CONCLUSION AND PROSPECTS

It can be seen from the present study that the teaching and learning of English still has tremendous relevance, as a vast majority of students are strongly motivated to learn it for educational and employment purposes. An awareness of the changing needs of our students, in the last two or three decades, is manifest in the changed syllabuses, evaluation patterns and pedagogical practices. However, there exist a number of lacunae in all these areas. It is hoped that this study has successfully adumbrated the areas pertaining to materials, methods and modes of evaluation, which need to be suitably adapted. Suggestions to strengthen these areas are:

Materials

a) Ideally, textbooks should be within the reach of the students' experience, in terms of content. The passages should have social and cultural relevance to the student population.

b) English language teaching should follow approaches that lay stress on oral communication abilities.
c) Periodic workshops on the texts can be organized to help teachers and students in the rural colleges.

Methods

Methodics oriented language teaching for imparting oral communication skills, which will incorporate the following:

a) General pronunciation work including remedial work for compulsory English class PU and Degree.

b) Speech practice as part of the Compulsory English work for the final year Optional English in the degree courses, and for students who offer additional English in lieu of a classical language.

Evaluation

Like in science subjects there should be something practical to boost the confidence of the students to speak English in ordinary everyday situations.
I and II PU class can have internal assessment and oral communication skills can be marked for at least 10 marks. The degree classes can have their internal assessment for 15/20 marks for oral communication. Optional English classes 25 marks for the first and second year and 70 for the final year. The following tables indicate marks structure assessed for written exam and speaking skills.

### Table – I PUC

<table>
<thead>
<tr>
<th>Class</th>
<th>Written Examination</th>
<th>Oral (Speaking Skills)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I PUC</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>II PUC</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

### Table – II DEGREE

<table>
<thead>
<tr>
<th>Class</th>
<th>Written Examination</th>
<th>Oral (Speaking Skills)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Degree</td>
<td>80/85</td>
<td>15/20</td>
<td>100</td>
</tr>
<tr>
<td>II Degree</td>
<td>80/85</td>
<td>15/20</td>
<td>100</td>
</tr>
</tbody>
</table>

### Table – III Optional English

<table>
<thead>
<tr>
<th>Class</th>
<th>Written Examination</th>
<th>Oral (Speaking Skills)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Optional English</td>
<td>75</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>II Optional English</td>
<td>75</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>III Optional English 2 Papers</td>
<td>130 (Each paper 65)</td>
<td>70</td>
<td>200</td>
</tr>
</tbody>
</table>
Remedial measures should be included while teaching pronunciation. The weak areas should be diagnosed and corrected. Certain items are sure to be common for all language teaching purposes. They are word stress, sentence stress, rhythm and intonation.

There is something lacking in our teaching system, which needs immediate attention and improvement. The discussions pertaining to the problems of English language teaching hold as far as teaching is concerned. Learning, on the other hand depends upon the motivation of the learners’.

English syllable structure happens to be a problem for all the students' pronunciation. At the time of testing students' articulation, there is not a single student who has pronounced the words without a single mistake. Very few have been able to pronounce rightly.
Suggestions:

1. Current developments in language teaching emphasized the requirement of clearly defined objectives, keeping in mind the needs of the learner. The aims of needs analysis are to determine what a particular group of learners expect to use the language for and what their present level of competence approximates to. In a I PU English course, needs analysis may focus on the kind of skills required for higher education and for socio linguistic communication. Needs analysis must focus on determining the demands that will be made on the learners in terms of speaking, listening, reading and writing based on the learner's present abilities with respect to these demands: “The aim of needs analysis are thus to determine the types of situation in which learners will be using English: the tasks and activities they are expected to carry out or take part in English and their existing language skills or abilities with respect to those tasks”.

(Munby .J. 1978).
“Needs analysis is part of curriculum development and is normally required before a syllabus can be developed for language teaching”.

(Richard et. al. 1985:189)

2. Reorientation programmes have to be held to the teachers, so that they get acquainted with the new English teaching techniques and approaches.

3. English phonetics and the sound system should be introduced right at the PU level so that, by the end of their graduation they will be able to acquire enough proficiency in the use of the spoken language. Here correctness is more important than fluency.

4. Constant exposure to the spoken language should be provided.

5. Feedback for the teachers is required from the students, for them to ascertain whether they are going along in right direction.

6. It is difficult for the teachers to manage large classes with mixed abilities. So steps must be taken at the administrative level.
7. For many teachers of English, English teaching is nothing but teaching of English literature. There is a need to replace content-oriented teaching by expression-oriented teaching.

8. Lengthy lessons really make it difficult for a teacher to organize sufficient practice for the students in the use of various teaching items of the syllabus. Therefore, it is advised not to prescribe lengthy lessons. Short lessons with materials for spoken English exercises to teach pronunciation of words can be thought of.

9. Speaking skills are neglected inside the classroom due to many hindrances working individually or holding the individual attention of the students is virtually impossible. But with the effort of the teacher the whole class can be divided into 8 to 10 groups depending upon the students' strength for conversational practice. Allowing the brighter set to partly help the weaker set. This not only lessens the teacher's pressure but also provides different and sportive insights, which are overlooked by the teacher. Thus the teacher can help students in their pronunciation.
10. The following are suggested for classroom pedagogy.

a) Textbooks should contain information on Received Pronunciation and General Indian English to help the teachers and students get a clearer idea of the norms of the spoken language models.

b) There could be an attempt to instruct the students and involve them more intensely in the classroom.

c) The method of teaching could be flexible so that it is possible to change the strategy according to the intelligent quotient of the students.

d) Attention pointer: Here the teacher draws students attention to a learning point i.e., to catch hold of him in his learning growth knowledge.

e) The teacher should focus on the problem area, teacher listens to the pronunciation of items containing the target – sounds.

(Smith and Rafiqzad 1983-93)

The present work may be considered as an attempt at making out a case for imparting oral communication skills to the students in rural colleges and it is hoped that this
provides a foundation for more extensive survey, scrutiny and study of spoken English in rural and urban colleges.

The present work, it is hoped would help users of dictionaries learn and understand not only the meanings of lexical items but also their pronunciation. It is hoped this work would lay a basis for designing specific English dictionaries in terms of GIE symbols. A dictionary of English with pronunciation is indicated by GIE symbols.

In the present situation GIE can be regarded as 'standard' or intrinsically 'better'. This pronunciation is fairly easy to use.