5.0 Introduction

The present globalised world has thrown more challenges to the youth. Apart from specializing in their respective fields, in addition to acclimatizing themselves to the widely used technology of the computer and Internet, they should also be good at communication. And this communication is essentially in the global language, English. Hence, it becomes the moral responsibility of the nations to train their students to communicate in English effectively and successfully across the national, linguistic and cultural borders. To meet the challenges of this technological era a strong and effective form of education has to be developed. There are many innovative social and technological resources which offer promising results in this challenging scenario. CALL is one of those resources for improving the proficiency levels of the students in English. The effectiveness of CALL is conveyed using Steven Covey’s, *The Seven Habits of Highly Effective People*, as the framework. The table provides how CALL can marshal technology to improve language learning. Each habit mentioned in the table is linked to one or more of CALL tools that are readily available to language teachers all over the world. The seven CALL habits of Arthur Chickering and Stephen Erhmann provided in their article, “Implementing the Seven Principles: Technology as the
“Lever” complement these seven habits for using technology to improve overall educational experience.

**Table 19: Characteristics of Effective people and Effective CALL**

<table>
<thead>
<tr>
<th>Steven Covey</th>
<th>Arthur Chickering &amp; Stephen Ehmann</th>
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<tbody>
<tr>
<td><em>The Seven Habits of Highly Effective People</em></td>
<td><em>The Seven Principles: Technology as Lever</em></td>
</tr>
<tr>
<td>1. Be proactive</td>
<td>1. Encouraging contact between students</td>
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<td>2. Begin with the end in mind</td>
<td>2. Develop reciprocity and cooperation among students</td>
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<td>3. Put first things first</td>
<td>3. Use active learning techniques</td>
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<td>4. Think win/win</td>
<td>4. Give prompt feedback</td>
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<td>5. Seek first to understand, then to be understood</td>
<td>5. Emphasize time on task</td>
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<td>6. Synergize</td>
<td>6. Communication high expectations</td>
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<tr>
<td>7. Renew</td>
<td>7. Respect diverse talents and ways of learning</td>
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### 5.1 CALL for India

In India, CALL is relatively a new concept. Though the technologically advanced countries have been using this technology for the past two decades, India has focused on its use only recently. Particularly, with the advent of technology education and establishment of a number of engineering and technology colleges, this concept has been paid attention to, by the educators. The number of students in the engineering and technology institutions has risen considerably and the importance of English language skills has been widely recognized and propagated; at this juncture, some new methodology is the dire
need to inculcate English language skills to the multiplying numbers of students in these institutions. Moreover, the focus on English too has changed radically from that of a full-fledged core subject to a tool that can be used as a means of communication. This change has resulted in recognizing the changed needs of the learners with reference to English. The following lines throw light on the changing needs of language teaching/learning:

A language course may be based on pronunciation, vocabulary and grammar or on the more ‘communicative’ categories of topic, situation, notion and function. Probably, however, the most effective teaching and learning result from a combination of them all, in a systematic but flexible programme in which, for example, topics and situations provide a context for the teaching of new words, and structures are learned in order to express notions and functions.²

At present, it is difficult to contradict the fact that English should be taught as a language and learnt as a life skill. Of late, all the countries in the world have started teaching English to their youth. The Middle East and Far East countries, most of the African countries, all the Latin American countries and some of the European countries are
striving to educate their youth to meet the global challenges and hence English has become a compulsory language of study for the students of all these nations. It is not surprising that even France, the bitterest enemy of the British, has recently started conducting “Immersion Programmes” to its school students to teach them English language skills. This global scenario cannot help showing a deep impact on developing countries like India and China, the two countries which are gaining economic strength on the global scene. Particularly India, with its multi-linguistic setting as the back drop and the historical past of being ruled by the British, is a country with largest number of second language learners of English at present. To promote this learning, India could avail of the latest technology to meet the needs of its large numbers of students. The importance of technology in enhancing the language learning ability can be understood through the words of Carol Chapple:

