Preface

Unquestionably effective communicative English language is a dominating and overpowering force; a crucial component of professional/business success in today's hi-tech environment. Teaching and Learning of Communicative English is equally challenging. English teachers thus need to ensure expertise in their teaching. One of the most effective ways of continuing to improve and progressively develop as a teacher, teacher-trainer, or manager in ELT (English Language Teaching) is through reflection on our professional practice and to adopt the strategies for accelerating and enhancing the development in the field of teaching.

The process of professional development is continuous and on-going. Thus personnel engaged in the teaching profession especially teachers need to ensure that the strategies they adopt help them turn the problems they face in their professional careers into positive negative experiences. In other words, it is possible for them to turn their felt need for self-improvement into a challenging process.

English teachers must acquaint themselves with the fact that English language, when learnt for a specific purpose, especially by the students pursuing technical courses is more important as a medium of receiving and reproducing the knowledge of the other domains of curriculum under study. So, its role in curriculum is important and at the same time, a crucial one. Unlike those who learn a language with a view to study the linguistic features and literary values, the others – that is students learning English for a specific purpose – are many, and increasing rapidly in numbers. To them language is primarily and basically, a tool of communication. They need to learn it in order to
exploit and express something altogether different from linguistic features of language.

The present survey based study is an effort to give a strong foundation in the core areas of teaching knowledge needed in English language teaching in professional colleges. The study explores different teaching methodologies, approaches and techniques of teaching, discusses the means to cater to different learner styles and the ways in which the latest resources and teaching aids can be used for teaching purposes. It highlights the key aspects of lesson planning and explores classroom management techniques that could suit different learners' need. The study throws light on on-line language teaching and learning, multiple use of Language laboratory (multimedia and latest technology) and lays emphasis on communicative English teaching. It also deals with evaluation of syllabus and teaching materials, the ways of testing and evaluating classroom discussions, presentations and other classroom activities performed by students, developing new methods/pedagogies/strategies/ teaching skills; tools to enhance learners' language proficiency and other aspects of enhancing language teaching skills. My research work includes six chapters.

The Chapter one portrays the journey of English Language Teaching in India since the British rule till date. It discusses the reports of various Commissions that suggested required modifications to uplift the standards of English language teaching. It deals with the Behaviourist and Cognitive Theories of psychology that promote need-based language teaching. The chapter briefly comments on the traditional English language teaching methods and explores the recent ELT techniques as well. Finally, it illustrates the effectiveness of on-line language teaching and learning.
The Chapter two comprises the unit-wise distribution of the main contents of prescribed English Syllabi for various professional courses as decided by the technical universities. The second part of the chapter is an effort to discover the authenticity and relevance of the teaching materials that can best suit to the specific requirements of the learners. The third part of the chapter deals with practical approach to English language teaching that is about what to do in class, when, why; and how English teachers want to do it. It is a question about planning, structuring and integrating various activities for the purpose of enhancing the learners' learning. Finally the chapter focuses on exploring literary texts for English Language Teaching.

The Chapter three discusses the research methodology adopted for conducting the survey of English Language Teaching in Professional Colleges in Indore city. It also depicts the graphical analysis of the three questionnaires (students’ questionnaire, teachers’ questionnaire and testing and evaluation of learners’ proficiency skills) which is strictly based on the responses collected from the targeted students and teachers.

The Chapter four critically analyses various strategies and approaches to teaching language skills (Listening, Speaking, Reading and Writing). The final part of the chapter calls for the critical awareness and engagement of English language teachers and learners in exploring the tools such as use of mother tongue or first language or L1, translation, information and communications technologies, task-oriented teaching and other tools that shape the effective English language classroom teaching and learning.

The Chapter five refers to the conclusive part that concentrates on the key findings of the survey-based research. It proposes a teaching module for the remedial measure. It emphasizes the need for some
minor modifications made to the existing curriculum, to make it more effective and specific to suit the particular demands of the learners.

The final part is the conclusion and proposes recommendations to teach English effectively, to enhance students' proficiency skills, to foment innovation and improve students' educational outcomes.

The overall concern of the thesis is to present the existing scenario of ELT in professional colleges of the city Indore in India. It is my strong belief that a comparative analysis of this situation would definitely strike the minds of the personnel engaged in the teaching profession of higher education which ultimately would lead to enhancement of the language skills of technical students.

This survey-based research study can be an asset to the enterprising English teachers who are the ones determined to break out the isolation of the teacher's role and tap into the expertise of the wider language teaching community. They can provide their competitive students a mantra that can best suit them to exhibit their communicative skills effectively and fruitfully.