CHAPTER – V

Findings of the Study

I. Findings of Teachers’ Questionnaire
II. Findings of Students’ Questionnaire
III. Findings of Testing and Evaluation of Learners’ Proficiency skills
IV. Teaching Modules for English Language Skills
V. Modifications Required in the syllabus
The survey conducted among the students of Professional courses, on the English language teaching skills and language skills reveals that communication skills are among their top priorities. The students of Engineering/Technology/Management so forth need a specific set of language skills for their success in education and career. Therefore, teaching of English for these students needs to be revamped to suit the requirements of the evolving curriculum and the world of work outside college. To adapt a comment from Berns:

What is of concern is the value and necessity of hearing actual voices and views from the periphery that provide rich perspectives on and insights into the complexity of English (language teaching) worldwide.¹

The responses collected through a well-designed questionnaire from 30 English teachers teaching in 25 professional colleges in Indore (MP), India, were pooled, tabulated, ranked and computed. Below are discussed the findings of the study:

* A majority of English teachers that is 17 (56.6%) fall in the age range of 31-40 years old.

* Maximum number of surveyed English teachers that is 18 (60%) have a Masters Degree in English whereas only 3 (10%) have been awarded Doctorate in the respective subject.

* 16 (53.3%) English teachers have least teaching experience from 0-5 years and none of these is highly experienced with has more than 20 years.

* A majority of English teachers that is 18 (60%) are of the opinion that teaching of English should emphasize Communicative Language teaching.

* A majority of the teachers that is 19 (63.33%) are dissatisfied with the existing English curriculum. They feel it fails to spell out clearly the aims and objectives of ELT.

* 18 (60%) teachers consider the aim of English courses in professional colleges to have communicative competence.

* For 10 (33.3%) teachers English syllabus is interesting and 7 (23.3%) find it well-planned, but impractical.

* Overall 20 (66.6%) teachers are satisfied with the English syllabus whereas 10 (33.3%) find it dissatisfactory.

* Developing professional writing skills and fluency should be the most relevant objective of English course according to a majority of the respondents that is 19 (63.3%) and understanding spoken English in professional context is relevant in the view of 16 (53.3%) teachers.
* A majority of surveyed English teachers that is 17 (56.6%) are of the view that nearly all the English teachers need to undergo professional training.

* A huge majority that is 28 (93.3%) said that self-study is useful key to meet the professional competence and for 21 (70%) research publications are desirable for the same.

* 26 (86.6%) agree that teachers should learn their students' profile whereas 2 (6.6%) find it worthless.

* 24 (80%) teachers consider discussions / debate and making oral presentations (of facts and figures, products, trends, etc.) as very useful classroom activities to promote proficiency level of their students.

* 25 (83.3%) teachers feel that group work is very useful pattern of class work for learners. And 23 (76.6%) are of the opinion that working individually is useful for the learners.

* A majority of the teachers 22 (56.6%) find computer-based teaching materials useful for students, 15 (50%) of them consider Prescribed textbooks and Professional publications as relevant and 16 (53.3%) are of the view that Real-life documentation, letters, files etc are attractive teaching materials.

* A huge majority of the respondents that is 24 (80%) think that Communicative Language Teaching is the need of the hour.

* 25 (83.3%) teachers find the use of literature in language teaching as helpful.
* To assess their students 13 (43.3%) teachers prefer giving tests and 25 (83.3%) prefer both oral as well as written form of assessment. 20 (66.6%) teachers have a greater reliance on the internal assessment.

* 10 (33.3%) teachers admitted that there is a language lab whereas 20 (66.6%) teachers denied the availability of a language lab in their college.

* Only 4 (13.3% of the total respondents) teachers said that they have software in their language lab, 3 (10%) use LCD projector as a resource and remaining 3 (10%) do have access to internet.

* Out of these 4 English teachers, 3 have Globerina software and 1 has Words worth software.

On the basis of the responses collected through the questionnaire, from 400 students studying in 25 professional colleges in Indore (MP), India, below are discussed the findings of the study:

* 224 (56%) are not satisfied with the academic English language teaching hours taught to them in their colleges.

* 130 (32.5%) students feel they should essentially get practice of English language for at least 6-8 hours per week, 66 (16.5%) students find 0-2 hrs per week is sufficient whereas 31 (7.7%) feel the need to study English for 9-11 hrs in a week.
* A majority of the students that is 232 (58%) use English outside the classroom sometimes, 104 (26%) rarely, 56 (14%) frequently whereas 8 (2%) students never use English outside the class.

* 232 (58%) students use English in the classroom sometimes, 80 (20%) rarely, 46 (11.5%) frequently whereas 42 (10.5%) students never use English in the class.

