 or L3, fosters the development of children as communicators. Along with the acquisition of communicative ability, the learner will also acquire the understanding of culture and the diverse ways of thinking and valuing. This goes a long way in understanding themselves; widening their network of interaction to contribute positively and productively as citizens in the linguistically and culturally diverse nation in which they live and also as global citizens. In the linguistically and culturally pluralistic Indian subcontinent English is used as the Second Language (L2) which is acquired after one has learnt the First Language (L1). This co-existence of English, the Foreign Language (FL) and the First Language results in interference from one’s First Language in the Second Language. Through the large-scale socio-cultural interaction with regional contexts English has become Indianized. A variety of English albeit non-native, lexically, morphologically, syntactically and stylistically different from the standard
British form has come to be known as ‘Indian Variety of English’ (IVE). ‘Indian Variety of English’ is not at all the vulgarised form of English but creative and resourceful with distinctive individualistic socio-linguistic features. As the circumstances under which language learning takes place vary depending on the status and functional role of English in the social context, it is crucial to make a clear distinction between EFL and ESL situations.

As stated in Chapter 1, in the present age of globalization, English is the lingua-franca for the entire world but students and teachers of English face numerous problems related to the study and teaching of the language. Among the many factors involved, the resource-poor EFL-like learning situation in Pathankot should be taken into consideration concerning the unsatisfactory results of English teaching and learning in Pathankot.

The EFL-like learning situation in Pathankot is totally different from any ESL situation. In Pathankot, English plays a major role in fulfilling only academic purposes but never serves internal communicative functions. English is taught and learnt only in formal settings with limited exposure to the target language in and outside the classroom. Students learn English in situations where the language is not used as the medium of instruction nor of ordinary communication and where natural appropriate intake is scarce and translation exercises are frequent, with no environmental support that is necessary for successful language learning. Consequently, they cannot have adequate exposure to the target language.

On the other hand, students in the ESL situation in other urban parts of India not only learn English in the formal setting, but also use it in their immediate surroundings. For instance, in Delhi, English is widely used not only as a medium of instruction in most schools, but also as the main vehicle of official and informal communication in the natural social-cultural context for intranational functions. Naturally the students are surrounded by stimulation in the target language and thus have many motivational and instructional advantages. The status, role and function of a language in society and the circumstances under which language learning takes place have great influence on the nature of learner language (L1) and the manner in which it develops.
In order to provide a better understanding of the learning of English by students of Pathankot and to make suggestions for the betterment of English Language Teaching (ELT) in Pathankot, this study had intended to identify major sources of deviations from the target language at the syntactic, lexical and morphological levels and to investigate the possibility and extent of interlingual / intralingual influence on their LLS.

The interlanguage hypothesis views errors as evidence of a system, not the system of the target language, but the system of an idiosyncratic, transient language the learner generates at the successive stages through which he moves towards mastery of the target language. A number of successive linguistic terms have been introduced to describe learner language systems. The central concept of Ll is that underlying the observable surface utterances produced by learners are cognitive and linguistic processes or strategies for communication and for the construction of internalized linguistic systems. The LLS are viewed as natural languages and are likely to be systematic, variable, permeable and dynamic in nature. The Ll is ongoing, changing and its rules are constantly undergoing revision.

The interlanguage theory represents an important breakthrough in that it provides a theoretical framework within which the learner’s meaningful performance could be evaluated on its own terms. The learner’s errors reflect interlanguage competence at any stage in language development as the learner operates in accordance with the system of rules he has constructed up to that point. Error analysis can be used for investigating the various processes in the Ll development. An accurate description of the linguistic system of the Ll may lend an insight into the learning strategies and the process of second/foreign language learning.

The subjects in this study comprised two groups of students: ESL A group consisted of 58 students learning English for less than 10 years in EFL-like situation and ESL B group of 42 students, learning for 15-17 years in the ESL situation.

