CHAPTER 8

FINDINGS AND SUGGESTIONS

8.1 Findings and Suggestions

Most aspects of the problem of ELT have been reviewed in every chapter. A number of committees and study groups have in recent times given anxious thought to the place of English and its teaching at various levels in our system of education. The teaching of English at various stages, its role in schools and in universities, its share in the time tables and its contribution to the teaching of other subjects, form part of a problem which has become increasingly important as well as controversial with the passage of time. It has been observed that there is a big gap between the learners blessed with various opportunities and marginalized learners (learners who don’t get much opportunity to learn this language even if they belong to rural or urban area) and this gap is becoming wider day by day. During the last few years, the situation has changed at much greater speed than ever before. In spite of changing policies and sincere efforts to improve the status of English, the situation is becoming worse. English is taught as compulsory language still there is alarming high percentage of failure in this subject. Cumulatively this situation which causes great concern and which if left to itself, will result in further lowering of standards of English and of education as a whole. Much time needs to be devoted to repair the damage done or in building the foundations that is necessary for the minimum essential use of this language at the undergraduate and post-graduate stages.

Various reasons have been found for this situation:-

- There is a grave shortage of trained teachers of English at almost all stages of the educational system i.e. primary, secondary and tertiary level.
- There have been frequent changes in government policies towards the teaching and learning of English.
- The state education departments have been slow in taking decision.
- Lack of minimum required resources.
- Inadequate pre-service and in-service effective training of teachers of English.
• Curricular changes are nonexistent or very slow resulting in monotonous ineffective teaching learning process.
• The supervision of English teaching in schools and colleges has continued to be neglected, with hardly any trained specialists engaged in this task.
• There is no co-ordination in the syllabus at various levels- primary-middle, high secondary and tertiary level. This co-ordination is the need of time.
• In the majority of school and colleges, there is a great gulf between the avowed approach and the actual practice. The aural/oral approach, which of course ought not to be depended upon as the sole key to success, has not found its way at all into the ordinary classroom. Neither guidance nor material is available to help teachers make a systematic and judicious use of a bilingual method wherever the situation so demands.
• An assessment criterion for English is subjective and not effective.
• Use of Technology in ELT especially in rural areas is almost nonexistent.

So the success of our future efforts in the field will, in large measure, depends on the removal of these deficiencies. Every effort, should therefore, be made to remove the inadequacies from the existing structure. There are many new needs related to the changed conditions. Many of them have come in existence because of the general recognition of fresh roles assigned to English in present scenario.

• **Different English Courses for Different Interest Groups**

Having reviewed the problems and the urgencies in the teaching of English as a second language in India, it has been suggested there is a need to design courses that can satisfy different kinds of ‘customers’ at various level of learning. These courses, as envisaged, will be taught under various curricular arrangements that exist at different places and may have to be modified to suit the needs of different states and different kinds of institutions. Although there is no need of any all India pattern and favours the use of specially tailored programmes and materials for every major area of use, it also feels that a set of model syllabus, one for each known need, will usefully serve the large number of bodies and institutions which may wish to adapt them to their own particular requirements. The states should be free to adapt these courses or any other courses involving a higher level of attainment in English according to their
requirement. The experts’ service of the central institute of English should be available to all states, universities and state institutes of English for working out the details of their courses and the preparation of textbooks and other teaching and testing material. The various courses may be-

- English for Elementary Learners
- English for Intermediate Learners
- Courses in English for students who wish to be teachers of English for advanced learners
- Functional English
- Business English
- English for specific purposes

It is not a time when all students studying in colleges should stuff in General English course. In present scenario, every learner’s needs are different. It is a proved fact that learners learn better if the subject matter is according to their interest and of their requirement. This is the only solution of the problem of decreasing pass percentage in English in our schools and colleges. Students should be given various options in the form of various courses in English. They should be given choice to adapt any of them as it happens in other languages for e.g. Hindi elective/Hindi compulsory, Sanskrit elective/ Sanskrit compulsory. Bombay University has adapted this pattern. There are various courses for students as English as Second Language, English for Foreign Students, English for Special Purpose, English for Commercial Purpose, English Speaking Course etc. All the universities of Haryana should adapt this pattern.

