CONCLUSION AND
RECOMMENDATIONS
This research study confirms the notion that school leavers who are not adequately trained in English as a language are always at a handicap in the world of higher education. Proficiency in English is widely perceived as an important avenue for employment and upward mobility. It also greatly facilitates the pursuit of higher education.

At present the challenges visible before the English language teachers in India are diverse and it is necessary for them to shape up accordingly to meet the specific demands of the English language learners. To meet the challenges in teaching English, firstly, English should not be treated as a subject as it is to be used actively in interacting with one another throughout the world.

Researches have been conducting similar survey-based studies all over the world to identify the predicaments encountered by the English language teachers and learners. These studies have proposed suggestions and recommendations that have contributed and facilitated the teaching and learning of English language. One of the common factors among these researches is that the current situation of ELT practice is almost similar all over the world.

Some of the studies that resemble the present research are discussed here. The survey was commissioned by the British Council (Lithuania) and the Lithuanian Ministry of Education and Science that aimed to document the current state of English Language Teaching in Lithuania with special emphasis on the state sector, to highlight areas of satisfaction and dissatisfaction among those involved or interested in ELT in Lithuania, to
explore the extent to which current practice in ELT in Lithuania meets agreed national and international standards and to provide a platform for the further development of ELT in different sectors of the education system. The survey-study highlights the major problem areas from the perspective of university staff as follows:

Low pay, big groups, an insufficient number of hours, lack of teaching materials for ESP, lack of facilities, and inadequate opportunities for professional development. College teachers emphasize the lack of support for their professional development and a large workload.¹

By using conventional teaching methods, listening and speaking skills are generally neglected as students cannot put their language in practice whereas in this era of competitive world, good listening and speaking skills have become an absolute necessity. In the same context the findings of the international survey-study by Roger Barnard and Davin Scampton indicate that, EAP teachers appreciate the centrality of grammar in their language teaching and have a critical awareness of many of the problems and issues involved. There is also evidence to suggest that the teachers favour the treatment of grammar through its emergence in whole texts, rather than its presentation in decontextualised sentences and structures. However,

...the teachers’ comments on the importance of systematic practice of grammatical features and detailed error correction suggests that there is a preference for more extensive

treatment of grammatical issues than is usually suggested by proponents of a strictly incidental Focus on Form approach.²

"The New Zealand teachers in this study, like the British teachers in the 2002 survey, favoured the treatment of grammatical features in complete texts, rather than in isolation".³

It has been found in the present survey that Communicative approach which has become a global demand where students are supposed to communicate across the globe is almost neglected by English teachers and learners in Indore. Teachers need to act as facilitators and monitors, and observe how well students organize their thoughts while speaking with their fellow members. Jack C Richards in his research examines the present methodology of Communicative Language Teaching, explores the assumptions it is based on and discusses how it has influenced approaches to language teaching today. He also suggests that:

CLT will continue to be the major general language teaching methodology for some years to come, since its principles are generally supported by the English Language Teaching profession and by ELT/TESOL specialist and applied linguistics.⁴

³ Roger Barnard and Davin Scampton, 73.
In addition, academic gains can be made when students are able to make connections, respond to higher order questioning, build concept development, participate in paired or cooperative groups that called for academic language use and provide immediate feedback in reading and speaking.

The present study emphasizes the teachers to create awareness of self-study and self-learning among the learners. The bibliography compiled as part of the OELA/NCELA Roundtable on Teacher Education and Professional Development of ELL Content Teachers also emphasize on educating English language learners. A cadre of experts examined 5 themes related to English Language Learners' literacy development. The task was to present current knowledge of second language (L2) literacy and make recommendations for further research. The panel focused on L2 literacy development, cross-linguistic relationships, sociocultural contexts of L2 literacy, educational implications of instruction and student assessment. The format of the report for each area included specific background information, instructional practices, issues of methodology, research conclusions and suggestions for additional inquiries.

