RESEARCH ARTICLE

TRANSFORMATION OF TEACHING AND TEACHERS OF ENGLISH LANGUAGE IN TODAY'S INDIAN EDUCATIONAL SYSTEM

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ABSTRACT

This paper focuses on the role of different teaching methods both traditional and modern and the recent computer based learning and teaching in determining and satiating the needs of the learners especially in Indian context. At the same time it also talks about the changing role of teachers who help the learners to acquire extra ordinary skills for work, citizenship and self-actualization. This paper also defines the responsibility of a teacher to develop and modify the pre-existing system of education strategically so as to meet the learner's demands. The aim of this paper is to stimulate discussion, provoke thought and generate reflective responses among all of us because today's language classroom is different from that of the mid- to late 20th century. By doing so we the teachers can identify the current and emerging trends in the field, viz authoritative teacher attitudes, complaining about cutbacks and lack of funding, proper use language labs, etc. As a consequence the focus in language education at present is no longer on grammar, memorization and learning from rote, but rather using language and cultural knowledge as a means to communicate and connect to others around the globe.

INTRODUCTION

English occupies an important place in the educational system and life of our country. It is dominating the national scenario. In most of the states, English is taught compulsorily. Most of the schools have English as medium of instruction. It is the medium of instruction in technical, medical, law and other institutions. It forms the language of communication between the centre and the states.

The number of creative writers in English is increasing. English has become a passport for success and employment. It is continuing to be predominant in communication which opens worldwide chances for employment and is responsible for cultural give and take. As English forms a window on the rapid progress of technology and scientific knowledge that is constantly taking place in the world there is a great need of efficient teachers so that it is taught as a language of communication-

enhancing the students' employability. A teacher is the person who teaches the knowledge about any subject of any kind. The teaching has been practiced since thousands of years passing the valuable knowledge of traditions, subjects, religion, arts, science, music, agriculture and mining. However, the teaching English in particular, in 21st century has become essential as per the changing life styles. The requirement of knowledge for comprehending English is a matter of understanding the basic grammar and structure of language along with vocabulary enhancement. The main function of teaching English in India today is communicative; the secondary function is for increasing job potential and mobility of students.

CONDITIONS UNDER WHICH ENGLISH IS TAUGHT IN INDIA

The then study group (1967) was neither happy with the teaching nor the learning of English. This group identified three major components of English teaching in India, which account for the falling standards and called for remedial action. These are (a) Materials (b) Men c) Methodology.

A) Materials

i) Policies: According to the study group there is no specific/fixed policy for teaching English. Many changes occur very often. There have been different views from educationalists, administrators and politicians on the need to learn English and at the levels of achievement in the language fluency. All these conflicting policies badly affect the infrastructures of schools, teachers, equipment and several other things.

ii) Funds and Finances: The lowest investment on education, i.e. about 3 to 4 % of GDP, consequently led to the poor infrastructure of schools, both government schools and local body schools, in terms of buildings, libraries and laboratories. Recently, foreign assistance

in the form of ODA and other agencies has been channeled for the improvement of elementary school.

iii) Shortage of Time for English: The time allotted to teaching of English at high school level has been cut down to 6 periods per week for 6 years. But eventually the duration increased a lot. This is even divided into theory classes and lab classes.

iv) Over-Crowded Classrooms: The strength of the class in a school is about 60-70 today. The types of furniture provided too do not anticipate teaching or learning English effectively because it requires students' active participation and group work. Presently measures are being taken to limit the class strength to 20-30 with enough provision of teaching aids.

v) Library and Audio Visual Aids: Previously we hardly found a library in some schools and junior colleges. Even with rapid development of science and technology we did not find any teaching aids or audio visual aids in schools. But now except in few colleges/schools library has been included in the course curriculum.

vi) Text Books: Though the preparation of text books was nationalized long ago, in many cases the standard of a text book is not up to the mark. "There is very little innovation in the content of books, their print and get-up and illustrations" (Shaik). Though the syllabus in English suggests selection and grading of vocabulary and structure, the lessons are full of difficult words and sentences.