* The purpose of studying English for 96 (24%) students is to fulfill their professional purposes, for 92 (23%) only to pass the exams and for 14 (3.5%) to succeed in their career.

* Understanding other people's speech is at the top priority to get suitable job by 358 (89.5%) students. Making presentations is also considered important by 319 (79.7%) students and using English for professional purposes is at third position as responded by 311 (77.7%) students.

* A considerable majority of the respondents that is 341 (85%) find discussions/debates that take place in the English classroom as useful. On the other hand comprehension practice for 113 (28.2%) students is not useful.

* Communicative tasks are slightly useful in the view of 129 (32.5%) students. But 43 (10.7%) consider these as less realistic.

* 151 (37.7%) students want an English teacher to lecture for 80% of the time in the class whereas only 16 (4%) want an English teacher to lecture throughout the period that is for 100% of the time.

* 89 (22.2%) students use English lab frequently, 92 (23%) rarely and 66 (16.5%) sometimes. A majority of the students that is 153
(38.2%) have never been taught through English laboratory or multimedia.

* 117 (29.25%) students reported that English teachers teach through software in English lab, 80 (20%) said LCD projector and 17 (4.2%) use internet in language laboratory. A majority of the students that is 153 (38.2%) have no access to lab.

* A majority of the students that is 130 (32%) use Globerina software in their language laboratory and 100 (25%) use Words worth software.

The proficiency skills tests were conducted among the 400 students studying in 25 professional colleges in Indore, MP, India. The questionnaire had six sections: grammar, vocabulary, reading comprehension, writing task, speaking and listening. The targeted students were given sufficient time to attempt each of the section. On the basis of their assessment following findings are drawn:

The majority of the respondents that is 136 (34%) have been categorized as weak, 118 (29.5%) as satisfactory, 90 (22.5%) are good and 56 (14%) of the respondents are excellent in grammar.

The majority of the students that is 158 (39.5%) fall in category of weak students, 125 (31.2%) satisfactory and 82 (20.5%) good. Only 35 (8.7%) students got almost all the answers correct and their performance is ranked excellent.
Only 36 (9%) respondents are found satisfactory in reading skills. Some are slow and majority is very slow in reading texts in English.

The six most common errors that the students make are in Singular/Plural Form, Verb Tense, followed by Word Choice, Preposition, Subject-Verb Agreement and Word Order.

The majority of the participants that is 158 (39.5%) cannot express themselves in English language, performance of 125 (31.2%) is satisfactory, 82 (20.5%) are good and only 35 (8.7%) of the participants have excellent speaking skills.

The majority of the participants that is 134 (33.5%) possess poor listening skills, 30 % (120) are satisfactory, 101 (25.25%) good whereas only 45 (11.5%) targeted students possess excellent listening skills as they scored 100% marks.

The results of the survey conducted amongst the English language teachers and students pursuing technical courses in professional colleges have revealed the dissatisfactory performance of the students at one hand and students’ dissatisfaction with English language teaching on the other hand. The first teaching has not produced the required results. This has created a need to design a teaching module for the remedial measure.

A panel of five English communication teaching teachers was selected under the supervision of the subject expert Dr. Ashok Sachdeva. These teachers were trained to conduct English communication classes
(emphasizing on the four major language skills) in their respective colleges for 30 working days. Gerard Paul Sharpling in this regard says:

A crucial aspect of ELT training might be to develop an appropriate professional disposition, rather than to concentrate specifically on levels of knowledge within the teacher. This might allow relatively inexperienced teachers to adapt as necessary to their new working environment.²

A powerful tool to bring about change in teachers is to enable teachers to reflect on their own teaching so that they can make explicit their implicit beliefs. Research like Pajares shows that:

Teachers' deep-rooted beliefs about teaching and learning have a greater influence than the new knowledge they have received on the way they plan their lessons and on their general classroom practice. Unless teachers are able to articulate their teaching performance in the light of new knowledge, change will remain within sight, but beyond reach.³


It has been discovered from the survey that majority of the English language teachers (63.3%) are dissatisfied with the English communicative syllabus followed in professional colleges (Table 5: The Significance of the English Syllabus). Thus, minor modifications were done to the existing syllabus in the proposed teaching module. As Allen and Widdowson advocated:

...the difficulties which the students encounter arise not so much from a defective knowledge from the system of English, but from an unfamiliarity with the English use, and that consequently their needs cannot be met by a course which simply provides further practice in the composition of sentence but only by one which develops a knowledge of how sentences are used in the performance of different communicative acts.4

60% English teachers are of the view that the aim of English courses in professional colleges is to have communicative competence (Table 6: Aim of the English Course). Thus, proper care was taken that the teaching module includes maximum opportunities for the targeted students to communicate in English language.