The report recommended that instructions in primary language and good instructions help English language learners achieve language. It also suggested the following accommodations:

- strategic use of the primary language for clarification and explanation;
- extremely clear instructions and expectations;
- predictable and consistent classroom management routines;
- additional opportunities for practice;
- more extended explanations;
- redundant information through visual cues,
physical gestures about lesson content and classroom procedures; focusing on similarities and differences between English and the students' native languages; taking into account and building upon students' attainment levels in their native language; identifying and clarifying difficult words and passages within texts to facilitate comprehension; consolidating text knowledge through summarization; giving students extra practice in reading words, sentences, and stories; giving attention to vocabulary, checking comprehension, presenting ideas verbally and in writing; and, paraphrasing students' remarks and encouraging them to expand on those remarks.5

The research also concludes that:

Improvement in reading, fluency and comprehension is evident when systematic and explicit interventions that focused on critical elements of reading are implemented. Components of successful interventions included English language development, phonemic awareness, vocabulary focus and opportunity for active engagement.6

A similar study was conducted by Zahra Vaezi to describe and examine Iranian’s undergraduate students' integrative and instrumental motivation


6 Educating English Language Learners: Building Teacher Capacity Roundtable Report, 117-118.
toward learning English as a foreign language. The results have shown that:

Iranian students had very high motivation and positive attitudes towards learning English and they were more instrumentally motivated. Finally, based on the findings some suggestions and recommendations for teachers had been highlighted.7

It is clear that the teacher, the class atmosphere, the course content, materials and facilities, as well as personal characteristics of the student will have an influence on the individual’s classroom learning motivation.8

English faculty’s awareness to update their knowledge, skills and determination to acquire thoroughness over their syllabus to meet the demands of globalization is effectively seen as a key educational investment. If provided with the latest language teaching tools, with the support of technology and professional training, definitely they can teach the language and motivate the students towards language learning.

As the demand for business English have increased in recent years, a considerable amount of research has been carried out on business English. A task-based needs analysis by Sorin Huh, for an ESL business English course aimed at improving learners’ general business English

communication skills was conducted in the Korean business context with the purpose of identifying business English target tasks frequently performed by Korean business professionals. "The findings of this study provided a sound basis and valuable implications for curriculum developers and teachers in developing business English courses".9

Jun Liu in his study argues that "communicative competence is not only an objective goal for the students but also a subjective investment by learners and teachers".10 Liu bases his argument on the result of an international survey on language teaching methods by offering a new conceptualized teaching framework in which all the factors in curriculum development, syllabus design, materials selection, testing and evaluation as well as professional development are parts of a whole. He illustrates his points by using a concrete model he developed on a university research site in China.

Hyekyung Sung proposed a workshop that presented instructional strategies that could be used to enhance Korean teaching and learning based on the Multiple Intelligences (MI) theory. (Discussed in Additional notes). All teachers must be better equipped to widen their pedagogical repertoire to accommodate linguistically, culturally, and cognitively diverse students. In addition:


...teachers should know how to cater optimally to learners with different intelligence profiles and how to create a learning environment in which learners feel secure and relaxed. This workshop aimed to provide Korean language instructors with a chance to understand the MI theory and to practice applying this theory to Korean teaching in the classroom setting.\textsuperscript{11}

The findings of the present survey study have pointed out that poorly trained English Language teachers, poor instructional delivery, lack of infrastructural facilities, teachers’ attitude towards innovation, the traditional content/knowledge oriented curriculum, conventional teaching methods and the general students’ apathy in English Language are amongst the critical factors associated with students’ awful performance and underachievement in English language.

Salma Ainy in her research on English Language Teaching attempts to find out the present situation and the problems within Bangladesh and to conclude by making some proposals and recommendations towards the improvement of the situation.\textsuperscript{12}

\textsuperscript{11} Hyekyung Sung, “Enhancing Teaching Strategies based on Multiple Intelligences”, \textit{AATK} (2004): 1

\textsuperscript{12} Salma Aniy, “English Language Teaching in Bangladesh Open University; Changing Scenario”, \textit{Journal of Distance Education} 112-121.
Although this survey was limited in scope, it did represent the views of a cross-section of the students who were undergoing their technical programme. The survey gained direct access to the learners' views on their language needs and primarily the views of the English teachers, their teaching pedagogies and strategies, their constraints and requirements.