The rapidly declining standards of teaching and learning call for simpler reading material year after year. Most of the lessons are above the level of students and are not related to their experiences or environment. The students are made to read stories, essays, biographic but they cannot speak or write simple sentences in English. Practicing teachers should be consulted and involved in textbook preparation.

vii) Supervision: "The supervision staff do not get enough time for college supervision because of extra work like compiling statistical reports, attending meetings etc. They are not always up-to-date in their knowledge of changing techniques of teaching. The

teachers who look for academic guidance feel frustrated and slacken their efforts."(M.Shaik, Pg.20)

(B) Men

"A good teacher of English can improvise and innovate and make up for any deficiencies in the system. But most of the teachers of our time are not well equipped to teach the language. Prof. V.K. Gokak said "The foundational years for the teaching of English in schools are in the hands of teachers who neither know enough English nor are familiar with the latest and far reaching developments in the pedagogy of English". The UGC Review Committee said, "There is a shortage of school teachers. Those available have just passed the school final exam. They have little idea of correct usage and pronunciation. Their vocabulary is limited as in their reading.

"Many graduate teachers would not have offered English as one of their special subjects at the B.A. level, or as a method at B.Ed. course. Thus neither the pre-service training nor the subsequent in-service courses help them to become specialist teachers of English. They do not know the aims of teaching English as a second or third language while English is a skill subject, like history or physics. There is hardly any action research undertaken by the teachers.

Today the selection of teachers is based upon their academic achievements and the certification courses like PGDTE (Postgraduate Diploma in Teaching English), TEFL (Teaching English as Foreign Language), etc. And these teachers are provided with many privileges.

i) Pupils: The pupils, who form the most important component in teaching, are from diverse backgrounds. They are not motivated to learn a second language, that too a foreign language when they are allotted to an untrained teacher. So they try short cuts to pass the exams, which in any case do not test their language skills. There are no tests of spoken English at all in an educational institution. They depend on rote learning; use guides, bazaar notes and reproduce them in exams. Even the objective questions are done by hit and miss guess work. Most teachers do not take their correction work seriously and mistakes remain with the students uncorrected. Therefore, there are large-scale failures and many wasted years of schooling. Only a well trained and well equipped teacher can prevent those failures by motivating the students to realize the importance of language acquisition. The tests conducted to them must assess the language skills and help them to focus much on learning and practicing the language.

(C) Methodology

The methods like reading method, bilingual method, communicative approach, audio-lingual method, etc. of teaching English involve a lot of oral work by the teachers and less resort to formal grammar of rules and definitions. All language material has to be presented through speech and discussion initially and the teachers are not trained to do this. The teachers adopt some of the suitable and easier methods, but they really do not train the children to improve their language skills and learn the language effectively.

The aural-oral method demands the use of tapes and tape-recorders, the radio and TV as part of the day-to-day techniques of teaching but in our ill-equipped or overcrowded classrooms, there is very little of oral work in practice. There is an extensive use of the mother tongue and the translation method of teaching English. Children do not have enough practice in the use of English, for it to become automatic and spontaneous.

In the present situation teachers are showing much interest in using technology based teaching aids in and beyond the classroom to the utmost. In order to cope with the cut throat competition they are yearning to do research in related fields and are using the techniques in language application.

Should English Be A Compulsory Language?

Previously some viewed that English should not be a compulsory subject due to various reasons, viz, i) It is difficult to learn, ii) If regional languages take the place of official languages in the states, no need to learn English, iii) The study of English has nothing to do with

one's later life, iv) English is responsible for the failure of many students in exams, etc.

But many readers now agree with the view that English must be a compulsory subject. As long as English continues to be the language of courts, administration, offices etc., it will be opted by pupils to learn it with interest. In view of its global importance and the job opportunities, it is realized to be acquired compulsorily.

