

CHAPTER-V

SUMMARY

AND

CONCLUSIONS

5.1 INTRODUCTION

This chapter is an overall design of the summary of the research undertaken by the investigator. It presents all the aspects of the present study in a nutshell and puts forward a few suggestions for further studies as well as highlights the educational implications of the present study.

5.2 BACKGROUND OF THE STUDY

Language is one of the most pivotal and greatest means of communication. It is the easiest tool of exchanging one's thoughts, feelings, desires, the views and ideas either orally or in a written form. In this present Age of Communication, language becomes a vital and an important means, on which human beings are by and large relying upon. To comprehend and to share the experiences and events of this present scientific world and to cope with the changing ways of life, man needs to know more than his own language, so that, he can link himself with all the areas of existence. In this case, English as a universal Language will enable the individual to pick up more information which in turn, would make him able to see things in a wider perspective and reach out to a larger audience.

English has become a lingua franca for many international conferences. English began to be accepted gradually as a link language among many countries. English is now critical in promoting transport, tourism, study abroad, international business, entertainment, scientific and technical researches, politics and world peace. English has become a world language spoken by many communities in most countries as mother tongue and ubiquitous as a second language or as a foreign language. English is associated with material progress in many parts of the world with the growth of education, trade and commerce as well as with the technical and economic development. English language has become an important tool to keep pace with the rapid changes that take place all over the world. English has come to play a great role in the world of international commerce, technology, industry, medicine, etc. Thus, a

whole generation of different people - viz., businessmen, professionals, mechanics, manufacturers, traders, and a whole range of students, etc., felt the need of learning English in order to be a successful personnel in their specific works.

Learning a language like English has become a very important aspect in order to succeed in every field of our life. It has, therefore, acquired a great instrumental value as it promotes social mobility, status and power through highly remunerative jobs and positions. In the past, English was learnt as a part of one's formal or general education or just for the pleasure of learning the language, but now it is learnt entirely for a different reason, with a new found motivation and with an awareness of the transforming effect it would have on their specialized fields and career. Learners started learning the language in order to fulfill their needs and wants concerning to their specific purposes. The purposes of learning and the situations in which such learning takes place are so varied that it is difficult to define and still more difficult for each situation. People are learning the English language because there is some need to learn it in order to fulfill certain societal functions or uses or roles.

Thus, the increase in demand for English in every field to suit the particular and specific needs of the learners led to the development of the needs of English for specific purposes. This pedagogy will help in giving the learners a more useful and a better command over the English language which will enable them to have a living interest in their own specific field, so also to maintain their links with the everchanging developments of knowledge.

5.3 RATIONALE OF THE STUDY

Human beings are social animals and needs to communicate with each other. Language as the most important means of communication amongst human beings differentiate men from other animals. Today, the drastic changes and advancements of new technologies and scientific inventions, have necessitated men to communicate more with other people in order to

nurture their inter-relationships. As different people speak different languages in different parts of the world, communication becomes a problem which makes men to learn a language or two in addition to their own mother tongue.

With the tremendous growth of modernization, industrialization, economic and scientific development, learners need a wide diffusion of the scientific temper of mind and a readiness to adapt new techniques and new knowledge to their needs in order to keep pace with the ever changing modern complex society. Thus, in a vast country like India, with its several ethnolinguistic contrasts, only through the use of a single or common language, this can be achieved. English with its intrinsic quality and unifying function seems to be the only alternative that can preserve the unity and integration amongst the different ethnolinguistic groups in India.

Still English continues to influence the life and profession of the majority of the educated Indians in every aspect of their life. Thus, in order to grasp the drastic changing science, technology, social sciences, industry, health and commerce, the scientists and the concerned professionals or intellectuals should have a knowledge of English to be successful in their own specific profession or work.

Initially, English language teaching was done in a traditional way giving much stress to the usage of norms and roles of language, i.e., Grammar. It was learned for pleasure and prestige of knowing the language. A knowledge of other languages especially English had been generally regarded as a sign of a well rounded education but few had really questioned why it was necessary. English usually served to preserve the identity of the elite. Now, English has become a subject to the wishes, needs and demands of people, which resulted into motivating to and therefore on the effectiveness of learning. The English pedagogy in India is now facing new challenges of providing the right types of courses respectively concerning to the needs and demands of the learners.

It seemed to be unjust that an ever growing number of young people learning English and also studying science and technology should be forced to learn their English largely through the study of literature and literary criticism, simply because that has been the only form of teaching offered to them which resulted in spending more time and effort in learning materials that are not their primary concern. The curriculum needs updating and slimming down to the specific needs of the learners. More emphasis is needed to be given towards the learners, their needs, in order to help them in acquiring better proficiency related to their specialist fields or professions. This focus on the specialist areas, resulted in emerging the pedagogy of ESP courses which are more relevant to the learner's needs. This pedagogy will help in giving the learners a more useful and a better command of English language which will enable them not only to show greater interest in their own specific fields but also to maintain their links with the ever changing developments of knowledge. Thus, a method of teaching English language which stresses both the target situation needs and learning needs must be taken into account.