86.6% English teachers strongly believe that knowing students’ profile can help teachers to promote learning ability of the targeted students (Table 11: Need to know Student Profile). Pit Corder argues that:

...for effective remedial teaching we should understand the nature of the learner’s difficulties. Only when we know why an error has been committed can we start correcting it in a systematic way.\(^5\)

It has been observed that classroom activities such as group discussions, debate, role-play and oral presentation are very useful for the students (Table 13: Utility level of Classroom Activities). Therefore, while planning for the teaching module, the care was taken that the teachers selected for the panel are willing to incorporate their lessons through these interactive activities and are well-versed with the targeted students’ profile.

As communicative language teaching approach has been favoured by 80% of the surveyed teachers (Table 16: Communicative Language Teaching), the panel was instructed by the expert to follow the communicative language teaching approach in their class.

It has been discovered that 66.6% professional colleges in Indore do not have language laboratory (Table 21: Availability of Language Laboratory). Therefore, deliberately those English language teachers were selected for the panel who teach in the colleges having language laboratory.

56% surveyed students have been found dissatisfied with the duration of English communication taught to them per week (Table 26: The Duration of English (in hours) taught per week). Thus, the panel teachers

were instructed to take due permission from the director or signing authority of their college to increase the number of academic hours for teaching of English communication for the targeted students for 30 working days.

It has been observed from the analysis of the study conducted that one of the reasons why students pursuing technical courses in Indore perform awesome in communication tasks is that they are not frequent with the use of English inside and outside the classroom (Table 28: How often is English used outside the classroom). Therefore, the panel teachers decided to conduct English communication teaching classes only in English language. They also decided to promote teacher-student and student-student instruction and interaction in the classroom in English.

Teachers are no longer merely informants of knowledge. In addition to empowering students with subject knowledge they are curriculum adaptors. Teachers should decide on the teaching content, design tasks as well as select and develop materials, which they think appropriate for their students. They are planners scheduling the teaching content and materials.\(^6\)

As 45.75% surveyed students find their English classes dull and boring (Table 29: How often is English used inside the classroom), the panel teachers decided to make their classes interesting by conducting those activities in the classroom which were considered as useful and

appropriate (Table 32: Usefulness and appropriateness of the classroom activities) by the students.

Only a minority of surveyed students wanted their English teacher to lecture for 80% of the class time (Table 36: Lecture approach to English language teaching). Therefore, panel teachers decided to conduct interactive classes by giving less importance to lecture approach. Due importance was given to all the four major language skills (Listening, Speaking, Reading and Writing) as desired by the students during the survey (Table 40: The Significance of English language skills).

Competence in grammar is as consequential as competence in communication. Thus it is crucial for English teachers to investigate and identify the grammatical items which pose difficulty to students so that teaching-learning activities can be catered towards students’ needs, particularly writing skills.

As Abdul Rashid Mohamed also says: “...with the rudiments of grammar in hand, students can compose any kind of writing be it narrative, descriptive, argumentative and so forth with confidence".7

Students learn grammar and other sub-skills by making intelligent guesses based on the input they have experienced. It also promotes that the four skills (reading, writing, listening and speaking) are interrelated. It has been observed, that at least three factors are involved in determining grammatical difficulty: complexity of form, complexity of meaning, and

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complexity of the form-meaning relationship. As Robert M. DeKeyser also observes that:

Grammatical errors are a specific type of errors where there are problems with the basic structure of sentence formation, or sequence of the words in a sentence, due to which, the communication is marred.  

The error approach can help the teachers to identify in a systematic manner the specific and common language problems students have, so that they can focus more attention on these types of errors. As Saadiyah Darus and Kaladevi Subramaniam in their study say:

Such an insight into language learning problems is useful to teachers because it provides information on common trouble-spots in language learning which can be used in the preparation of effective teaching materials. Also, by being able to predict errors to a certain extent, teachers can be well-equipped to help students minimize or overcome their learning problems.  

The panel teachers decided that it was important to aware the targeted students about the grammatical errors they commit. This would help them

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to reduce the number of errors in their language. Wang Dan-yu categorizes errors by the reason for their production.

Firstly, pre-systematic errors, when learners have no idea about a certain grammar rule, he commits such errors; secondly, learners misuse some grammar rules. As a result, the errors produced are called systematic errors; thirdly, post-systematic errors, learners do know about some grammar rules, but they couldn’t use them correctly and suitably. Due to the high subjectivity and some disagreements over the error correction process in question; this category is seldom put into use in teaching activities.  