An instrumentation procedure was used to elicit the written data and a questionnaire was prepared to gain some relevant information about subjects, curriculum, teaching methods and materials, use of English in daily activities, etc. Some informal interviews with teachers and students in Pathankot were also carried out to obtain extra information.
The composition writing collected from the subjects through a cross-sectional method were investigated to identify and classify errors in syntax, lexicon and morphology. The errors were then tabulated to form a statistical presentation of their frequency of occurrences according to categories involved. In order to determine the differences between the ESL A and ESL B groups, overall comparisons of correct and incorrect usage were made in terms of number and percentage. The nature of errors produced by the each group was examined and compared.

5.1.1 Results of the study

The results of this study show significant differences in the nature of LLS of the learners in the EFL-like and ESL situation. Thus, two different learner-profiles emerge. The main findings of this study are summarized as the following:

1. The overall language performance of the students differed in the EFL-like and ESL situation. The ESL B students far outperformed the ESL A students:
   
   (a.) The ESL A students wrote on an average 85 words (ranging 75-110 words) and the ESL B students, 175 words (ranging 120-185) in their writings;
   
   (b.) The ESL A students produced greater frequency and a wider variety of deviations from the target language than did the ESL B students: Total 1028 errors occurred with the ESL A subjects and 428 with their ESL B counterparts;
   
   (c.) The error rate of the ESL A students (20.8%) was approximately four times that of the ESL B students (5.8%);
   
   (d.) The number of errors of individual students ranged 19-62 in the ESL A group and 0-37 in the ESL B group.

2. Notable differences existed among the students according to the length of the learning period in the ESL situation. Those exposed to the ESL setting for a longer period (ESL B group) performed better than those exposed for a shorter period (ESL A group): Of 1456 errors, 1028 (70.60%) were made by the ESL A group and 428 (29.39%) by the ESL B group. These ESL A students appeared to
operate in a similar but less primitive way showing their background of EFL-like training before learning in the ESL situation.

3. As compared to the ESL B students who had overall better linguistic abilities and a wider control of English usage, the ESL A students were found less competent in English use. Their writing reflected cognitive and linguistic insufficiency or regression in use of the target language that was inconsistent with their intellectual maturity. While the ESL A students produced inconsistent usage in very simple, short and basic-structured sentences, the ESL B students generated well-expressed ideas and concepts in long, complex and target language-like constructions. Moreover, in most cases, the ESL A group repeated the same words and phrases and yet produced a higher percentage of incorrect usage.

4. While most errors produced by the ESL B subjects occurred at the word level, ESL A students’ errors occurred at the phrase or sentence levels, which resulted in a greater amount of distortion. In addition, the majority of errors produced by the ESL A subjects were systematic in nature mainly due to systematic L1 transfer in contrast to the non-systematic nature of ESL B students’ errors occurring once or twice on an arbitrary basis.

5. Whereas the ESL B students showed syntactic maturity, many ESL A students appeared not to have internalized a large number of grammatical rules nor understood how to apply them to construct sentences appropriately to get their meanings across. Thus, due to a lack of syntactical knowledge and limited vocabulary, the ESL A students generated a number of deviant constructions that were not intelligible. The Grammar-Translation method used in the EFL-like situation in Pathankot did not necessarily lead to the students’ better competence in language use or even in grammar per se.

6. As compared to the ESL B students’, the ESL A students’ L1s were far more deviant and unstable and revealed greater gaps at the syntactic, morphological, lexical and semantic levels:

   (a.) The ESL A students produced more number and types of syntactic deviations that comprised the largest frequency of occurrences among
the main linguistic categories: 572 (ESL A) and 254 (ESL B) representing 55.7% and 59.3% of the total errors of each group respectively. Syntactic errors were spread across a wide range of error types: Article, Preposition, Pronoun, Tense Sequence, Word Order, Quantifier, Relative Clause and Miscellaneous Syntactic errors.

(b.) Lexical errors accounted for 30.0% (308 of 1028 – ESL A and 19.0% (81 of 428 – ESL B) of the total number of errors of each group, but resulted in the most serious interruption to communication. Lexical errors were found in the use of Noun, Adjective, Adverb, Verb and Modal/Auxiliary Verb. The most frequent occurrence of lexical errors occurred in the inappropriate choice of verb;

(c.) Morphological errors appeared in the ESL A and ESL B students with varying frequencies: 147 (ESL A) and 93 (ESL B) representing 14.3%, and 21.7% of the sum of errors of each group respectively. Morphological errors involved misuse of Plural/Singular Markers, Subject-Verb Agreement, Participle Ending, Tense Markers, Comparative/Superlative Forms, Negative Markers are Possessive Markers.