RECENT SHIFT OF FOCUS FROM THE TEACHER TO THE LEARNER

For a long time the process of teaching in our formal educational institutions has been teacher-oriented. That is, the teacher being the center of the classroom activities played an active role. The teaching was dominated by the teacher's performance completely in the form of lecturing, offering explanations and asking questions. Learners played a passive role as silent receivers or absorbers of knowledge or information provided by the teacher. The teacher was considered as a source of knowledge and the learner was supposed to receive knowledge passed on to him or her by the teacher with out expressing his or her own comments. The learners were not allowed to ask questions or doubts in the class. There were occasions when teachers felt disturbed by the questions raised by the learners.

In contrast to this typical traditional situation, in recent times, researches emphasized that the entire process of teaching or learning should be learner-centered and learner-friendly. This resulted in changing the teacher's role to that of a monitor, a mere facilitator of learning and not a focal agent spreading knowledge widely. This shift of focus from the teacher to the learner was influenced by several factors.

Firstly, teaching is not for the sake of teaching. The effect or results of teaching can be evaluated only on the basis of active participation of learners. The necessary feedback for teaching evaluation can be obtained only from the learner's performance in the final examinations. If the majority of learners attained success in exams, it was concluded that the teaching and the curriculum were successful and if the learners failed, the failure was attributed either to the substandard teaching or to an ineffective curriculum. But no follow-up measures were initiated in many cases.

Secondly, the consumer culture that is a distinct phenomenon of the twentieth century has necessitated the designing of new courses to suit the needs of different levels of learners. This is more so in case of teaching or learning of second language. With the spread of general and professional education and a result of the agreement between the European countries in the West, to encourage mutual exchange of professional experts and other employees, the need for teaching or learning foreign languages especially, English has received a special emphasis. Consequently, there has been an unprecedented spurt in the related research activity. A large body of research studies underscored the role of the learner in this context and there was again a concerted effort to identify the needs of the learners. Thus need-based analysis and learner-centered teaching became the major themes of research in the fields of language acquisition-learning or teaching.

Thirdly, there have always been differences in the major theories of language acquisition/ learning. For instance, Behaviorist psychologist's imitation, habit formation, motivation, reinforcement and rewards are the key-factors, which promote language acquisition/learning. Whereas Rationalists or Mentalists argued that the innate ability or creativity of the learner is mainly responsible for language learning-acquisition.

On the other hand, the Cognitive Psychologists pointed out that language acquisition/ learning takes place in terms of developmental stages of cognitive abilities of the learner. This conceptual or theoretical orientation was also responsible for a renewed interest among the researches to investigate the role of learner in the process of language acquisition learning.

Fourthly, a number of experts and practitioners of language teaching or learning advocated on the basis of their individual research studies and professional experience that a learner-centered approach is more effective than a teacher-centered procedure particularly in the context of teaching languages. A very interesting and useful outcome of this situation is the new attempt to study the actual means or strategies employed by the learners during the process of learning. The learner must develop strategies for using language communicatively.

LANGUAGE LEARNING/TEACHING: A Change in Teaching English in terms of Methodology

Over the last 50 years there has been a great deal of research into the nature of language, the components of various languages, their similarities and differences and the methods of teaching them. A method generally includes what to teach and how to teach. It also includes selection and grading of the material to be taught. A method should serve the aims of teaching a language. It should also relate to the conditions available in the educational institutions (teachers, pupils, equipments, etc)". Let us find out the methods and approaches adopted by language teachers and the changes that gradually took place in applying the methodology from the past methods to the present approaches.

TRADITIONAL METHODS USED IN A LANGUAGE CLASSROOM

Grammar-Translation Method: This is the oldest method and is still used in Indian classrooms even today. There will be a rapid expansion of vocabulary.

In this method the structures of the target language are best learnt when compared and contrasted with those of the mother tongue. The teacher translates every word, phrase and sentence from English into mother tongue of the learner. Further, the learner is asked to translate mother tongue sentences into English. These translations of exercises are grammar based. This may not work in enhancing the spoken and

written skills of the learners. As the above method teaches English by rules and not by use, the teachers came up with another method called direct method.