According to Wang Dan-yu errors could be attributed to four sources: Inter-lingual interference which is created due to similarities and diversities between the mother tongue and the target language. When the learner transfers concepts from the mother tongue into the target language, he falls into pitfalls. Intra-lingual interference comes from the target language itself. When a learner has already known some grammar rules about that language, some knowledge learned earlier will have certain effects on his further study.

Non-linguistic interference is due to psychological factors and the objective environment. The cultural background of one’s mother tongue exerts a certain effect on his second language acquisition and this creates Cultural interference.

The panel teachers decided to provide targeted students with lots of opportunities to speak in class. It is minimally disruptive to both the flow of the lesson and student motivation.

In such classroom teacher plays a role as an organizer and listener. When the student gives presentation or participates in communication, the teacher listens quietly and carefully without interrupting the student. She identifies and makes a note of the errors (pronunciation, morphology, semantics, syntax, etc.)

The teacher then describes the errors (such as syntax, morphology, semantics, phonology) and what the problem involves (such as production of a phoneme, misuse of verb, incorrect word order, etc.). Some errors the teacher explains, either on the blackboard or on the slide, so all the students can notice.

Perhaps if grammar (or a few of the more difficult and problematic items such as tenses and prepositions) is taught formally and extensively at the upper secondary level, one can perhaps reduce students’ grammatical errors in essay writing and at the same time give them more confidence to compose. This is because grammatical or linguistic competence serves as a catalyst for accuracy and fluency in second or foreign language learning.11

The panel teachers give a set of instructions accompanied with explanations to avoid written grammatical errors. These include: Sentences must be complete and not incorrectly combined with other sentences. Distinguish between plurals, possessives and contractions (such as its - belongs to it and it's - it is. Underline or italicize longer work. Place shorter works within quotation marks. Proofread for spelling errors. Introduce quotations correctly and document properly.

Use block quotations when you are citing more than two lines of text: Use in-text form for shorter quotations. Make sure all opened quotations are closed. Make your paragraphing clear and follow standard essay layout.

Vocabulary is the first and foremost important step in language acquisition. In a classroom where students are not finding themselves comfortable with English, language learning can be made interactive and interesting with the introduction of appropriate vocabulary exercises. Therefore the panel teachers adopted key strategies for teaching of vocabulary.

The teacher lays emphasis on careful listening to the words in a heterogenic classroom. Slow pronunciation, breaking the word into parts and building up to the whole word without distortion helps the students to remember it longer and identify it more readily.

The teacher discusses the antonyms and synonyms of the new word. When one member of a pair of opposites is understood, the meaning of the other can be easily comprehended. This helps the student to understand the different shades of meanings of a word. Synonyms help to enrich a student's vocabulary bank and provide alternative words instantly.
The teacher uses explicit instruction of vocabulary because the students need to learn cognates, prefixes, suffixes, and root words to enhance their ability to make sense of new lexicon.

She promotes oral language development through cooperative learning groups. The students are provided with ample opportunities to speak English and authentic reasons to use it. They work in small groups and learn to negotiate the meanings of vocabulary words with their classmates. When students work on the previously mentioned vocabulary activities in pairs or small groups, they can better understand and discuss the key concepts of the content area unit.

The panel teachers also adopted the five basic approaches to vocabulary instruction as identified by The National Reading Panel’s review:

...explicit instruction (particularly of difficult words and words that are not part of pupils’ everyday experience), indirect instruction (i.e. exposure to a wide range of reading materials), multimedia methods (going beyond the text to include other medias such as visual stimulus, the use of the computer or sign language), capacity methods (focusing on making reading an automatic activity), and association methods (encouraging learners to draw connections between what they do know and unfamiliar words).\textsuperscript{12}

\textsuperscript{12} National Reading Panel, “Teaching Children to Read and Evidence-based Assessment of the Scientific Research Literature on reading and its Implications for reading Instruction,” NICHD (2000): 14.
The panel teachers also adopt Apthorp’s (2006) three key elements of vocabulary instruction. These are:

...defining and explaining word meanings; arranging frequent encounters with new words (at least six exposures to a new word); and • encouraging pupils’ deep and active processing of words and meanings in a range of contexts.\(^{13}\)

The panel teachers decided to use language laboratory (use of ICT) for vocabulary teaching. They encourage the targeted students to compose and edit on screen, using word processing tools such as dictionary and thesaurus. Show them a short film or clipping without sound and ask the students to discuss what dialogue they would expect to hear.

They instruct the targeted students to read as much as possible because reading improves vocabulary. These kinds of activities are effective for vocabulary development.