7. The ESL A students’ L1s, in most cases, consisted of rules of their NL. In particular, they exhibited an additive mixture of structural patterns of NL and TL: With the TL pre-posing verb placement remained, TL elements were restructured, reclassified and expanded to follow the NL structure, which reflected their current L1 grammar systems.

8. While the use of articles was the most frequent and common problem in learning English for both the ESL A and ESL B students, there were notable differences in the hierarchy of frequency of occurrences of errors, which indicated the difference in routes and rate of the L1 development between the EFL-like and ESL situation. The ESL B students as a whole showed a better pace and rate of language learning development because of variety in their conditions of exposure to the target language. The ESL A and ESL B students were also found to operate differently in specific aspects of language use.
9. The sources of deviation included L1 transfer and overgeneralization, and they varied in their extent according to the learning situations:

(a) While the interlingual process is prominent in the ESL A students' LL development, intralingual process is dominant in the ESL B students’ Lls. The difference in cognitive process in EFL-like and ESL learning situations can be accounted for this contrast.

(b) As the students’ proficiency levels increase, reliance on transfer decreases and reliance on overgeneralization increases, that is, as proficiency increases, the Lt become more independent of the NL and becomes more dependent on the TL.

10. The students, with considerable differences in the EFL-like and ESL situations, showed a common tendency to employ some learning or communication strategies in trying to overcome their difficulties in using English. However, because of their limited knowledge of TL, they produced deviant constructions that reflected the learning strategies they employed to work out the TL and their competence at a particular stage of language learning.

This study shows that the difference in two learner profiles is due to the different learning situations and different amount of exposure to each group. Whereas the ESL A group of learners had the Government school background, the ESL B students were from me Public school or Convent schools. Somehow, this shows the non-standard level of English education in the Government schools. No doubt that schooling develops the backbone of a student’s proficiency but this is not the only cause of such differences. Both the ESL A and ESL B learners showed active involvement in the process of learning the target language. The present study provides strong evidence for significant differences in the whole learning process between the EFL-like and ESL situation. The EFL-like situation triggers more transfer-based Lls and the occurrence of L1 transfer is systematic. On the other hand, the ESL situation shows better routes and rate of the Ll development due to a variety in their conditions of exposure to the target language. The psychological factors also operate differently in both learning situations. In addition, the interlingual process is prominent in the EFL-like situation whereas intralingual process is dominant in the ESL situation in the process of Ll development. It is thus likely that the
EFL situation is like a 'learning' process and the ESL, more like an 'acquisition' process in Krashen's terms. In this respect, the nature of L1s of the two different groups of learners of English may be equally important in coming to an understanding of the total picture of learning of English by the undergraduate students of Pathankot.

5.1.2 Implications

There is no denying that there is a connection between language acquisition and language teaching. Several researchers have addressed the question of the implications of L2-acquisition research for the classroom, and there are various opinions on this matter, ranging from the belief that there need not be any direct implication for the L2 classroom to the belief that applied linguistic research may offer various implications for classroom instruction (Clarke 62; Crookes 136; Ellis 89; Jakobovits 243; Lightbown 77; and Flynn 103). The results of the present study reveal that there are significant differences between the two learning groups within the ESL learning situation in the learning process and developmental routes and rate of the target language learning, which draw considerable pedagogic interest.

While the EFL-like learning situation triggers more transfer-based L1s, the ESL situation elevates routes and the rate of L1 development because of the variety in the conditions of exposure to the target language. Moreover, the extent of L1 influence and intralingual-based strategies varies with the learning settings. Whereas L1 transfer strategies play crucial roles in ESL A students' learning English, overgeneralization strategy is a dominant force for the ESL B students.

As a whole, the results of this study indicate that the students in the EFL-like situation overall face greater difficulties in learning English as compared to those in the ESL setting which has obviously considerable advantages in learning English.