At the moment, English is the associate official language, link language, viable medium for higher education, language of elite, language for science and technology, etc. English has become a must and an essential necessity. As the present study mainly stresses in investigating the needs and uses regarding the English language by various professionals and non-professionals, it would be worthy and useful to go with the actual users of English.

English being so important in the day-to-day life of both the professionals and the non-professionals alike, it would be a matter of great concern to know how they pick up English, how they put to use their knowledge of English, what they have to say about the various courses of English they underwent at different levels and what type of courses they would have preferred to undergo. Knowledge pertaining to these aspects is of utmost importance, as it would shed ample light on such issues which, in turn, would

provide the much needed insights and guidelines to those who are involved in policy making as well as materials preparation. Studies, therefore, need to be conducted on such aspects and such studies, in fact, are the need of the hour. Review of related literature also shows dearth of studies with respect to these areas. Hence, a study involving the above aspects is thought to be very imperative.

5.4 STATEMENT OF THE PROBLEM

A Study of English Language Learning and its Use by Professionals and Non-Professionals of Baroda City.

5.5 OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

1. To study the processes adopted by professionals and non-professionals for learning English Language.
2. To study the extent of utilisation of English language by the professionals and non-professionals in their day-to-day activities.
3. To study the reactions of the professionals and non-professionals about the relevance of English language in their day-to-day activities.
4. To find out the nature of the courses they felt they ought to have undergone.

5.6 OPERATIONAL DEFINITION OF THE TERMS USED IN THE STUDY

(i) Professionals

The term "professional" refers to those individuals who are engaged in full-time, non-manual, service oriented occupations, with both subjectively and objectively recognized occupational status, having a code of professional

conduct and specialized body of knowledge and skills acquired during a prolonged period of education and training.

(ii) Non-Professionals

The term "non-professionals" refers to those persons engaged in either manual or non-manual occupations or vocations, which are neither basically service oriented nor required prolonged training.

5.7 POPULATION OF THE STUDY

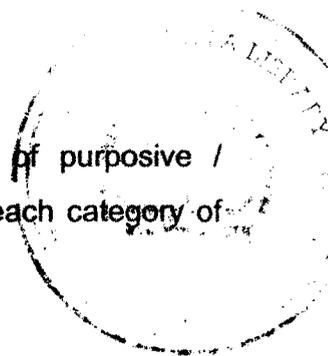
The population of the study consists of people belonging to different religion and linguistic communities representing the different professionals and non-professionals functioning in Baroda city. The population is based on the consideration of adequacy and feasibility.

5.8 SAMPLE OF THE STUDY

The main objective of conducting this study was to obtain background information about the ways through which various professionals and non-professionals learned the English language, what their attitude towards English is, and how they make use of their knowledge of English language in their profession as well as social life.

The techniques used for the selection of the sample was purposive sampling. The main reason for selecting this technique was its feasibility in terms of time and cost. As the population consisted of various personnel representing each of the six professional and non-professional groups, it was not possible for the investigator to procure an excessive list of all the professional and non-professional personnels functioning in Baroda city. The investigator therefore, decided to select a sample consisting of 120 respondents representing the different categories of professionals and non-professionals without the barriers of any specific linguistic community or sex. The investigator, at the same time, has also tried to include some respondents

from different linguistic communities. Thus, on the basis of purposive / judgment, the investigator selected 10/10 respondents from each category of professionals and non-professionals functioning in Baroda city.



5.9 TOOLS USED FOR THE STUDY

The investigator designed a few tools to collect the data and the details of which are given below:

The different tools prepared for collecting the required data were as follows:

- (i) Questionnaires
- (ii) Unstructured Interview schedule and
- (iii) Opinionnaires

Looking into the nature of the data to be collected, Questionnaire was considered to be one of the most suitable tools for collecting relevant data for achieving the aims and objectives of the present study. In order to get more detailed data regarding the various aspects of the study, other than the questionnaires, the investigator used an interview schedule, an opinionnaire, and consulted relevant library materials. Details about the various tools are presented below:

- (i) With reference to the first objective, i.e., to study the processes adopted by the professionals and the non-professionals for learning the English language, a questionnaire and an interview schedule, covering such aspects as, how they learnt the English language either in a naturalistic (spontaneous) way or tutored way had been prepared to elicit appropriate information from the respondents.
- (ii) With reference to the second objective, i.e., to study the extent of utilization of English language by the professionals and non-professionals in their day-to-day activities, a questionnaire and an interview schedule, covering the uses of English in their professional

and non-professional activities had been prepared. The investigator also prepared an observation schedule to mark the different uses of the language by both the professionals and the non-professionals.