The work on L2 tasks constitutes a theoretically rich and practically useful perspective on instructed L2 development. Researchers and teachers can use these categories to analyse existing tasks, construct new ones and critically examine learners’ performance on the tasks that they try out... the mode in class room tasks has tended to be oral face-to-face conversation, whereas technology mediated task can be done
either oral or written language including interactive written discourse.³

CALL is devised to help these countries which desire to achieve higher results in a comparatively shorter period of time. At present, all the tertiary and higher learning institutions of India have adopted the concept of the language laboratories to expedite the learning of English of their learners. A variety of devices and software have been produced by different companies and they are used by these institutions with the sole objective of making English language teaching/learning meaningful. An analysis of this material has become imperative to examine its suitability to the present language needs of the learners and its impact on them. This analysis has revealed some of their shortcomings and the need for alterations. In order to locate the weaknesses of the available software, an understanding of the production of CALL material is imperative. The following statement clarifies the complexity of producing a CALL package.

Designing and creating a multimedia package is an extremely demanding task, calling upon a range of skills and meticulous attention to detail. Such is the complexity of computer programs these days that it is highly unlikely that a single person will have all the necessary skills to undertake a CALL development project.
alone. Team work is therefore essential and each member of the team must have some understanding of the roles of the other members of the team.⁴

To understand this study, it is necessary to first define the suitable course design in order to produce appropriate software for CALL users of India.

In higher learning scenario, any course is designed to promote the study of a particular subject or field. This should be comprehensive and need-based. To decide on the needs, a thorough survey has to be conducted. This survey on the needs analysis should provide direction to fixing the objectives of a course. Such survey should include both the company and the clients; in the education field it means the course designers and the learners who take the course. This survey on needs analysis should record the entry behaviour; and, the course design should specify the exit behaviour that would ensure both the teacher and the taught the fulfillment of the objectives of the course. It also facilitates an assessment of the success of a programme.

After this analysis is complete, the objectives are fixed to cater to the discourse needs. Then the syllabus is framed and different units/items are recorded. This is followed by the material preparation by a group of material preparators, consisting of some practicing teachers and effective writers who produce the material. The
completed material should be edited properly by a group of experts who have knowledge of the needs analysis, course objectives and the targeted clientele. The most important part of the material design is the fixation of the evaluation pattern. The testing pattern thus given should be in coordination with the teaching material and help both the teacher and the taught to assess one’s own success. The course material should also give guidance to the teachers on the methodology of teaching. Lastly, it should indicate to the teachers on the type and amount of the supplementary materials that are imperative to cater to the needs of large and heterogeneous English classes in India.

Fraida Dubin and Elite Olshtain⁵, in their book on *Developing Programs and Materials for Language Learning* enumerate the outline on the steps which a course designer has to follow in order to develop materials.

Thus, the various steps of the conception and the conduct of a course are as follows:

1. Conceptualization of an Idea  
2. Needs Analysis  
3. Objectives of the Course  
4. Syllabus  
5. Preparation of Course Materials  
6. Teaching Methodology  
7. Evaluation Pattern  
8. Supplementary Materials.

However, thorough the needs analysis may be, however strong the materials and methodology of a course may be, there would be some revelations during the conduct of a course that demand some revision. So, the process can be completed only with the review of the course after it is conducted for a year or two. This review should examine
whether the objectives specified and the expected outcome have been fulfilled to a satisfactory level. This review plays a significant role in revising the material to make it more conducive, meaningful and effective. So the list should include two more items: 9. Review of the conduct of the course; and, 10. Revision. Thus, these ten steps are necessary to make any course achieve its targets.

5.2 The Role of CALL in ESL Situation of India

English teaching in India was begun by the British in the 1830s after the acceptance of Lord Macaulay’s Minute. English then was introduced as a subject of study and was taught by the native speakers imported from England. That is the reason why English teaching/learning was very effective though the course materials contained representative pieces from English literature. It was almost like the Direct Method where those learners were “immersed” in learning the language from the horse’s mouth. Spoken English, particularly pronunciation, was infallible because the Indian students learnt the language from the British teachers, who knew no other language except English. As the medium of instruction was English for the other subjects too, Reading and Writing were taken care of. That situation continued up to independence of India. Even the first generation learners after 1947 did not face any problem because they were taught by the Indian teachers who were educated under the British. The problem erupted in the early 1960s when the medium of
instruction in all the States was changed to their vernaculars in order to spread literacy faster. Though the idea of using the mother tongue in the initial stages of schooling or even later is a laudable concept, it hampered English learning in the entire country for the following two reasons:

1. English was introduced as a subject in the upper primary/secondary school level ignoring the scientific fact that children below that age learn the language faster; and,

2. Though the ELT methodology developed considerably and established itself as a valuable discipline by 1947, the Indian educators did not pay attention to English teaching in India either with reference to materials or methodology at school or college level.

At least when the nation decided to introduce the vernacular media on a large scale in the early 1960s, the English educators should have thought about the appropriate teaching and testing methodologies. This did not happen. Consequently, the Macaulean syllabuses -- which were based heavily on English literature-- and the lecture method continued till recently. As the focus has not been on inculcating the English language skills and as there was no change in the course materials and methodology of teaching and testing, the standard of English reached its rock bottom in India by the end of 20th century.
The demand for technology education grew and the attention towards English also has been changed for good. Today no one contradicts the fact that Indians need English for the purposes of communication and global participation and not for literary wealth. The past decade has thus witnessed a change in the focus of English study. The course material and the methodologies of teaching and testing are revised to suit this focus. This change in the attitude has also brought some changes in the delivery of the English courses and the introduction of the language laboratories has been welcomed by everyone. They are established at every technical and general higher learning institutions and have some software or the other. At present, both the teachers and the taught are familiar with the concepts of language laboratory and English learning software. It is for the researchers to examine this software that has been used in the past decade for enhancing the English language proficiency of the learners. The software used in these labs has been examined on the principles of ELT and analysis is presented hereunder.

5.3 A Critical Analysis of CALL Materials used in India

In all, there are about 15 different softwares used in various colleges of Engineering and Technology. Different language items are dealt in these softwares. The analysis presented here would deal with the software following certain parameters. They are:

1. Objectives of the items/units
2. Selection of the items/units
3. Comprehensiveness of the items/units 4. Gradation of the items
5. Cultural affinity and suitability to Indian situation
6. Learner friendliness 7. Adequate testing material
8. Overall usefulness of the software.

i) **Clarity:**

This software is used by the Osmania University and its affiliated colleges. It is comparatively a comprehensive package as all the major skills of Speaking, Reading and Writing and the ancillary skills of Listening, Vocabulary and Grammar have been dealt in detail. For every skill the material is given on three levels: Elementary, Intermediate and Advanced. With the help of the facilitator the students can benefit immensely by using this software.

ii) **Dorling Kindersley Series:**

This software has two units: “Grammar Made Easy” and “Punctuation Made Easy.”

This is meant exclusively for learning grammar and punctuation. The exercises given for these two language units are adequate. As the level is elementary it is more suitable for the students hailing from the rural and non-English medium backgrounds. This package has adequate exercises for teaching and testing these language items. It is
more helpful for the learners of elementary level than to the advanced
learners of language.

**iii) Oxford Advance Learners:**

This software is totally devoted to help the learner enhance his Vocabulary right from the content words of parts of speech such as adjectives and adverbs to the advanced items such as idioms and phrasal verbs. This software enhances one’s vocabulary. Exercises on Vocabulary are adequate.

**iv) Cambridge Advance Learners:**

This software is also useful for learning vocabulary. It has 2 to 3 additional items such as Collocations and Homophones. On a closer examination it appears incomprehensive as other parallel items of importance such as Homonyms and Homographs are not included. For a better understanding of English language such parallel language items should be taught in juxtaposition with one another. For example, Homonyms and Homophones can be effectively taught by explicitly exposing the contrasts that exist among them.

**v) English in Mind Series:**

This series deals with various items of language. They are: Grammar, Vocabulary, Reading, Writing, Listening and Dictation, Situational
dialogue, Scrambled words, Match the Following and Incomplete sentences.