The findings of this study yield some implications for the difficulties of ESL A students in learning. Now, these may be attributed to additional causes such as the inefficiency of EFL-like learning situation, ineffective teaching methods, lack of exposure to the language, inadequacy of English teachers, lack of practice in context, etc. To change and facilitate the learning process and developmental routes and rate of learning English in the EFL-like situation like those in ESL setting,
some radical changes in the present English education are necessary. This will lead to the improvement and enhancement of English Language Teaching (ELT) in Pathankot. Some recommendations are suggested in the following section.

5.2 RECOMMENDATIONS FOR ENGLISH LANGUAGE TEACHING IN PATHANKOT

5.2.1 Language Use in the Social Context

As many international transactions and contacts take place in English on an unprecedented scale all over the world, there is a tremendous demand for communicatively competent users of English today. There is also a growing awareness of the inadequacy of the entire education system. People want to learn English as a communicative tool in social, educational, and economic setting in this global era. In fact, education has come to be equated with the knowledge of English. A person who uses English in transactional interaction is considered to be part of the elite group of the society and commands a greater respect. This attitude and motivation for the study of English constitutes ‘instrumental motivation,’ i.e. the desire with a utilitarian objective such as to obtain admission in a particular course or to get a better job (Gardener and Lambert, 55). On this basis, Khanna and Agnihotri (306) and Khanna (127) modified Gardener and Lambert’s motivational orientation and divided the motivational reasons into two parts: ‘complementary motivation’ which refers to the motivation to learn English to get a better job or study further; and ‘supplementary motivation’ that refers to the motivation to learn English to read foreign literature, see English movies or feel superior. This complementary motivation persuades the parents to send their children to English-medium schools even if they are economically deprived so that the children will communicate in English. Many states have now decided to introduce the study of English from class I or class III, particularly because English has become a language of future prosperity and technological breakthroughs have shrunk the globe. Though introduction of English in class I or III is educationally unsound, there is a demand for it. Even if English starts in class I, the role of the language will not differ from that of a second language. The objective of teaching and learning a second language is similar in Asia and the
Pacific. It will always be a conscious effort on the part of the student to learn this language, as opposed to the natural mode of acquisition of his mother tongue.

The ultimate goal of language learning is to attain communicative competence in the target language that enables the learner to communicate effectively in real situations. Communicative competence is the ability to produce and understand any and all of the possible sentences in a language as just one part of a larger ability (Hymes 185). The results of this study show that learners in the ESL setting can develop this communicative competence more effectively than those in the EFL-like situation.

Yet, it seems quite difficult to achieve this goal in a multilingual society like Pathankot because there is no access to the English language in a natural environment. The learners are surrounded by multilingual-racial-cultural communities and do not use English in their day-to-day communication. In a multilingual country like ours sociolinguists have a role to play for identification, comprehension and solution of the problems. The religious, cultural, linguistic and regional sentiments of people are to be taken into consideration while formulating a language policy. All issues concerning languages i.e. development, policy and planning should be the joint concern of educationists, linguists, author, common speakers, mass media people and politicians. Unfortunately, politicians dominate the decisions. Language policy is framed by them and language planning is left to the rest. However, both are interrelated and interdependent issues. Language is a key to the understanding of the socio-economic process of a society and linguists have a role to make explicit the language related issues.

5.2.2 Use of English as a Medium of Instruction

The results of this study reveal that while the intralingual strategy that has to do with the target language itself is a dominant force for the ESL B students, native language transfer is a major source in the ESL A students' learning English. Common and heavy reliance of the learners on their mother tongue in learning English reflects the early stages in the development of learner language, this may have much to do with the use of the native language as a medium of instruction in the English class.
To closely follow the long-term planning of English education suggested in the above sections, it would be recommended that English teaching should be conducted in the target language itself. It is an adoption of a monolingual teaching approach with the target language as a means of communication in the classroom. The monolingual principle in the teaching of English stresses the importance and urgency of providing both the groups of learners with possible adequate opportunities to practise and use their communicative capacities in order to learn the language. Therefore, to provide the learners with greater exposure to English and foster English teaching and learning in Pathankot the use of English as the medium of instruction and communication in class should be legitimized. It might not be immediately applicable at all levels, but the use of English medium could first be introduced at the tertiary level and gradually extended to the other levels.