- (iii) With reference to the third objective, i.e., to study the reactions of the professionals and non-professionals about the relevance of English language in their day-to-day activities, a questionnaire and an interview schedule had been prepared.
- (iv) With reference to the fourth and last objective i.e., to find out the nature of the courses they felt they ought to have undergone, a questionnaire seeking the opinions of the respondents was prepared.

Apart from all these, the investigator referred relevant library materials in order to get a clearer understanding pertaining to the various aspects of the study.

5.10 FRAMING THE QUESTIONNAIRES

The questionnaires developed were mainly meant for eliciting the background information and opinions regarding the learning and use of the English language. After reading the necessary literature and books related to the topic, a questionnaire was formulated. The investigator formulated two types of questionnaires, one concerning the professionals and the other, the non-professionals. After preparing the first draft, it was given to some experts in the field to assess its content validity and language clarity as well as to determine its adequacy and appropriateness. After receiving their comments, the questionnaire was modified and thus the final version of the tool was made ready. The designed questionnaire covered a wide range of topics, keeping in mind the main objectives of the study. It included items on general information about the persons responding to the questionnaire, their designation, their mother tongue, their sex, and the means by which they acquired English. The questionnaire also included items on the respondents' opinions regarding the teaching of English in various formal Institutions, the uses of English at their

specific work places, and its use in various social communicative situations outside their work place and their general attitudes towards the English language. The questionnaire includes both open ended and closed items. Closed items were of Yes / No type as well as multiple choice type. In the case of open ended items, space was provided in the questionnaires for the respondents to provide their answers. The final version of the questionnaire for the professionals consists of thirty-two items and twenty-seven items for the non-professionals.

5.11 UNSTRUCTURED INTERVIEW

An unstructured interview schedule was essentially adopted to cross-validate a further more accurate details of information supporting the information obtained through the Questionnaire. With the help of the unstructured interview schedule, the investigator herself interacted with the respondents. The investigator could not contact each and every respondent due to unavailability of time as well as certain inconveniences. Thus, the investigator selected some of the respondents and interviewed them during their free time activities. In the conduct of the unstructured interview, there was no preconceived hypothesis for which the information was to be elicited. The interview did not follow any particular format. It also varied from person to a person as the interaction of the respondent's pattern differed significantly from person to person. The interview proceeded from the cues obtained through the information of the Questionnaire as well as from observing the respondents.

5.12 OPINIONNAIRES

An opinionnaire was prepared for obtaining information in realisation of objective III and IV, i.e., to study the reactions of the professionals and non-professionals about the relevance of the English language in their day-to-day life and to find out the nature of courses they felt they ought to have undergone, respectively.

5.13 PROCEDURE OF DATA COLLECTION

The study included extensive field work including the administration of the questionnaire, interview schedule, observation of the personnel representing the professionals and the non-professionals at work.

The investigator contacted personally the selected respondents to administer the questionnaire, to interview them and to collect their opinion. The final version of the questionnaire was administered on the selected respondents representing the professionals and the non-professionals.

Moreover, the investigator also observed the selected respondents to find out how they put to use their knowledge of English in their routine practice of tasks.

5.14 STATISTICAL TECHNIQUES USED IN THE ANALYSIS OF DATA

The data collected were analysed with the help of frequency, percentage, co-efficient of correlation, and chi-square. The analysis was carried out in four sections, and the first section is related to the analysis and interpretation of the data relating to objective one. Section two consists of analysis and interpretation of the data relating to objective two. Section three consists of the analysis and interpretation of the data relating to objective three. Section four consists of the analysis and interpretation of data relating to objective four.

5.15 MAJOR FINDINGS

(I) The main findings related to the first objective, namely, to study the processes adopted by the professionals and the non-professionals for learning English language are as follows:

1. Almost all the professionals and non-professionals learned the English language under a tutored or formal situation.
2. Most of the professionals and non-professionals had their schooling in regional languages. However, most of them had their higher education through the medium of English.
3. Most of the professionals and non-professionals had not attended any English improvement courses.
4. Age, length of occupation, place of birth, religion, teaching of English as part of their courses and occupation are associated with Learning of English Language (LEL) for professionals.
5. Age, length of occupation, teaching of English as part of their courses and occupation are associated with learning of English language for the non-professionals.