### Changes in Syllabi and Curriculum

It has been observed that universities in Haryana are still following the same syllabi from a long time. No doubt, with the introduction of semester system there are some changes in English syllabus but these changes are superficial. A syllabus must satisfy the need of various learners in their day to day life. So syllabus should completely be revised. No doubt literature is essential part of language but it comes after when a learner has achieved initial mastery in the skills of understanding that language. Only then a learner can enjoy literature. So every effort should be done to make the learners
competent in this direction. General English course which majorities of students are
studying is not sufficient in this direction.

• Changes in the Approach of English Language Teaching

Another major change which is the need of time is that we, teachers of English
should know that language is not a content-based subject. It is skill-based and skills
can be mastered only by practice. So we have to mold our syllabus, teaching methods
and materials to enhance the skills of language in our learners. An English teacher
should be fully trained in enhancing all the skills—receptive (listening and reading)
and productive (speaking and writing) in learners because all these skills are equally
important in mastering a language. Teachers should realize that through lecture
method (which most of teachers adopt at tertiary level) they are just passing
knowledge to their students. But real learning is when we involve our students in
content and they learn by doing. It is only possible when the classroom is learner-
centered and teaching is task-based where teacher is just a facilitator not a dominating
one.

• Teacher Training

All changes and reforms in syllabus and curriculum are ineffective unless teachers are
trained to teach these syllabuses effectively in their classrooms. For this there is an
essential need of training to the teachers of English. It should be in high priority. The
globalised scenario of ELT especially in English as a second language context has
made continuous professional development (CPD) for the teachers of English, a
priority.

Teaching is increasingly being viewed as a profession like medicine, engineering or
law. Teachers are being viewed as professional practitioners like doctors, engineers or
lawyers and their continuous professional development is becoming a major concern.
If we look at the trajectory in teaching profession, with induction missing, there are
three stages in the trajectory. One may become a teacher after completing one’s
bachelor and sometimes master’s degree. These degree courses are essentially general
in nature, not specifically designed to train for the teaching profession. Thus after a
much longer general education of 15-18 years, one may decide to directly become a
teacher. One may then join a teacher education course or may directly become a
teacher without going for it. In either case, the decision to join teacher education course is taken very late. What happens in teaching before entering (pre-service education) and while entering (induction) is woefully inadequate, the only hope is from what happens after entering the profession.

CPD (Continuous professional Development) is views as a professional development from a ‘mere teacher to a researcher, trainer, speaker, academic writer and teacher educator. Richards (1990) sees professional development leading a teacher to be a program and material developer, need analyst, decision maker, problem solver and a researcher in the classroom-all rolled into one.

Professional development helps teachers to turn the problems we face in our teaching career into positive rather than negative experiences. In fact, most of us use a wide variety of strategies both formal and informal for our professional development e.g. discussion with our colleagues about classroom experiences or problems relating to specific students can help us on accessing useful background information, articulating possible solutions to everyday classroom problems, improving self esteem, relieving tension and so on. Professional association has an advantage of informal discussion with colleagues and a wider scope for social interaction. Departmental meetings and membership of working parties can also be very positive experience. Evening/weekend classes can also vary on their effectiveness. Taking up new challenges, for example by career moves from one post to another, is a other way in which many people improve their professional expertise.

The most congenial way of getting ideas about teaching methods and materials is from talks or workshops. In a workshop setting we might even have a chance to try out teaching materials or put ideas into actions. There is often an opportunity to ask questions or discuss problems. One of the best ways to getting involved in talks and workshops is through membership of teachers’ organizations such as ‘International Association of Teachers of English as a Foreign Languages’ (IATEFL), Teachers of English to Speakers of Other Languages (TESOL), English Language Teachers’ Association of India (ELTAI), Special Interest Group (SIGs), Computer Assisted Language Learning (CALL), and Teacher Development etc. Magazines like Modern English Teacher (MET), English Teaching Profession (ETP), ELTAI Weekly News
Letter etc. may be rich source ideas for practicing teachers who might not think of themselves as researchers, but open to new techniques and approaches.