5.2.3 English Teaching Methodology

The grammar-translation method is still widely used at all levels in Pathankot. English instruction mostly consists of grammatical explanation, translation exercises and memorization of vocabulary in isolation. The findings of this study show, however, that the grammar-translation method does not necessarily lead to the students' better competence in English use or even in grammar per se’.

This study also reveals that the students cannot really use English appropriately in contexts and are heavily dependent upon translation strategies in processing the target language. These translation problems may be ascribed to the whole English education system in general and the teaching methodology in particular. In addition, the very nature of the teaching method that entails teacher-dominated teaching as a knowledge dispenser has aggravated the students' passivity while participating in classroom activities.

It is important that learners should be led to develop their learner languages naturally by engaging in socially meaningful activities. Acquiring only grammatical rules would be a direct intervention in learner language development. In this respect, the present English teaching methodology that lays much emphasis on grammatical rules and vocabulary in isolation and particularly, the use of translation as a teaching technique should be avoided. Instead, a communicative
teaching approach that focuses primarily on developing communicative competence as sociolinguistic or pragmatic use of the language and enables the learners to use the language appropriately in contexts should be employed in teaching English at all levels.

Further, the class should represent simulation of real communicative situations by focusing on the integrative and interactive activities. Language teaching should be thus meaning and function oriented, learner-centred and interaction oriented. It could also be learners' need-related for specific purposes (ESP) at the later stages.

Although the current trend in ELT emphasizes the communicative teaching approach, the role of linguistic structures can not be entirely abandoned. Grammar instruction, while not introduced in a formal, explicit manner at any level, may be included implicitly. Provision of a necessary link between language forms and meaning and function is desirable. It has been discerned during the interviews with the teachers and lecturers in various colleges in Pathankot that grammatical rules can never be taught in isolation, as they are naturally integrated in a holistic way. Language input and communicative interaction may be the most important factors in language learning and finally determine the students' level of language proficiency. Thus, utilizing the whole language approaches, holistic methods, or integrative methods may be equally desirable that emphasize the development of the learner's linguistic competence as well as communicative activities which in turn, focus on functionally effective and socio-culturally appropriate language use.

In order to incorporate concrete suggestions and not just idealized changes, the researcher took up a lesson and worked on it as to how it was being taught and how it would be taught in the light of this study. On the basis of several narrative reports made after attending five classes in each college, the researcher made the following lesson plan being followed in the classrooms of the colleges in Pathankot. The text is provided in the appendix.
<table>
<thead>
<tr>
<th>Stages</th>
<th>Teacher’s Activity</th>
<th>Teacher’s Rationale</th>
<th>Students’ Activity</th>
<th>Problems Anticipated</th>
<th>Teaching Aids</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Introduction</td>
<td>The teacher asks the students to take out the ‘the next lesson’ of the text book</td>
<td>Finishing ‘the next chapter’ given in the syllabus.</td>
<td>Taking out books or sharing with each other.</td>
<td>Some students do not bring the textbooks.</td>
<td>Textbook</td>
</tr>
<tr>
<td>Presentation</td>
<td>The teacher tells the students about the importance of the chapter from the examination viewpoint</td>
<td>Preparing the students for the final examination.</td>
<td>Marking the chapter as ‘important’</td>
<td>The students with no books take no interest</td>
<td>Textbook</td>
</tr>
<tr>
<td>Practice</td>
<td>The teacher reads the chapter s/he takes a small pause as the paragraph changes in order to put it in simple words using Hindi words frequently - basically paraphrasing</td>
<td>Making the students understand the chapter so that they can answer the questions given in the exercise later.</td>
<td>Listening and underlining the words explained by the teacher</td>
<td>Some students don’t follow the pace.</td>
<td>Textbook</td>
</tr>
<tr>
<td>Recapitulation</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
<td>Nil</td>
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</tbody>
</table>
The above lesson plan does not provide the students with any activity. They become mere passive listeners to be ‘taught’ in the classroom and the teacher takes all the responsibility to ‘teach’ the students. There is no motivation on the part of teacher as well as students. However, the teacher takes roll-call, the first thing, when s/he enters the class, that again wastes 5-7 minutes of the 40 minute period. In a classroom setting where textbook is the only teaching aid, the problem becomes worse when some students do not have the texts as well. Moreover, there is no revision of what is taught in class. Thus the students are hardly attentive in the class and get help books from the market so that they can cram the ‘important questions’ at the time of examination. This is how language teaching takes place!