For teaching of Listening skills the teacher divides the targeted students into pairs. Asks partners to take turns explaining a concept learned in one of their other classes. For example, they might explain how Radar works or how cell phone transmits messages?

The listening partner in each pair has to use the active listening techniques already the teacher has discussed (such as mirroring, paraphrasing, summarizing, self disclosure, and clarifying questions) with

them. Teacher then spends a minute or two with each pair to make sure they are using active listening skills correctly. She then offers praise or suggestions for improvement when necessary. The teacher asks each pair to demonstrate to another pair their effective use of active listening skills.

The teacher has chosen a short article from a newspaper, magazine, or journal to share with the class before the class begins. The subject of the article is not important, but it has many details in it. She casually mentions at the beginning of a class period that she read an interesting article and likes to share it with them. She then reads the article to the class. After she has finished reading the article, asks questions based on it. She instructs the targeted students to pen down eight or ten questions based on details from the article. Then asks them to write their answers on the sheet of paper. She then discusses the answers. And asks if anyone knew the answers to all of the questions. It is unlikely that any one student will have answered all of the questions correctly. Asks students why they did not remember much after listening to the article. She then explains her students to recognize the difference between the main points and incidental or less relevant ideas and information.

The teacher then gives tips to her students on how to listen selectively for specific kinds of information, such as the main purpose, the themes, the details and any implications.

The teacher gives her learners a regular practice of sub-skills of listening such as note-taking, predicting, extracting specific and detailed information, guessing meaning from context, and getting the gist.
The language laboratory helps the teacher to help targeted students practice listening activities through aural authentic listening materials such as interviews, movies, songs, lectures, TV shows and news broadcasts of different accents of English.

The objective of the module is to equip students with necessary training in listening so that they can comprehend the speech of people of different backgrounds and dialects. They get an understanding on how to take good notes while listening, prediction skills for listening, using clues to understand lectures and presentations, listening practice: setting up a business, listening for signposting language, recording data, focusing on the language in a lecture, listening for key points in a science lecture, listening to a complex description, listening for idiomatic phrases, listening closely to follow presentations, recognizing different features of spoken English language, and listening for and understanding new vocabulary.

In the teaching of English Speaking skills course students are first introduced to the pronunciations of British English and American English, which is followed by the anatomy of speech organs, the IPA cardinal vowels, the correct articulation of English vowels and consonants, liaison, elision, assimilation and stress levels.

The teacher uses language laboratory for showing videos on technical subjects, companies or product presentations. The targeted students are asked to take notes in English for discussions in the class. Targeted students have to practice reading out load in pairs focusing on fluency. Classroom activities such as group discussions, role playing, simulations, problem-solving activities, public speaking, real-life interactions and above
all debate are practiced on regular basis. Debate encourages different types of responses, helps students to develop convincing arguments, and allows teachers and students to learn from one another. This also encourages students to back up what they believe and it allows teacher to get a good idea of what kind of conceptual knowledge targeted students have about certain topics.

In the classroom, teacher decides the form of communication in the class such as question-answer, brief interview, dialogue, group work, etc. and listens quietly to the presentations of the learners and makes a note of the errors.

After all the representations, she divides these into different category such as pronunciation, morphology, semantics, syntax, so forth and then describes the errors to her students. This not only alerts the learner that an error has been identified but also describes where the problem is occurring, (e.g.: syntax, morphology, semantics, phonology) and what the problem involves (e.g.: incorrect production of a phoneme, misuse of verb, incorrect word order, etc.).

Teacher provides chances for her learners to communicate. This way she secures the involvement of all learners and their maximum participation.

The teacher uses videos (e.g. TV programmes on technical subjects, companies or product presentations) or sequences from films in the language laboratory to give the students knowledge and examples of how language usage is culturally and contextually conditioned. The sequences
are played several times during which students are asked to take notes in English and present briefs either in pairs or in front of class.

Practicing oral presentation in these ways lessen students' anxieties and help them to learn the subject matter of the lesson. Frequent classroom presentations and discussions enable the teacher to diagnose and remedy problems.

Through this course the students are expected to acquire the basic knowledge of English phonetics to correct their obvious mispronunciations of English phonemes. By giving regular oral presentations they become accurate and fluent in their speech.

In the teaching of English Reading skills the teacher provides tips to the learners on library skills so that they can develop habit of reading. Suggests them informative and light reading stuff so that it can develop their thought process and can provide scope to their imagination. She then discusses each point in detail skimming the text, identifying the topic sentence, understanding discourse features, understanding the gist of an argument, inferring lexical and contextual meaning, recognizing coherence or sequencing of sentences.