Direct Method: In this method English is taught through English. This method aims at establishing a direct bond between thought and expression, experience and language. Though the learners acquire the fluency of speech the writing and reading skills are less emphasized. This method requires trained teachers and it is useful for only bunch of students. This led to another method called as reading method by Dr.West.

Dr. West's New Method/Reading Method

This method provides a chance to read more literature. This method neglects the fact that languages are mainly spoken and communicative and it was not much in usage as it is a difficult and time-taking method.

However, the best method is one, which promotes the development of the four important skills - listening, speaking, reading and writing, which are essentially required for the mastery of the language. The design of a 'method' also involves at least three distinct kinds of planning. These are selection, grading and presentation. The Indians need a method which would work in ill-equipped schools and which could be used even by the inadequately trained teachers.

MODERN METHODS

Bilingual Method: This is a subtle method, in which two languages; the mother tongue and the target language are used. According to Dr C.J.Dodson, the originator of the bilingual method, the aims of this method are: -

1. To make the pupil fluent and accurate in the spoken word.

2. To make the pupil fluent and accurate in the written word.

3. To prepare the pupil in such a manner that he can achieve true bilingualism.

The Audio Lingual Method: This method aims at increasing importance of reading and writing, listening, comprehension and speech as well. This method is also known as Aural Oral Method. The techniques of memorization and drilling in this method can become boring and tedious. Moreover it pre-supposes a homogenous group which is not applicable in a class of students who have different mental attitudes and aptitudes.

APPROACHES TO LANGUAGE TEACHING AND LEARNING:

Approach: It is a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. There may be many methods within one approach. There are a few approaches. E.G. Oral approach, situational, structural, communicative approach etc. Let us briefly go through the above approaches.

Oral approach: This approach emphasizes the listening and speaking skills in the early stages of language learning.

Situational Approach:"Situational teaching means, observes June Derrick, in 'Teaching English to Immigrants', that both grammar and content words will be taught and used as parts of whole utterances or sentences used in meaningful situations". A meaningful presentation of language by a teacher facilitates the pupils to learn it readily and effortlessly but the teachers should create the situations that look spontaneous and real. Only efficient teachers can adopt this approach in their teaching with ease.

Structural Approach: It is an improved modern approach to learn a language through structures. There are mainly three elements in learning a language - grammar, vocabulary and pronunciation. The learner can speak the language perfectly and fluently only when they master the structures of the language.

Communicative Approach: This approach of 1970's is an improved structural approach with a special emphasis on the communicative ability of the learners. Learners learn the appropriate use of language. They become fluent speakers. But there is negligence of reading skill.

Principled Approach (PA): Task-Based Language teaching and attempts to apply brain research to teaching are current examples of this approach. For Brown, the term 'method' is best replaced by the term "pedagogy". 'Method' implies a static set of procedures while 'Pedagogy' suggests the dynamic interplay between teachers, learners, and instructional materials during the process of teaching or learning. Brown characterizes the basis of language teaching pedagogy in terms of twelve principles that reflect current research and theory about second language acquisition.

By the end of 1980s, this approach was clearly becoming evident in teaching practices worldwide. In this approach-new students' needs are perceived, innovative pedagogical techniques are attempted, and follow-up assessment is carried out. The teacher gather feedback from actual implementation, and then reshapes and modifies their overall understanding of what learning and teaching are-which in turn, may give rise to a new insight and more innovative possibilities, and the cycle continues.

12 principles (Brown, 1994 a ;)

1. **Automaticity**: Efficient 2nd language learning involves a timely movement of the control of a few language forms into automatic processing of a relatively unlimited number of language forms.

2. **Meaningful learning**: This will lead towards better language-term retention than rote learning. An example of meaningful learning is found in content-centered approaches to language teaching.