On the basis of this regional study, the researcher has made a lesson plan that would certainly help the teachers and the students if well implemented. The researcher is well aware that no teaching method is perfect in itself and there can always be a better alternative.

<table>
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<tbody>
<tr>
<td>Motivation</td>
<td>The teacher makes use of some disposable articles like disposable face tissue and disposable blackboard duster and asks the students to make a list of at least five disposable articles and share with their partner.</td>
<td>Arousing interest in the students about the topic to be taught.</td>
<td>Students think and make lists and then discuss with their partners.</td>
<td>Some students might not have had ample exposure to the environment where they could have used such articles.</td>
<td>Articles like face tissue and duster.</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>The teacher asks the students to think if such 'use-once-only' species exist in nature, if yes, then what do they think could be the purpose.</td>
<td>Allowing student participation and conversation in the language class.</td>
<td>Students talk about their views.</td>
<td>Some students might hesitate and some might not participate at all because of a large class.</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>The teacher tells the students about such species taking examples from the text.</td>
<td>Making the students know the content in an interesting manner.</td>
<td>Students listen</td>
<td>Textbook</td>
<td></td>
</tr>
<tr>
<td><strong>Practice</strong></td>
<td>The teacher asks the students to read the chapter on their own. As the students read, s/he writes the difficult word on the blackboard.</td>
<td>Letting the students go through the text.</td>
<td>Students read.</td>
<td>Blackboard.</td>
<td></td>
</tr>
<tr>
<td><strong>Recapitulation</strong></td>
<td>The teacher discusses the difficult words. S/he then asks one of the students to read the text allowed and taking pauses in between asks them the related questions.</td>
<td>Second reading makes things more clear and students get prepared to answer the questions.</td>
<td>Students listen and then discuss the answers with the teacher.</td>
<td>There might be less participation because of the large class.</td>
<td>Textbook</td>
</tr>
</tbody>
</table>
This lesson plan provides enough activity to the students in 40 minutes of the language class. The teacher here acts as a facilitator. Students are motivated to talk and give their view-points. The topic is introduced in an interesting manner using real-like articles. Textbook is not the only teaching aid. Instead, the teacher makes use of various articles and blackboard as well. Different activities like thinking, talking, discussing, reading and listening do not make the lesson appear monotonous to the students. Silent reading by the students on their own allows them to grasp more easily and then the second reading makes things more clear. Even the students without textbooks can follow the lesson. Students’ active participation throughout the language class can certainly help them overcome the hesitation of using English in real life.

5.2.4 Syllabus and Teaching Materials

A well-designed course syllabus is a necessary component of a successful language programme. It is suggested that in parallel with the implementation of the communicative teaching approach, the present discrete-point structural syllabus used in most schools should be replaced with a functional-notional one, shifting the emphasis from grammatical structures to functions and notions of the language.

The functional-notional syllabus is potentially superior to a grammatical syllabus because it will provide communicative competence, and it includes most grammatical functions and covers all kinds of functions without typical situations. The syllabus is also self-motivating since it is specifically designed to serve the actual social, cultural, or vocational needs of learners, as they perceive them (Finocchiaro 212). Since English has become a ‘link language,’ a language of communication, the main objective of teaching English is not merely to develop in learners the ability to use grammatically accurate language with some deliberations. It should further develop the ability to produce socially appropriate spontaneity. English language teaching, for that matter, should be based on a syllabus of social functions, rather than of grammatical structures. A learner with proficiency in English grammar fails to use them in real life situation. S/he lacks in articulation and confidence. Learning of structural items only limits his ability to operate in the world outside the classroom.
The shift from structural approach to communicative approach is a shift from language learning process to language learning purpose. Learning of isolated terms will not enable the learner to communicate appropriately and with excellence in real life. The learners need to rehearse the ‘social roles’ that they will perform in real situations. The demand is a paradigm shift from the structural exercise to group work, pair work, direct imitation and play-acting etc.