The teacher adopts the method of repeated readings to develop fluency of her students. Three or four repeated readings of the same passage lead to positive gains in fluency. This practice of repetition was time consuming. Thus, the teacher motivates her students to monitor their progress through self-recording.
The activity develops awareness in the students about the significance of silent reading and comprehension. It also develops the ability to guess the meanings of words from context and grasp the overall message of the text, draw inferences so forth.

The teaching of writing has to be process oriented rather than product oriented. The case studies done by Vivian Zamel of writing as a process have revealed that “composing is a non-linear, exploratory and generative process”.

Teacher encourages the students to take more informal notes or jot down ideas and re assure them that they need not know from the outset what they are going to say instead of preparing comprehensive outlines. The teacher intervenes continuously through the writing process and guides the student. Targeted students work in groups and are encouraged to read one another’s reading. This enables them to understand that writing should be reader-based rather than writer-based.

In order to help the student find the proper order of arranging his ideas, the teacher asks him questions about his intentions, focusing on the discrepancies that exist between what the writer wanted to communicate and what is in fact communicated. This enables the student to ‘activate the generalized other’ in himself. This type of teaching provides an effective feed back to the students based on their real needs.

This also gives the teacher a better idea about the students individual problems, a better insight into his ‘inter language’. Through the interaction that is shared by writers and readers it becomes possible to discover the individual problems students have with reference to syntax, spelling and vocabulary. It helps the teacher to distinguish between ‘slips’ and ‘errors’ and find out which mistakes are the result of incorrectly formed rules of the language. The teacher points out the written errors of the targeted students and provides constructive feedback. This forms the basis of further instruction.

The teacher also discusses and comments on understanding essay titles, improving paragraphs with topic sentences, using examples to support written statements, expressing fact and opinion in writing, recognizing the different functions of language, using quotations, using paraphrase in writing, the role of the introduction to a report or essay creating cohesion in writing, revising written work, writing an effective conclusion, proofreading a text, compiling a reference list and presenting their written work.

After conducting the classes as scheduled in the teaching module, the targeted students were given a questionnaire to test their proficiency level in English language. The questionnaire contained six sections: grammar, vocabulary, listening, speaking, reading and listening skills. The questionnaire was distributed to the targeted students who had undertaken 30 days English classes by the panel teachers. 200 targeted students were 40 each from BM College of Technology and Management, Chameli Devi
Institute of Technology and Management, Medicaps Institute of Technology and Management, Shri Govindram Saxceria Institute of Technology and Science, and Swami Vivekanand College of Engineering.

**Table 49 (a): Proficiency in Grammar**

<table>
<thead>
<tr>
<th>Range of Correct Answers</th>
<th>No. of Respondents</th>
<th>Percentage (%)</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>30</td>
<td>15</td>
<td>Weak</td>
</tr>
<tr>
<td>6-8</td>
<td>80</td>
<td>40</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>9-11</td>
<td>58</td>
<td>29</td>
<td>Good</td>
</tr>
<tr>
<td>12-14</td>
<td>32</td>
<td>16</td>
<td>Excellent</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

![Fig. 25: Proficiency in Grammar](image)

It is evident from the above data that performance of majority of the respondents that is 80 (40%) was found satisfactory. 58 (29%) were good, 32 (16%) excellent and 30 respondents that is 15% could not attempt more
than 5 out of 14 questions correctly. Thus they have been categorized as weak.

**Table 49 (b): Proficiency in Vocabulary**

<table>
<thead>
<tr>
<th>Range of Correct Answers</th>
<th>No. of Respondents</th>
<th>Percentage (%)</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>70</td>
<td>35</td>
<td>Weak</td>
</tr>
<tr>
<td>4-6</td>
<td>65</td>
<td>32.5</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>7-9</td>
<td>42</td>
<td>21</td>
<td>Good</td>
</tr>
<tr>
<td>10-12</td>
<td>23</td>
<td>11.5</td>
<td>Excellent</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

The above data makes it apparent that 70 (35%) respondents got not more than 3 answers correct out of 12. 65 (32.5%) were found satisfactory and 42 (21%) were good. 23 (11.5%) respondents out of 400 got almost all the answers correct and their performance was ranked excellent.
Table 50: Reading aloud rates of participants

<table>
<thead>
<tr>
<th>No. of Respondents</th>
<th>Words read per minute</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td>45</td>
<td>35</td>
</tr>
<tr>
<td>62</td>
<td>35</td>
<td>31</td>
</tr>
<tr>
<td>32</td>
<td>25</td>
<td>16</td>
</tr>
<tr>
<td>36</td>
<td>60</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total = 200</strong></td>
<td><strong>133</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The collected data on reading aloud rates as shown in the table above demonstrate that out of 200, 70 (35%) of the targeted students read on average 45 words per minute, 62 (31%) 35 words per minute, 32 (16%) read 25 words per minute and only 36 (18%) read 60 words per minute which is generally considered as standard delivery speech.