In order to teach English effectively, to enhance students' proficiency skills, to foment innovation and improve their educational outcomes the following recommendations are hereby proposed. It is emphasized that these recommendations can be effective only if are used in conjunction with coherent standards-based strategy at the city level.

1. The students have critically indicated that English language syllabus inclusive of lessons based on technical communication skills can be more enjoyable and useful. Based on the findings, a modern curriculum in English and Communication studies for technical students can be designed and developed.

2. Practicing teachers and if possible, students, can be made a part of the syllabus framing process. It is required because these teachers would be equipped to frame a syllabus which would be of the students' interest keeping in mind the time factor, examinations and the activities of the classroom.

3. Teaching of English should not be examination-oriented only.

4. There is an acute dearth of English teachers that have adequate preparation in working with students in Professional colleges and can provide the linguistic support they specifically need. Therefore, the teachers can be given competence-based well
organized specialized prerequisite in-service training in order to provide more audience-targeted instruction in EST. (Teacher Training Programmes are discussed in Additional Notes).

5. A language institute needs to be set up which undertakes this task of reconstruction that is train college teachers, prepare suitable teaching materials and evolve democratic and participatory measures of evaluation.

6. The Teacher Training Programmes (TTP) can lead to Qualified Teacher Status (QTS). The trainees must be tailored towards local teaching needs by experienced, practicing teachers. These programmes should also award the graduate/postgraduate certificate in education (GCE/PGCE) validated by a higher education institution.

7. Employment-based teacher training (EBTT) programmes that allow trainees to work in a school/college and follow an individual training programme leading to qualified teacher status (QTS) where the institution pays the trainee as an unqualified teacher/lecturer can also be promoted.

8. Another limitation seen in Indorean English teachers is that many of these are not familiar with the latest developments in ELT pedagogy. Therefore, the pedagogy of language teaching should be suitably contextualized, to lend meaning to real situations and daily lives.

9. A good teaching of English Language should be combined with the use of relevant and adequate instructional facilities that will
ensure mastery of English skills. Thus, College management should provide conducive classroom environment that will stimulate teaching and learning of English Language.

10. A traditional set of classroom management instructions (class mustn’t be noisy, students shouldn’t speak much, the teacher must lecture most of the time etc.) is enough to dampen the enthusiasm and quell innovation of the students. On the contrary an interactive teaching can be productive.

11. The practice of lecture method must be minimized as it encourages by implication the practice of repeating what teacher and books say.

12. English language teachers should engage more in diagnostic approach to the planning of educational experiences and activities for their students. Such experiences and activities should match students' interest, motivation and level of understanding. Infact, teachers should make learning of English Language meaningful and vivid for the students.

13. As found during the study majority of the English teachers are inexperienced or new in the teaching profession. Thus it is recommended that college management must examine and rectify this inequity. There must essentially be an experienced and high-quality teacher in the English department so that professional students receive high-quality instructions from skilled teachers.
14. Assessment should be based on proficiency rather than specifying achievement targets that reward mastery of single texts acquired through rote learning. To this end, a National Testing Service (NTS) for certification of language competence as well as recruitment of language teachers should be set up (as recommended by the National Knowledge Commission).

15. Thus Technical University or college management must decide a recruitment strategy for teachers knowledgeable about English language development and those who have potential to become highly competent English teachers.

16. The technical subject teachers can provide the content which is to be studied while the English language teachers, with competencies in teaching methodology, rhetoric, EL vocabulary/terminology, grammar and some knowledge of the subject, can train the students in professional communication skills.

17. The fact that the students want their English teachers to be facilitators and trainers in the classroom is a clear indication of the existing need to rethink the roles of English teachers at Professional colleges and a sign that teachers have to change in tune with the demands of the modern rapidly transforming world.