Such a syllabus should be designed pertaining to the premises of communicative language teaching:

* Language teaching should focus on developing communicative competence and on the functions expressed in the language as well as the forms;
* Language should be considered in context, not in isolation;
* Language teaching should emphasize integration as opposed to the separation of language skills as actual language use involves all the four language skills;
* Language teaching should provide students with sufficient opportunities to use language in communicative interaction.

Teaching English becomes a frustrating experience when most students entering colleges do not have adequate proficiency in the language. It is unfair to demand, however, that they be re-taught the English which they ought to have learnt at school, as no one will deny that college education must be different from school teaching, in both form and content. A way has to be found, therefore, of bridging the gap between real and assumed standards of proficiency in English, quickly and effectively, without lowering the standards of higher education. This is a major challenge that teachers of English have to face. Therefore a remedial course must be designed keeping in mind the vast number of students, particularly from the underprivileged sections of our society, who are denied professional as well as intellectual growth because of their deficiency in English.

As far as teaching textbooks and materials are concerned, their impact on language teaching content and teaching procedures is enormous, for textbook materials provide learners with language models and play a major role in
determining class activities. In fact, the teachers in Pathankot have admitted to total
dependence on textbooks that subscribe to the grammatical discrete-point syllabus
for instructional materials in the classroom without virtually utilizing any
supplementary materials or aids on their own. Moreover, there are at present few
textbooks and teaching materials used that encourage students to engage in
interactive activities in communicative contexts where meaning and information
have to be swapped.

It is thus suggested that for a successful application of communicative
language teaching in Pathankot, some teaching textbooks and materials that
subscribe to the functional-notional syllabus and contain aspects of sociolinguistic
and pragmatic use of the language relevant to the learners' communicative needs
should be adopted.

In view of the fact that students should be exposed to different situations and
to a variety of spoken and written linguistic forms, materials should include a
variety of different activities and tasks focusing on the communicative abilities and
relevant, interesting exchanges of information. They should also be presented
systematically and logically in the classroom.

It is also desirable that teaching materials and instructional aids that help
learners of varying abilities and at different learning levels to express all the
communicative functions of language should be well organised in accordance with
their personality, their immediate social or vocational needs, and their intellectual
or linguistic capacity.

5.2.5 Teacher-Training Programmes

As language learning mostly takes place in the classroom in the EFL-like
situation, the teacher's role is one of the most important and influential factors in
language learning. In particular, since the students in Pathankot learn English in
situations where natural appropriate intake is scarce and receive instructional input
only from the teacher and by rather artificial means, the teacher plays a crucial role
in English learning.
CLT requires a teacher's good command of English, teaching capability and pedagogic knowledge. There are, however, many obstacles in full application of the communicative teaching method in Pathankot due to a big shortage of communicatively capable, competent English teachers who can utilize such a method. Since the vast majority of the teachers themselves lack English proficiency, they still adhere to the traditional grammar-translation method. Moreover, most of the teachers prefer teacher-front teaching playing the traditional role as a knowledge-dispenser, judge and distributor of sanction/permission.

It is obvious that all the recommendations made so far would remain hypothetical without prior strengthening of the present teachers' communicative competence in English. Implementation of teacher-training programmes or in-service refresher courses that aim to improve English proficiency and teaching capability as well as ELT pedagogy is one of the possibly effective ways to resolve these teacher-related problems.

Especially the elementary and secondary teachers should be re-educated and adequately trained to possess certain knowledge and skills in the target language and to understand and infuse students' needs into their teaching practice. Establishment of such teacher training programmes will reduce the big scarcity of sufficiently trained teachers and improve the general standard of English education in Pathankot.

There has been a strong emphasis on authenticity in English teaching particularly from its native experts (Widdowson 58). Valdman (93) claims that a pedagogical norm is an artificial construct reflecting the special conditions of the classroom for language learning. Pedagogical norms should reflect the actual behaviour of target language speakers in authentic communicative situations. Learners should be led to attain the communicative ability, and the attainment of near-native proficiency entails the capacity to perceive and reproduce the total repertoire of target native speakers. From this viewpoint, well-qualified native English teachers can play an important role in improving ELT in Pathankot. There are a few missionary schools in Pathankot that have employed such teachers. Employing native English teachers seems quite beneficial in terms of teaching the
authentic language because it is desirable to make the classroom maximally authentic to represent the reality of native speaker use.