So CPD is basically an issue of teacher motivation which is an ignored area in ELT. Teacher motivation is fundamentally an intrinsic issue which needs to be addressed in an informal mode.

- **Evaluation**

There should be change in evaluation system too. Evaluation is usually taken as a yearend examination of students. But all other factors like syllabus, materials, methodologies, performance etc. all effect on teaching learning process. So, all these factors should be evaluated. Moreover in learning second language, it is not the knowledge but skills, which are essential for the use of that language for communication, all skills should be tested. This can’t be possible only by summative evaluation which we usually do in our examination system i.e. the end product of the program which usually tends to involve tests and measurements. Information received from summative evaluation are usually used to decide whether students have passed the course or not. There should be summative as well as formative assessment of the students.

- **Use of Technology in ELT Classroom**

It is very essential that we make our learners techno-savvy and make their learning effective. For that we need to encourage the use of technology in English language classroom. Research suggests that appropriately implemented network based technology can contribute significantly to experimental learning, motivation, greater interaction, individualization and global understanding. The use of technology inside or outside the classroom tends to make the classroom more interesting. With the help of technology, we can make our learners learn ‘how to learn learning’ and ‘how to learn thinking’. The use of all technologies makes language teaching and language learning an interesting process and this interest factor plays a vital role in the entire teaching-learning process to make it better. Surely it gives effective outcomes compared to the techniques in which technology is not being used for academic purpose.
• **Task-Based Teaching and Testing**

There should be task-based teaching in English language classroom. Some samples of various tasks of speaking, listening, reading and writing activities are enclosed in CD for classroom. This will make the classroom learner-centered. Students need to know about the nature of the activity that is going on in the classroom. Students ought to be convinced with the profitability of what they are asked to do otherwise classroom activities will turn to service like drudgery with no reward. Teachers should resort their imaginative power to encourage and reward students. Imagination can have a crucial role in involving and developing the whole person. Imagination manifests itself in language classes in the form of language games, role plays, fun, narratives and mimicry. Of course bringing imagination down to the classes may demand personality qualification of teacher’s part.

• **Whole Person Development**

Whole person development and activation of reserve power of the learners requires flexibility and adaptability on teacher’s part with relevance to teaching materials and resources. Textbooks and teachers’ books of English should not be used as a sort of perceptions to specify classroom activities. The utmost function of the text book can be to provide a general framework for introducing the topics. A positive learning atmosphere will be rendered as a result of teacher capability in creating exploitation of all teaching facilities available. Multimedia environment and online language learning programs can be helpful resources for both classroom activities and home based practices. Learners who attend a language learning program with heterogeneous inner-world will be better motivated and oriented to course objectives when they get engaged in variety of resources to work with. This will contribute to self actualization.

• **Emotional Attachment with Learners**

The way students’ emotions are treated has a crucial impact on the teaching learning process. When students feel good about themselves, the teacher and the course, they will be in the better position to learn. In their interaction with students, teachers should do their best to minimize negative effects such as anxiety, negative attitude in difference and differences, on the other hand, maximize positive effects including sense of belonging, positive attitude towards target language and society, self esteem.
and motivation have probably the largest impact on the language learning. While adults are mostly intrinsically motivated with self satisfaction, young learners are motivated by external drives such as course, rewards and competition. However it is always a matter of proportion for the learners to be intrinsically or extrinsically motivated. So teacher should always take both chances to motivate their learners. Students must be viewed in the first place as the language user rather than language learners. This will place them at par with the teacher so that the participatory structure of the class and conversational moves such as turn-taking, topic development and initiation will be dominated by conversational rules rather than classroom regulation.

In nutshell, we can say that for effective ELT, these recommendations are the need of time.

**Recommendations**

The suggestions pertain to the three key areas-pedagogy, curriculum and assessment. A few of such suggestions are as following:

- Redesigning of English curriculum for different target groups of learners.
- Adopting eclectic approach to ELT with emphasis on communicative language teaching approach.
- Continuous professional development of teachers through effective teacher training programmes.
- Objective and practical performance based Evaluation
- Use of technology in ELT classroom
- Fostering learner autonomy through incorporating learner friendly activities in curriculum, pedagogy and assessment

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