Though the list of items given is impressive, this software does not create any integration among these skills. Each is given as a separate entity; and, as a result, it is like digitalizing different text books and doesn’t help the students adequately to cultivate communication skills as a whole or learning those items for functional use.

The softwares from the number ii to v are used by the campus/university college of JNTU. Though each software is good as a separate entity, the facilitator’s role becomes significant in integrating these skills for cultivating effective learning of communication skills as all those items should be coordinated for the functional use of the language.

vi) **Globerena:**

The material produced and provided by the Globerena Company is used by a majority of colleges of Engineering and Technology and general degree colleges both in the technical stream and in the general stream. Hence, a detailed examination of the items presented by them becomes imperative.

**Speaking:** Speaking constitutes of two aspects: 1) What to say, which deals with concepts and expressions used to express those concepts;
and, 2) How to say, dealing purely with the pronunciation part. The software has presented the majority of features of pronunciation; but they are at an elementary level. With reference to the concepts of “What to say,” a few important items are glaringly missing. They are apologies, excuses, criticisms, complaints, arguments and public speech. Some features of syntax such as positive/negative statements are also missing.

**Listening:** Listening exercises are adequate.

**Reading Comprehension** is dealt with satisfactorily.

**Vocabulary:** All the traditional features such as prefixes/suffixes are presented satisfactorily. But the most important item of vocabulary such as phrasal verbs and idioms are conspicuously absent.

**Writing:** The major skill of writing which is the most important part of second language learning is dealt with very inadequately. Among the items of composition, only Paragraph Writing and Letter Writing are given and the other important items such as Essay Writing, Summarising and Report Writing are conspicuously absent. Most of the students, particularly those from non-English medium background are very weak in writing skills. This skill is the most necessary skill as all the examinations are conducted through the written mode even for the technical subjects and writing is the most difficult skill for a second language learner. This is the major inadequacy of this software.
On the whole, though the material appears to have given more language items, the content is not adequate to hold the interest of the students for long hours. It does not cater to the needs of the English medium students or advanced learners of English language.

**vi) K Van Solutions:**

This platform device appears to have been devised complementary to the syllabus of JNTU. The content page specifies the items dealt with in the same order as given in the prescribed syllabus of JNTU. Though this gives an impression that the material could supplement or complement the syllabus, a detailed examination belies this hope. The content given for each item is not adequate to elucidate, explain, supplement or complement the material given in the text book. Even the presentation of items is not done meticulously. For example, the unit entitled JAM does not contain the definition or explanation of what a JAM is. Similarly, the unit on Public Speaking displays this disorganization. It could have given some good speeches of Indian writers and readers; but the material given is a collection of pieces, irregularly cut from the speeches of English speakers which are not even abridged for prescription. In the absence of helping notes, the learner finds it linguistically incomprehensible, culturally alienating and topically uninteresting. The most serious lapse of the material is that no testing exercises are provided for the students as incentives
for self check. On the whole the software is neither interesting content-wise, nor effective skill-wise.

vii) Centrionix:

The material of this company is on the same lines as K Van Solutions giving the contents according to the JNTU syllabus. The additional feature of this device is that it creates a platform to access any software to work with. Grammar exercises are more adequately done than in the K Van solutions. And one significant advantage is that this device has the facility of online testing.

An examination of all these materials draws the following conclusions:

1. Very few attempts are made to make the entire software a comprehensive package to learn all the skills.

2. No attempt is made to integrate different language skills. For example, the grammar chunk may deal with plurals; but their pronunciation is not given simultaneously. Similarly, vocabulary may be an exhaustive section; but, it is not related to the usage given in writing section nor there is any discussion on its functional benefit.

3. Writing skill plays an important role in the learning of a second language. Particularly in India, all the examinations are conducted through the written mode and it becomes imperative for all the students to be reasonably good at this skill. The
students from non English medium background are very weak in these skills because writing is hardly taught as a skill at the lower levels. As the examinations are in the written mode, before entering the tertiary level, the students merely manage to pass the examinations by mugging up a few necessary answers. Sadly, the school system in India does not encourage writing one’s own account in the examination but expects the students to reproduce from the text books. At +2 level English is hardly paid any attention; and thus, the students do not improve their proficiency adequately. When they come to graduation level, they realize that the material available is too unwieldy and it is imperative to make their own accounts from all the reference material available. Hence, though they manage to pass the English examination of the first year, they find it very tough when it comes to write their tests in their technical subjects as it demands a higher skill of expression. The softwares used at present do not deal with the writing skills in the way that is required by the Indian students.