3. **The Anticipation of Reward**: One of the tasks of the teacher is to create opportunities for those moment-

by-moment rewards that can keep class rooms interesting, if not existing.

4. **Intrinsic Motivation**: The more powerful category of reward is one, which is   intrinsically driven within the learners.

5. **Strategic investment**: Successful mastery of the second language will be, to a large extent, the result of a learner's own personal investment of time, effort, and attention to the second language in the form of an individualized battery of strategies for complementary and producing the language.

6. **Language ego**: The human beings develop a new mode of thinking, feeling and acting when they learn to use a second language. This new "language ego" easily creates within the learner a sense of fragility, defensiveness, and a rising of invitation.

7. **Self-confidence**: The eventual success that learners attain in a task is partially a factor of their belief that they indeed are fully capable of accomplishing the task.

8. **Risk taking**: Successful language learners have to become 'gamblers' in the game of language, to attempt to produce and to interpret language, which is beyond their absolute certainty of knowledge.

9. **The language---culture connection**: Whenever you teach a language, you also teach a complex system of cultural custom values, and ways of thinking, feeling, and acting.

10. **The Native language effect**: The interfering effects of native language are mostly salient. The learners rely on the native language to predict the target-language system.

    Inter language: Second language learners tend to go through a systematic or quasi- systematic developmental process to overcome the competence in the target language. Own feedback of help learners is to be generated outside the classroom

Communicative Competence: This is the goal of a language classroom, instruction needs to point toward all of its components: Organizational, pragmatic, strategic, and psychometric. Communicative goals are best achieved by giving due attention to language use, to fluency, to authentic language and contexts. And to the student's eventual need to apply classroom learning to heretofore unrehearsed contexts in the real world.

COMPUTER BASED LANGUAGE TEACHING AND LEARNING

This is the very new approach which replaced the old teaching methods and this is adopted by most of the contemporary teachers who successfully make their classes' interactive, informative, learner friendly and interesting. Presently audio-taped base language labs are gradually being replaced by language media centers. Where the language learners can use multimedia C.D room and laser disks, access foreign languages, documents from the World Wide Web and communicate with the other. This method known as CALL (computer assisted language learning/ CLT) has brought a rapid change in the role of teachers and students. Teachers preferred to be mere facilitators rather than being a singular source from which students could gain knowledge. The facilitator role emphasizes ways and modes that help students direct their own learning and to use real world applications and problems as a basis to initiate new learning. As the consequence of this change, students in the 21st century are increasingly becoming more pro-active and independent learners and they now possess a multitude of means to access information and learning materials.

Even the slow learner improves his/her language skills without feeling shy or embarrassed. This methodology (CLT) also encourages fast learners to learn beyond the prescribed syllabus without interrupting the class. Here the teacher would be a mere facilitator probably to give instructions and clarify the doubts. This type of teaching and learning improve the confidence levels of the students and help them to invent new

ways/strategies in learning to establish their own identities. The teacher also has an opportunity to research and invent new methods and approaches in modifying the system. Moreover this promotes healthy relationship between a teacher and a student that leads to the enhancement of better educational framework.

However, this could occur only when both teachers and learners show interest for this type of learning to expand and grow. Even this method has its own advantages and disadvantages. This could be successful only when the teacher is well trained in applying CALL in a classroom.

SELECTION OF A VIABLE METHOD

The teacher should meticulously select the most suitable method in language instruction. The social background also contributes to language study. The method selected may be suitable for the pupils in urban areas but not the one in rural areas. The teacher must select for himself the best from among the methods according to the learners' needs. The approach followed in teaching English should be open, effective and highly comprehensible so that the learners are comfortable in learning it. In this process the whole teaching methodology has changed where the learners' participation is much anticipated.

