CHAPTER 7

SUGGESTIONS AND RECOMMENDATIONS

From the present study it can be seen that the learning of English has a great relevance, as large number of students want to study English both for educational and employment purposes. Though the present syllabus, teaching materials, methods and evaluation procedures, with their changed patterns and practices, try to cope with changing needs of the students there can not be real improvement in teaching/learning without an extensive overhaul of the system. It is hoped that the present study will help in outlining and developing the related areas of methods, materials and evaluation procedures.

Based on the present study covering the areas of materials, methods and modes of evaluation at PU/Inter levels of Karnataka and Andhra Pradesh, the following suggestions and recommendations are made to prevent further deterioration of standards in ELT, to strengthen these areas and for making the teaching learning programme more effective:
1. It is suggested to provide reorientation programmes to the teachers so that they get acquainted with the new teaching techniques and approaches.

2. As English plays an important role in higher education, it is necessary that marks scored in English should be given due weightage while considering for admission to undergraduate professional courses.

3. Examinations should serve as a check or as an evaluation on the entire system of teaching/learning. The performance of the students should provide the feedback which curriculum planners, text book writers and teachers needed to find out if they are proceeding on the right lines. Tests or examinations are considered the essential measures of curriculum planning or educational program. They motivate interest in studying the program. Abolition of Public Examination at the end of I year PU course is found to be harmful as it creates lack of interest in the subject. Therefore, Public Examination should be reintroduced at I PU level.
4. It is difficult for the teacher to manage large classes with mixed abilities. So steps must be taken at administrative level to improve the classroom facilities by providing additional financial resources.

5. For many teachers of English, teaching of English is nothing but teaching of English literature. There is a need to replace content oriented ELT by expression oriented ELT. In the essentially bilingual context of Andhra and Karnataka, to promote a pragmatic and purposeful pedagogy facilitating rewarding and reassuring teaching learning processes, a synthesis of linguistic content and theoretical perceptions is proposed by Rangacharya (1993).

6. Lengthy lessons really make it difficult for a teacher to organise sufficient practice for the students in the use of various teaching items of the syllabus. Therefore, it is advised not to incorporate lengthy lessons (with narrative passages) in the syllabus.

7. Since grammar plays very important role in language teaching and learning, more exercises based on verb, verb forms and sentence patterns are to be included in the text book.
8. Since writing has occupied an important position in the curriculum planning, the text books should include more exercises aimed at development of writing skills.

9. It is a known fact that working individually or holding the individual attention of the students is virtually impossible in a large class. But with little imagination and effort on the part of the teacher the whole class can be divided in to 7 to 10 groups depending upon the number of students. Allowing the brighter set to partly help the less able students not only lessens the pressure on the teacher but also provides those extensive insights which are overlooked by the teacher. Teacher can help students to focus on just those insights and make for better learning to take place.

10. When we learn a language, we should aim at a degree of language proficiency both in speech and in writing. Phonetic aspect is almost ignored both in PU and Inter. Therefore more emphasis should be given to the teaching and evaluation of spoken skills. Exercises on grammar given in the text books of PU/Inter can be exploited for teaching pronunciation.
11. The fact that PU/Inter stage is considered a crucial stage in students life, emphasizes the need for acquisition of the language skills. The only method followed by most of the teachers of both urban and rural colleges is 'lecturing method'. This method can be regarded outdated. There is a need for learner centered approach (wherein the teaching is replaced by the active participation of the students) and hence the present lecturing method must be replaced by Eclectic method drawing various techniques from the available methods in order to realise the specific objective of learning English. The objectives of a method are achieved through the instructional process, through the organised and directed interaction of the teachers, learners and materials in the classroom. Differences among the methods at the level of approach manifest themselves in the choice of different learning and teaching activities.

12. One of the objectives of the English syllabus at PU/Inter levels is that at the end of the course the student must be able to express his thoughts independently in written form. The paragraph questions which involve writing the material from the text needs thorough reading and understanding of the text. Therefore, it is advised to include paragraph
answers in PU.

13. Questions based on reference to content are found in both the years of intermediate question papers of the old pattern. But in the new pattern question papers introduced a few years ago these questions are removed. Even in PU they are absent. It is really good to introduce such type of questions to measure the comprehension at the inferential and global levels. Therefore there is a necessity to include such type of questions both in PU and Inter.