5.4 CALL Materials: Objectives and Adaptation in India

CALL materials have been developed to help the learners gain not only proficiency but also expertise in a language. Initially CALL has been conceptualized to act as an independent package. It is expected to be offered to the self taught group of students. In most of the countries which direct the students to use CALL materials to learn English, the
materials are used for learning by self. The materials are used mostly for the foreign adult students who learn English newly for pursuing their education in the English speaking countries. However, in India, CALL is used at present as a support system to the regular classroom teaching. The reasons are not far to seek:

1. The psyche of the students in India has not been fully prepared to study a course completely online.
2. The classroom teaching and the teacher are still considered imperative in the conduct of any course.
3. A developing country like India, particularly with its unwieldy population cannot afford to mechanize any system totally. This is because of three reasons:
   A) Mechanizing involves heavy expenditure; and,
   B) Human resources are available more than any other resources.
   C) There is a major flaw in the education system of India; it is: the trainers are not prepared in any field, only the practitioners are available; this becomes a major hurdle in conducting online courses.

The necessity for teacher training is identified as the urgent need as reiterated below:
Education is a process that develops moral, cultural, social and intellectual aspects of the whole person as an individual and member of society whereas ‘training’ has a specific goal: it prepares for a particular function or profession. Thus, we normally refer to ‘an educated person’, but a trained scientist, engineer, nurse. 6

As teaching is also a serious profession involving the future prospects of the subjects, teacher training forms a major responsibility on the part of the educationists and policy makers. Under these circumstances there is only one option left. A discussion on CALL material should first deal with their place in the regular curriculum. It is to use the CALL materials either as complementary or as supplementary materials, along with the prescribed syllabus. It should be any one or a combination of two or three roles given below:

- CALL material should be complementary to the language items given in the syllabus which is taught in the classroom.
- CALL material should supplement the information given in the classroom by clearing doubts and consolidating their skills through adequate exercises.
- CALL material should act as a remedial package to compensate for the diverse language deficiencies of the students who come
from different linguistic, cultural, educational, social and economic backgrounds.

In order to decide on how to use the CALL material available, it is necessary to understand the present English learning scenario thoroughly. A perusal of the strengths and weaknesses of this scenario is necessary.

5.5 The Strengths and Weaknesses of English Language Learning in India

i) The strengths of Indian students with reference to English language learning are as follows:

- **Familiarity with English**: India has been exposed to English for the past 400 years which has an advantage in that every Indian is familiar with English.

- **Multilingual setting, a boon**: Due to the multi-linguistic setting, Indians are quick at learning a new language and also a number of languages.

Due to the multi-linguistic setting, Indians are exposed to a majority of sounds that make languages. That is why, if taught properly, learning the spoken form of a language is not difficult for Indian students. This may be seen in contrast with the Arabic and Chinese students who find it very hard to pronounce certain sounds of English language.
Admiration for English: Despite colonization and exploitative British rule, the Indians still entertain a high admiration for English language and are enthusiastic to master it.

Medium of English at tertiary level: All higher learning institutes in India have English as the medium of instruction because it is the main link language among the states within the country.

Weaknesses of the Indian students with reference to English language:

Inconsistent system of education: Though the general exposure to English is better compared to the other countries, the system of education is not consistent with English teaching at school or college level.

Late start of English learning: The language skill, particularly the skill of spoken English, is not learnt properly by a majority of students as English is introduced at the upper primary or the lower secondary level. This makes them lose the most conducive years of language learning which are between 5 and 11 years of age.

Lack of uniformity in the course materials and teaching and testing methodology: In a country like India with multiplicity in the setting, a foreign language like English should follow uniform materials, methodology and testing pattern throughout the country. As school education comes
under the jurisdiction of the respective states, there is a wide
disparity in the policy and implementation in the English
teaching/learning situations among the states. Even within a
State there are a variety of schools that follow different policies
of English Language Teaching.