RECENT MODIFICATIONS IN DESIGNING TEXTBOOKS

In the beginning there was no provision in our formal educational system particularly in teaching English. On considering the course books of intermediate level, degree level and other professional degree levels; the common thing that has been noticed in these books is that the textbook consists of two parts. They are poetry and prose, besides one or two non-detailed books. At the end of every poem or a prose lesson, there is vocabulary, comprehension and some exercises based on grammar. The learners have learnt English as a subject only to score marks and to pass the examination. Till recently learners never attempted to learn English as a language and the designed course

books too never attempted to see the needs of the learners, as well as did not promote their language acquisition learning.

But with the shift of focus from the teacher-centered to learner-centered activities, a lot of credibility is being given to need-based courses. It has become easier to devise English for Specific Purposes (ESP) courses for the learners joining professional colleges as their requirements of language are linked with its use in their prospective professions.

There is a marginal scope for the development of the four-language skills: Listening, speaking, Reading and Writing. There is no awareness among the learners about the learning strategies. "Objectives are sets of conditions that have to be fulfilled before a goal can be achieved," says Jones and Roe (1975). The goal in the proposed syllabus is to teaching language as and for communication. To achieve the goal the students should learn all the four language skills and develop certain methods or strategies to make learning perfect and easy.

"The primary aim of the syllabus is to ensure a move from the exercise level of language in the classroom to the experience level of in the world outside, authentic language as it is being used has to be brought inside the classroom and the students have to be encouraged to go out and be in touch with the real world. The textbook can, thus, consist of editorials, advertisements, transcripts of real life dialogues and interviews, manuals, etc. This type of material can be used to stimulate real life situations. The important point to keep in mind is to integrate all the skills in each teaching unit." (Usha Nagpal- English Language Teaching in India- Issues and Innovations).

There are problems in teaching English as a second language in India and the solutions for these problems have also been found out. There are steps still followed to make the learners learn English effectively. The educationalists put forth many methods and approaches to overcome the falling standards of English in India. The first step in this direction is to

carry out modifications in designing the textbooks in such a way that the learners have a chance to find out their own means and strategies to learn independently. And this could be done from the learners' point of view in terms of their needs and necessities. The educationists also suggested in selecting the best method on the basis of the learner's as well as the teacher's needs.

The curriculum designed must satiate the needs of the learners, especially the undergraduate students that may be classified into a) Academic Needs   b) Personal Needs and c) Professional Needs.

Academic Needs: To read subject books, to read instructions to tasks, to read official notices, journal, newspapers, to prepare for entrance examinations as well as competitive examinations to appear in interviews; to write assignments, job applications, to write assignments, job applications, to participate in debates, group discussions and quizzes.

Personal Needs: To read magazines, books etc. for pleasure, to see English movies; to converse with tourists; to write letters to friends, etc.

Professional Needs: To carry out one's duties and to keep in touch with one's profession and know what is happening in the field; it is future need which students are not able to enunciate precisely.

Generally the learners concentrate on reading, writing, listening, and speaking, in that order. If there is a need for rewriting the materials, keeping in mind the needs of the learners, it is also necessary that teachers employ an effective methodology for exploiting these materials in the classrooms so as to maximize the skills the learners need.

Presently the learners try to acquire relatively extra ordinary skills for work, citizenship and self-actualization. Students today want to learn a language not only to communicate, but also as a means to find contacts, meet people and establish partnerships (Soontiens, 2004). The students realized that the leadership and interpersonal skills are also necessary to make connections and develop lasting partnerships. And this would be possible only by learning a foreign language. They not only want to become self-empowered, but also to empower others. To achieve these capabilities education plays an important role and it is the responsibility of a teacher to develop and modify the pre-existing system of education strategically so as to meet the learner's demands. The teacher is a trust worthy person whom the learners depend upon. S/he must be innovative, skilled and well trained for the teacher has to represent a conceptual framework for understanding the emerging challenges and opportunities which aid all the students to attain their contemporary requirements and performances. That is grooming the learner to qualify for an attractive, prosperous job and lifestyle.