In the long run, however, the teachers who come from the same community are obviously better in that they can better understand their students as they share a lot in common. Naturally, they can construct more relevant classroom contexts and make the learning process more authentic than native English teachers who come from the different linguistic and cultural background.

Moreover, the reality of learning English as a second or foreign language in non-native situations is quite different in many ways from that of English-as-a-native-language. It is not desirable to be over-ambitious or expect native-like communicative competence from the learners learning in their own cultural and linguistic settings. Insofar as English spoken in the context conforms to the agreed standards of the language in terms of intelligibility and appropriateness of the norms, it will establish itself and be recognised as one of non-native varieties of English that reflect social and regional differences in situations. It should be stressed, though, that this suggestion does not involve the teaching of pidginized version of the target language.

Further, it may not be quite practical to have native instructors of English recruited in all schools at all levels because of limited budgets and difficulty in ensuring a large number of qualified teachers.

It is thus desirable that the teachers who are sufficiently proficient in English and adequately trained inside and outside the country should eventually retrieve the position taken by native instructors of English. Extensive use of audiovisual aids or multimedia technological equipment should be collaboratively followed to compensate for lack of authenticity of the language as well as provide greater exposure to the language.

Indeed, the essential purpose of English education must be to develop the learners' English language behaviour. The real success of English education in Pathankot depends on radical changes in the present English education practice. That is, use of English in the social context, establishing the long-term strategic
planning, corresponding changes in policies, applying the more effective teaching methodologies, developing well-designed syllabus and teaching materials, and implementing effective teacher-training programmes, reducing the class size, etc.

It cannot be denied though, that all the recommendations suggested above seem idealistic and may not be directly and fully applicable to the present ELT situation in Pathankot. However, changes will come about through gradual evolution with varying degrees. It is thus foreseen that combined efforts to provide optimal learning settings for the students may help alleviate the formidable burden of English learning as well as result in expediting the rate of national development through the betterment of learning circumstances in which English is learned.

5.3 LIMITATIONS OF THE PRESENT STUDY

It must be acknowledged that the findings of this study are not conclusive but speculative because the sample of this study is limited to yield much specific information on the learner languages of the students of English in different learning situations in Pathankot. Nevertheless, this study does indicate the general trends and leads to hypotheses that could be further examined.

It should also be acknowledged that it is difficult to make reliable comparisons between the ESL A and ESL B groups. Such a comparison can provide only a partial picture because it focussed on only part of the language the students produced. Since this study examines learner languages at a single point in time, it does not shed much light on the developmental route the learners pass through.

It should also be admitted that not only were the results drawn from limited data and subjectively interpreted, but also many individual-related variables such as age, intelligence, learning capacities, education background and the like which could be better handled in a longitudinal study were left uncontrolled due to time constraints. There are also some methodological shortcomings that should be noticed. The data for the purpose of describing and comparing learner language systems in different learning situations should be gathered with a variety of methods and variables in order to arrive at as valid and reliable an outcome as
possible and to generalise a larger population of the learners of English in Pathankot.

5.4 DIRECTIONS FOR FURTHER RESEARCH

Since only written data was used in the present study, not much can be claimed regarding patterns of spoken aspects of the language. While written data elicits more monitored data, oral data may provide spontaneous speech. If spoken aspects of learner language could also be investigated, it might yield further insights into the students' learning of English.

This study employed the cross-sectional method collecting data at a single point in time, but if the data of this kind of study is to be collected through the longitudinal method, the result would be more useful for studying the progression through different stages of the L2 development.

The present study examined the morpho-syntactic and lexical aspects of the language, but it is advisable that future research should be directed towards examining the learners' pragmatic use of the language at the extended levels.

Indeed, replicas of this study with a greater variety of variables and aspects would provide additional information about English language learning, and the use of other dependent data may perhaps provide a different outcome. It becomes evident that any further research related to learner language has the potential of adding much-needed knowledge about second/foreign language learning and teaching.