- **Lack of right focus for language learning:** As instruction of
English as a subject was begun according to Macaulay’s
Minute in 1830s the English courses had famous pieces from
English literature. As Indian universities have developed a
sentimental attachment towards English literature they are
reluctant to adopt the latest ELT methodology or change the
materials to skill based exercises.

- **Non availability of English language teaching courses:** A
majority of the universities in India offer PG courses in English
literature; despite the demand for learning/teaching English
as a language, not a single university has yet introduced Post
Graduate course in ELT. Hence, what the English teachers
study at PG level is pure literature and what they have to
teach the general students is English language skills; so,
though the postgraduates in English gain jobs through their
PG qualification, it does not help the students learn the
language.
The above observation demands a total revamping of the English syllabus offered at tertiary level particularly for the technology courses and designing the course to be used through CALL. The sad fact of language learning at present is that the desired or expected proficiency in English is not present at any given level. The reasons for these poor standards of English among the students who study English for a minimum period of 8 to 10 years before entering into tertiary level of education can be stated as follows:

- The teaching of English up to secondary level does not encourage productive skills; nor does the testing pattern demand a display of one’s own communication skill. The students are expected to mug up the answers either from the notes provided by the teacher or from the guides available in the market.

- Junior college or +2 level does not give any importance to the teaching of English or second language. At this stage also the students can manage to pass the examination by mugging up the already prepared answers.

- The tertiary level English syllabuses are neither continuation nor a consolidation of the skills of the students. That is why one finds language items such as articles and prepositions being repeated again in every English syllabus whatever the level may be. It is surprising to think how the students reach tertiary level of studies without consolidating their use of articles,
prepositions or tenses. It is more shocking to realize how they managed not to learn English attending English classes for ten long years. It is time for the educationists and all the personnel involved in the system to introspect the reasons for the poor standards of English of the Indian students.

Once the problem is diagnosed it should not be difficult to solve it if proper methods are adopted. The solution for the above problem is as follows:

- The objectives of English teaching at school and college level should be revised according to the changed needs.
- Suitable course designs should be evolved to suit the specified objectives.
- Suitable conducive course materials should be prepared or borrowed from the available materials and be used in the class.
- Teaching and testing methodologies should be totally revamped; they should be in tune with the language teaching/learning methodology.

This is a time consuming process and it should take at least 3 to 5 years if carried on meticulously. Intermittently the students at present can be helped with suitable language packages that could be offered through the language learning. For this the material preparers may be identified. The companies providing the software for language lab
sessions should be asked to do so and prepare CALL materials according to the given course designs. The students may be given time according to their proficiency level to improve their language skills and join the general stream with good standard of language proficiency.

Whatever has been the method followed up to the present, the time has come to think of more suitable and effective ways of inculcating English language skills to the students, particularly the students of professional courses. A consideration of designing good CALL materials could answer most of the problems faced at present.

5.6 Course Design for CALL Materials

The design of a course for the CALL material to be used in India should consider the following points:

- The syllabuses of English at school and junior college level;
- The objectives of studying English at tertiary level;
- The syllabus prescribed for English learning at tertiary level; and,
- The course material used at tertiary level.

A survey of these factors throws light on the existing situation of ELT teaching/learning in India. The students, particularly those from non English medium back-ground, are not strong at the following language items:
Tenses, Helping Verbs, Articles, Prepositions, Word order, Pronunciation of English, Conversation in English, Connected writing and Vocabulary.