Table 51: Error Analysis of the written essays

<table>
<thead>
<tr>
<th>Types of Error</th>
<th>No of Errors</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular/Plural Form</td>
<td>1005</td>
<td>13.5</td>
</tr>
<tr>
<td>Verb Tense</td>
<td>805</td>
<td>10.8</td>
</tr>
<tr>
<td>Word Choice</td>
<td>745</td>
<td>10.0</td>
</tr>
<tr>
<td>Preposition</td>
<td>700</td>
<td>9.4</td>
</tr>
<tr>
<td>Subject/Verb Agreement</td>
<td>538</td>
<td>7.2</td>
</tr>
<tr>
<td>Word Order</td>
<td>510</td>
<td>6.8</td>
</tr>
<tr>
<td>Article</td>
<td>500</td>
<td>6.7</td>
</tr>
<tr>
<td>Missing Space</td>
<td>430</td>
<td>5.8</td>
</tr>
<tr>
<td>Word Form</td>
<td>410</td>
<td>5.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>357</td>
<td>4.8</td>
</tr>
<tr>
<td>Verb Form</td>
<td>355</td>
<td>4.7</td>
</tr>
<tr>
<td>Capitalization</td>
<td>315</td>
<td>4.2</td>
</tr>
<tr>
<td>Wrong/Misused Word</td>
<td>310</td>
<td>4.1</td>
</tr>
<tr>
<td>Missing Word</td>
<td>265</td>
<td>3.5</td>
</tr>
<tr>
<td>Redundancy</td>
<td>155</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7400</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
The above table makes it clear that the targeted students have committed 13.5% errors in Singular/Plural Form, 10.8% in Verb Tense, followed by Word Choice with 10%, Preposition 9.4%, Subject-Verb Agreement 7.2% and Word Order 6.8%.

The next noticeable error was Article errors, Missing Space, Word Form Spelling, Verb Form, Capitalization and Wrong/Misused Word. The table above gives the number and percentage of errors committed by the targeted students.
Table 52: Evaluation of fluency skills

<table>
<thead>
<tr>
<th>Criteria</th>
<th>No. of Respondents</th>
<th>Percentage (%)</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech delivery rate</td>
<td>50</td>
<td>25</td>
<td>Weak</td>
</tr>
<tr>
<td>Grammatical range &amp; Structure accuracy</td>
<td>72</td>
<td>36</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Discourse Management</td>
<td>46</td>
<td>23</td>
<td>Good</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>32</td>
<td>16</td>
<td>Excellent</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

The above data reveal that majority of the participants that is 72 (36%) were categorized as satisfactory. 50 (25%) of the participants were weak. 46 (23%) were good and 32 (16%) of the participants were categorized as excellent in their speaking skills.
### Table 53: Assessment of Listening skills

<table>
<thead>
<tr>
<th>Range of marks received (max.8)</th>
<th>No. of Respondents</th>
<th>Percentage (%)</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>56</td>
<td>28</td>
<td>Weak</td>
</tr>
<tr>
<td>3-4</td>
<td>76</td>
<td>38</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>5-6</td>
<td>44</td>
<td>22</td>
<td>Good</td>
</tr>
<tr>
<td>7-8</td>
<td>24</td>
<td>12</td>
<td>Excellent</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

It is apparent from the data that majority of the participants that is 76 (38%) possess satisfactory listening skills. The performance of 22 % (44) participants was good. 24 (12) were excellent whereas 56 (28%) targeted students were weak in listening skills.
Re-designing and modification of the curriculum is an indispensable part of any vibrant higher education system. A progressive curriculum with essential addition and reforms introduced in it from time to time by the concerned authorities leads to immediate development of the students. A modified curriculum which is compatible in tune with recent development in the subject introduces innovative concepts and provides a multi-disciplinary profile and can overcome the lacuna and defects and shortcomings in the existing curricula.

This chapter depicts a comparative analysis of the existing curriculum prescribed for professional courses. It is found that Rajeev Gandhi Technical University and Devi Ahilya University have initiated and developed measures for reforms and changes in the English syllabus. English is not taught as a literary or humanistic discipline in the professional colleges. The emphasis is laid on sharpening the language and communication skills.