Teachers must also effect suitable changes in the examination system to test the skills rather than the product learnt. Although a teacher-predicted-needs-profile cannot be ruled out a situation like ours, learners will have to be given freedom to formulate their own profiles in order to make learning effective. The two types of needs are effective. The two types of needs (those predicted by the teacher and those analyzed by the learner themselves) have been termed as 'Objectives' and Subjective needs, respectively. In the former, the analyst identifies learners in terms of age, and in the latter, personality, attitudes, wants and expectations, strategies, etc, are identified (see, Nunan, 1988b; Brindley 1989). Both must go meaningful and effective. Mainly himself admits this and he is obviously pleading for a comprehensive analysis of needs (objectives and subjective) that are crucial for designing courses which are learner-centered and communication-oriented (see, Nunan 1988a, 1988b; Brindley 1989; Berwick 1989)

However, the idealization (of data) of different kind than that assumed by mainly would be required to satisfy the needs of learning of English in India too. There is a need to adopt a syllabus that is, no doubt, designed around some predictable situations but it must have the potential to take the learners beyond

these situations to unpredictable directions, which he might encounter in the real world. Student's active participation in the class is possible only when comprehensive analysis of needs is undertaken.

There are some textbooks designed for a vocational course at intermediate level. It is noticed that the course writers Dr. D. Kanakadurga, Dr.M.Andal Manga Tayar and Dr.D.Vasundhara have designed a very useful and effective text, which provides the learners to develop strategies in language acquisition-teaching as well as encourages learners to learn English as a language of communication besides scoring marks. However, the textbooks designed for the professional courses too can be molded to the useful purpose on the basis of the learners' needs. An innovative teacher can teach the contents of the textbook accordingly besides giving scope to the development of language skills and draw the active participation of the learners in the class.

As today's world exists on competitive tests which are deciding the destination of the learners, it would be essential that the course writers concentrate on those areas which form the basis content of the tests. Furthermore, develop those areas in the prescribed syllabus in a way providing scope for adopting different strategies that enhance the comprehension levels of the learners. The textbook prescribed by for the professional courses, ex. A Textbook of English for Engineering and Technology and Learning English- A Communicative Approach. Engineering course is really good. This book helps the students to overcome the grammatical errors, to reveal their thoughts and opinions exactly without any ambiguity through proper punctuation, and forms a good source for reading comprehension. This book also gives scope to elicit the responses including various strategies from almost all the students irrespective of their IQ.

Presently, the communicative approach is being followed in many Indian educational institutions. Even after working out successfully on all these steps it is suggested that they lag behind in both teaching and learning English as second language. For example,

there are some teachers who themselves are not qualified and not trained to the required extent. And there are also students of different levels who do not speak English fluently, who are unable to express their ideas and feelings exactly and who lack in language skills.

There should be something lacking behind this poor language acquisition. The learners are not encouraged to participate completely in a class. Indian teachers do fail to recognize the methods, which the learners want to adopt in learning. Researchers say that the learners must be given a chance and freedom to apply their own ways in the learning process. This will surely lead to the successful learning of the language. As a result the learners try to find out easy ways, tricks or methods to make their reading comprehensible and learn the language easily. These methods or ways employed in learning are otherwise known as STRATEGIES. By applying these strategies the learners learn the language perfectly and remain in their memory forever. Thus, instead of learning the language depending completely on the teachers and his/her own selected methods, it is better to learn the language by applying their own methods seeking a little help from the teacher. Therefore, it is the responsibility of all the teachers in English to train the learners in strategies so that both teaching and learning becomes successfully effective and easy.

We know that the English language competence is considered as a mark of better education and opens employment opportunities worldwide. Compared to other graduates it is observed that engineering graduates are more inclined towards improving their English language to the best in all aspects through computers. The students of engineering course are considered particularly in the present case study because they can be molded easily and helped to improve their language skills. Further all most all the tests are online and they should be well equipped in using computers to crack the competitive tests like TOEFL, GRE, GATE, IELTS, etc with flying colors. As it is known all these competitive tests assess the English language skills which forms an integral part of the

question paper and has equal weight age of marks as that of math. The learners should be trained in improving their language skills to score excellent marks as well as save time for solving other bits in the exam. Moreover these tests are the rungs of the ladder of success in making their dreams come true and attain greater heights in their career.