The CALL material prepared for complementing the English course of tertiary level should also help remedy the errors and strengthen the use and usage of English of the learner. It should be very comprehensive and graded, carefully integrating the skills in every unit. For example, the first unit should be dealt with tenses teaching the students the form and function of that particular tense; and then allow them to practice it orally and also use it verbally. Every item should be followed by at least 10 different utterances/sentences to consolidate the use of that particular language item. The articles and prepositions should be taught as integral to Parts of Speech. Enhancement of vocabulary should be the backdrop of every exercise. The material used by different colleges at present do contain some of the above mentioned learning exercises but the direction as to what suits the individual learner is missing; and, unless the teacher is highly trained and focused, using these items by the students in a mechanical way does not offer them considerable help. So, the entire course design of any software should be comprehensive carefully graded and containing all the language skills, both major and minor. The above listed items must be given in a graded manner, filling up the gaps of different learners and consolidating their learning. For
instance, a conversation may be given on a topical subject and the student should be asked to observe the following carefully:

i) The style of speaking of the participants, ii) the Word order,

iii) the Vocabulary used, iv) suitability of the Grammatical structures presented, v) the Body language of the speakers, and vi) the Vocality.

Once the student is familiar with the conversation, he should be asked to repeat the same which should be recorded and played back to him.

Every unit should have clearly defined objectives which should be checked and ticked by the student after completing the unit. A well designed course on these lines should also help the teacher assess the progress of the student. The CALL materials for the students who enter the graduation course at present should be designed on the following lines:

- Consolidation of the basic proficiency;
- Inculcation of advanced proficiency; and,
- A package of ESP (English for Specific Purposes) course based on the respective faculty and department.

If the CALL materials can be designed keeping this entire backdrop in view, all the students, irrespective of their language background and entry behaviour, can be helped satisfactorily. This would go a long way in ensuring success for the students in their respective fields.
In India CALL materials are not yet viewed as independent packages for an entire course. In all the higher learning institutions particularly in the colleges of technology they are used as complementary material to the prescribed syllabus. That is why the number of classes allotted for English communication is divided between theory and practical sessions. In this context it is desirable that the theory and practical sessions are nearly complementary to each other. Whatever is taught in the class should be consolidated in the lab. So the language exercises that the students carry on in the lab should elucidate the course material and also provide adequate exercises like a workbook.

The real scenario is different from this desirable situation. There is no coordination between the course material of the text taught in the class and the exercises carried on in the lab. It drives one to the conclusion that the present day use of CALL method in India cannot be termed as a successful attempt at using this powerful educational technology for the benefit of the students.

The course design of CALL for the technical students could be as follows:

**Level I:** This could contain information and exercises to remedy the language deficiencies of the majority of the non English medium students. Every unit should be followed by adequate exercises which are functional in use and related to the experiences of the students so that they are interesting to them. It should have these language items:
Tenses, use of different parts of speech, word order, vocabulary to use different verbs, adjectives and adverbs as synonyms, pronunciation of every item mentioned and used here and use of each item in the connected speech and writing.

This should be made optional or selective for the weaker students.

**Level II**: This should complement the text book prescribed and deal with reading and writing of the students. Practice should be given in different sub-skills of Reading; and writing of Paragraph, Essay, Letter and Report should be taught. Adequate topics of interest should be provided with guidelines to construct the themes. JAMs and Small Talk should be included, to be followed by Group Discussions and Short Public Speeches.

This should be offered to all the students at tertiary level.

**Level III**: This material should contain some of the advanced items of language such as Phrasal verbs, Idioms, specialized vocabulary, seminar presentations, writing of articles, professional talks and soft skills.

The micro details of each Level could be worked out by the publishing company with the help of experts. They should remember that learning from a computer using the CALL materials is a process which is radically contrasting to the classroom learning where the students have the guidance from and interaction with the teacher. So care must be taken about the content and examples used in the materials. They should arouse the interest of the learners and keep them glued to the
computers and make full use of the materials given. As there are no hard and fast rules regarding the content used for language learning the CALL materials should be made both interesting and useful. Samuel Johnson's concept of literature may well suit this situation; he says any piece of literature should “instruct and delight” the reader. Similarly every single example given in CALL materials should hold the attention of the learner, amuse him and persuade him to continue his learning.

In the intermittent period till such effective courses are designed and provided, the teachers and students of India can be advised to refer to the online resources available. The students should also be trained to access the Search Engines to open the ELT websites and learn whatever language items they need. Any search Engine like the Google, Yahoo or AltaVista can readily show the ELT websites which are rich in different English languages exercises.
CHAPTER V

REFERENCES

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