18. The teachers should grope for and find out new teaching skills. They must provide a student-centered learning environment and promote communicative English. Many students are too shy to speak loudly, encourage speaking a little louder each time.
19. English teachers must update and adapt to contemporary technology age. Emphasis is to be given on multimedia-printed material supplemented with electronic means that is audio/video, T.V., computer/Internet, language laboratories, educational periodicals and EMCR (Educational Media Research Center) resources in daily teaching rather merely following traditional teaching.

20. A greater implementation of Information Technology should be seen as an immediate requirement if the goal of working towards international standards is to be achieved.

21. Administrators often have the mistaken belief that buying hardware by itself will meet the needs of the language laboratory (often devoting 90% of a center’s budget to such and ignoring software and training needs) and will cut down on the number of teaching staff needed. This notion needs to be totally changed.

22. The institutes that teachers are working for must offer funds as an incentive to support their English teachers. In absence of this, some teachers may feel not worthwhile to spend much time designing and updating their web-based / self-tailored teaching materials.

23. Commercially available teaching materials are not adapted or supported to meet the language, content or specific developmental needs of the students. Thus English teachers must develop/adapt, purchase instructional materials, instructional software, smart boards, digital visual presenters, and other
interactive technologies that have been shown to be especially
effective for English language learners.

24. The College Management can arrange for learner-training
sessions that promote efficient and effective language learning.
Learning strategies include bringing about situations through
which students can become more aware of their present learning
strategies, by comparing them with those of fellow learners.

25. Maximum number of professional colleges is devoid of language
laboratory, having of which is mandatory according to technical
university norms. This imbalance must be corrected by one-time
expenditure for educational purpose that is by building/creating
language lab with sophisticated equipments such as updated
computers, smart boards, digital visual presenters, projectors etc.

26. A standard Teacher Performance Appraisal System can be
designed by Rajiv Gandhi Technical University to rate the
teacher’s performance. A minimum score as stipulated in the
Academic Performance Indicator (API) (details in additional
notes) can be filed in the teacher’s personnel folder and shall be a
mandatory requirement for promotion.

27. One of the promotion criteria can also be to pass skills tests in
literacy and information and communications technology (ICT).
These tests can be taken at test centers (decided by AICTE)
throughout India. During the Literacy skills test all teachers must
communicate clearly, understand and evaluate written
information. This test should require the examinee to show that
he can spell correctly, including words that appear in a teacher's professional written vocabulary; punctuate texts with a professional content in a helpful and consistent way; understand and analyze the kind of texts teachers encounter in their professional reading; and recognize where writing does not conform to standard English, where it fails to make sense and where the style is inappropriate. ICT skills test can cover these applications: word processor, spreadsheet, database, presentation, email, and web browser.

28. Teaching networking groups should be reinforced. Professional associations of language teachers would provide more opportunities to network and more unity in language policy making.

29. The English teachers have very limited teaching academic hours, which is not sufficient to realize the syllabus, syllabus objectives and to teach the language elaborately giving emphasis on the communicative teaching. Thus, a comparatively high level of language proficiency can be attained when students have a large number of ELT academic hours. The length of the English teaching and English course (communication skills) as well must be stretched for four semesters at least and compulsorily in the VII/VIII semester or last year of the graduation where student faces interviews/Group discussions to get selected in placement.

30. Educational institutions or English teachers can extent teaching time which might include extended-day or after college
programmes, extended week (Saturday/Sunday/any holiday). Such activities can supply the much-needed jobs but can do so in a way that maintains budgetary facilities as well.

31. In order to solve the problem from the grass root level, an extensive remedial programme to correct errors can be also implemented.

32. Parents of students studying in professional colleges are insufficiently (almost not at all) engaged in their children’s education/learning activities. Thus institute can appoint a liaison that can improve communication and enhance parental-involvement that ultimately leads to promoting language proficiency of the students.

A successful implementation of these recommendations can only be achieved in conjunction with effective management. The modernization of national education management need to be necessitated by education policy-makers both at ministerial and university levels. Thus, a more open and democratic model of management in higher education is to be introduced.

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