The undergraduate and the postgraduate professional courses running in all the professional colleges offer English only in the first semester syllabi. And it has been discovered in the survey that the students are dissatisfied with the length of English course prescribed in their curriculum (Table 26: The Duration of English (in hours) taught per week). In the undergraduate degree courses such as BE, BBA, BCA, BFT, English subject course needs to be extended to at least two years. Whereas in postgraduate courses such as MBA, MCA, MSc. (Information Technology and Computer Science) it should be extended for one semester that is
students in second year or third semester should also be given practice of major English language skills. (As demanded by the surveyed students, Table 27: Required English teaching academic hours per week).

After analysis it is found that English communication courses are specially designed for the development of overall personality by imparting essentials of communication skills in the learners (Table 6: Aim of the English Course). The main objective of the course is to create awareness among learners about the importance of effective communication in corporate and social working, and to understand the concept of communication to have a command over English language (spoken as well as written). If learners master this tool (communication) it will lead them to their holistic development and make them competitive by promoting their analytical skills as well.

With some minor modifications to the existing curriculum, a need based effective curriculum specially designed to meet the demands of the learners needs to be structured. In this respect if the universities create an extension unit which could profitably interact with the community and supplement its needs, the exact requirements of the students can be identified. Through this survey work, potential areas can also be identified. Once the analysis of the real consumer needs of English language identified through questionnaires, interviews and surveys so forth is done, there remains the problem of designing specific syllabi to cater to these needs and demands.

The existing syllabi theoretically cover all the major topics that students of a particular field need to study at undergraduate and
postgraduate level. But when it comes to practical grounds, an English teacher confronts certain obstacles. At undergraduate level the students have just entered the college after completing their school studies. It takes time for them to adapt to the college environment and teaching pedagogy of English teachers. Moreover the language proficiency level of these students varies from lower level to higher level. But overall this level is far below what is required of entry level target group students entering higher education or professional colleges.

In professional education, there is today no compulsory teaching of English. It is merely an elective three lectures per week in the first semester in almost all professional colleges. It may therefore be assumed that the English language skills of future professionals in Indore will not improve drastically during their four (minimum) year's of studies for the Bachelor Degree, even if many of the course books they read are in English. Therefore it is suggested to increase the number of academic hours of instruction per semester/per year.

English communication skills should be considered as a compulsory subject with four (theory) and two (practical or language laboratory) lessons per week over two-three semesters, at an average. English language needs to be taught as 'General English', 'Technical English' and 'Professional English' in professional colleges. The total number of English teaching hours should indicate that there is a potential for developing the students' language skills.

The English language curriculum thus has a twofold aim: to promote the students' overall communicative competence, and to lay the foundation for further learning and refinement of language skills. As
Olav Talberg suggests it should basically be ‘language-oriented’ rather than ‘subject-oriented’. He further adds:

As the language competence required by our future professionals should be related to their profession, language learning should be based on activities that are relevant and typical of their profession in an international context.\(^\text{15}\)

The ‘General English’ curriculum aims to improve the language skills of the students. The skills areas basically consist of four skills: understanding written and oral communication, being able to communicate orally and in writing, in formal and informal social settings and contexts. In most communicative situations, students have to use their cultural knowledge. As the awareness of culture may ‘make or break’ the communication and success of negotiations, the two areas (language skills and cultural knowledge) should not be separated.

‘Business English’ or ‘Technical English’ syllabus should be relevant to the students’ subject area. As for engineering students their area is the specific field or branch of engineering that is Mechanical, Civil, Computer Science, Information Technology, Electronic Communication, Electrical Engineering or any other.

The Business or Technical English teaching is to be implemented in situations and contexts that are authentic and mirror ‘real life’. Interactive teaching with the help of role-plays, presentations, student-centered

discussions so forth can well suit this category which can enhance the importance and relevance of the classroom activities as well (Table 13: Utility level of Classroom Activities and Table 32: Usefulness and appropriateness of the classroom activities). This can also facilitate students to transfer knowledge and skills to future real life situations.

The ‘Professional English’ teaching should consist of authentic texts related to particular professional course. Such as in the case of engineering students texts written by engineers, for engineers, and on engineering subjects. “The learning material should include documents, illustrations and graphic presentations used in contexts and situations that are typical of the students’ area of engineering”.16

In the light of recent developments in applying discourse patters to language studies, the syllabus may be oriented towards speaking and writing beyond the sentence level and rigorous application of coherence and cohesion to make effective oral and written presentations. As Prabhu observes, “An innovation has relevance beyond the specific situations; it is associated with and to examine, for any given situation, at what level of generality such relevance can be established”.17

17 N.S. Prabhu, Second Language Pedagogy (Hong Kong: Oxford University Press, 1991) 91.