This study helps a teacher to adopt a teaching methodology in which there is a lot of scope for improving the language of the learners.

CONCLUSION

A learner-centered approach is more effective in the context of teaching language. This led to the study of the actual means or strategies employed by the learners during the process of language learning. An innovative teacher should always identify, encourage the strategies, which his/her learners use, and promote an effective use of new strategies by the students. Through proper planning and by adopting the most effective method in teaching a language the goals of this study mentioned below can be achieved. That is a) to research, develop and disseminate the innovative methods in Indian educational system that meet 21st century demands b) To generate and propagate effective technologies for teaching and learning c) To strengthen educational capabilities of rural and underserved students\learners. This would serve as a new strategy for the educational improvement to meet the challenges of a rapidly approaching future quite different from the immediate past. The teachers must play a careful role in selecting the method that serves the above goals as a whole.

With the advent of modern language programs, the concept of the language lab was born. Audio labs were constructed, students were corralled into the lab together at an appointed time and they collectively followed a prescribed audio program. They followed the behavourist model of language teaching. The purpose of language labs was to help the students to gain auditory exposure to the language they were studying. In today's world of digital everything, audio exposure to foreign languages is readily available at little to no cost. Satellite radio, Internet radio and

podcasts are all available. Even as far back as the 1980s,visionary scholars began to see that one day, language labs would become extinct (Chen, 1996; Froehlich, 1982). They were right. In the twenty-first century, constructing audio language labs is not a wise use of a school's limited money, time and other resources. Exceptionally the language laboratory installed in most of the engineering institutions serve the needs of the students in honing their language skills. The language teacher can support this as the students of today prefer computer based learning involving themselves completely by taking a little help from their teachers.

This paper also focuses on the role of different teaching methods both traditional and modern and the recent computer based learning and teaching (CLT) in determining the above mentioned cruci.al capabilities. Firstly it is observed that the computers and related technologies have expanded to the extent that even a kindergarten going kid wants to use a computer to play and to learn. Secondly this led to the increase in cognitive thinking of the students. Thirdly learners tend to learn independently. They hardly take help from a teacher even before they make an attempt in solving/answering their problems.

The frequent assessments like drive-by tests and in-time feedback can help the teacher to prioritize the right methodology to be adopted in a classroom. Therefore teachers must meticulously plan assessments that emphasize on core ideas and higher order thinking skills. This will help the teacher to aid the struggling students.

It is observed that most of the contemporary teachers wanted to use CLT but they are often unsupported by actual classroom events. This might be due to the lack of facilities viz power, internet connections, poor condition of computers, learners without any knowledge of computers, etc. Yet on providing all these, it is observed that some teachers are found to spend more time giving grammatical explanations and encouraging rule application than conducting group discussions, debates, JAM sessions, role -plays,

language games, puzzles, and conversations. This reluctance to use CLT, despite acknowledging its value, raises important questions about what discourages teachers from using CLT and what can be done about it. The possible reason for this reluctance to use CLT may be that they are not trained or having little knowledge about the way of using it or the poor standard of the students. Some teachers try to use CLT first and then feel that they did not teach anything in the class or they did not provide any notes, etc; then they immediately switch to the method(like grammar instruction) where they can give notes after their lecture. They feel they did their job. But in true sense do you think they are helping the students to satiate the present day's demands and requirements? Remember the students want to improve their language fluency along with other language skills to enhance their communicative competence. Students are harnessing their creativity to express themselves and demonstrate what they know using technology. The challenge for the twenty-first century teacher will be to find ways to allow them to do that. In today's world, students are the creators, not simply consumers, of technology and technology-produced art and projects. So there is a need for a reconceptualized field that is more learner-centered, more collaborative and more technologically driven. The trends in language learning are moving us forward in such a way as to empower our students to communicate with others across the globe in real time.

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