(II) The main findings related to the second objective, namely, to study the extent of utilisation of English language by the professionals and non-professionals in their day-to-day activities are as follows:

1. Both professional and non-professional personnel needed English very much in relation to their professions and occupations, as it enabled them to read books, journals, magazines, etc. relating to their subjects.
2. Professionals are found contributing papers and articles relating to their subjects to journals and newspapers but the non-professionals are

rarely found doing so. The professionals who publish papers or articles do not experience any difficulty in expressing themselves in English and do not seek any help from experts.

3. English is found playing a significant role while communicating with the seniors and equals while mother tongue or Hindi is found playing a dominant role while communicating with their subordinates during their working hours.
4. The use of English by both the professionals and the non-professionals in their every day social situations is extremely limited. English is found being used only in some exceptional cases.
5. Most of the respondents used a mixture of mother tongue, Hindi and English while interacting at home.
6. English is found playing a dominant role when the professionals and non-professionals carry out official correspondence.
7. The medium of instruction is found mostly responsible for strengthening the proficiency in English by the professionals, while for the non-professionals, factors like medium of instruction, exposure to English through popular media like newspaper, radio, television, movies etc., reading general magazines, stories, exposure to English knowing friends etc., contribute a great extent.
8. Most of professionals and the non-professionals are found to have high ability to understand, speak, read and write English, but a few of them face difficulty while conversing and expressing themselves in English.
9. Most of the professionals and the non-professionals mostly read English newspapers while Gujarati newspapers are also found favourable with a few of them.
10. In the case of professionals, age is found to be highly associated with Relevance of English Language (REL), Conversion in English (CE), and Use of English Language (UEL), while in the case of non-professionals

Exposure to English Language (EEL) is found highly associated with age.

11. As for the professionals, the indices of UEL, EEL, REL, English Reading Habits (ERH) and CE are highly associated with sex, while in the case of the non-professionals, sex is found highly associated with the indices of UEL, EEL REL, English Language Knowledge (ELK), ERH and CE.
12. The indices of UEL, EEL, REL, ELK, ERH and CE have no association with English improvement courses for both in the case of the professionals and non-professionals as most of them had not undergone any English improvement courses.
13. The indices of EEL, REL and CE are found highly associated with the length of service in the case of professionals.
14. The indices of UEL, EEL, REL, ELK, ERH and CE has high association with their works or professions for both the professionals and the non-professionals.
15. Place of birth has high association with the indices of UEL, EEL, REL and CE in the case of the professionals, while the indices of ERH and CE have association with the place of birth in the case of the non-professionals.
16. Religion has no association with the indices of UEL, EEL, REL, ELK, ERH and CE in the case of the professionals, while for the non-professionals, religion has association with the indices of UEL, EEL, REL and ERH.
17. Qualification has no association with the indices of UEL, EEL, REL, ELK, ERH and CE in the case of the non-professionals.
18. The indices of EEL, REL, CE, ELK and ESPE for the professionals and the indices of EEL, ELK, CE, REL and ERH for the non-professionals have high positive correlation with the index of UEL. The indices of LEL, ERH, Opinion on the Courses of English being Offered (OCEO) and

Opinion Towards Teaching English Language (OTTEL) for the professionals and Factors Strengthening the Proficiency of English (FSPE), OTTEL for the non-professionals have low positive correlation with the index of UEL, whereas, age and length of service for both the professionals and non-professionals have negative correlation with the index of UEL.

19. in the case of both the professionals and the non-professionals, the indices of REL, CE, ELK and FSPE have high positive correlation with the index of EEL. The indices of ERH, OCEO, OTTEL for professionals and the indices of OCEO, FSPE, OTTEL for the non-professionals have low positive correlation with the index of EEL while in the case of professionals, the index of LEL, age, length of service and in the case of non-professionals, age and length of service have negative correlation with the index of EEL.
20. The indices of ELK, CE, FSPE, in the case of the professionals and the indices of ELK, ERH, CE, OCEO in the case of the non-professionals have high positive correlation with the index of REL. The indices of ERH, OCEO, OTTEL in the case of the professionals and the indices of OTTEL, FSPE for the non-professionals have low positive correlation with the index of REL. Age and length of service in the case of both the professionals and non-professionals have negative correlation with the index of REL.
21. The index of CE in the case of the professionals and the indices of CE, ERH in the case of the non-professionals have high positive correlation with the index of ELK. The indices of FSPE, ERH, OCEO in the case of the professionals and the indices of OCEO, FSPE, OTTEL in the case of the non-professionals have low positive correlation with the index of ELK, while the indices of ELK and OTTEL in the case of the professionals have no correlation with each other. Age and length of service for the non-professionals have negative correlation with the index of ELK.

22. There is a high positive correlation between the indices of OTTEL and ERH in the case of the non-professionals. The indices of OCEO, CE, OTTEL, age for the professionals and the indices of CE, OCEO, for the non-professionals have low positive correlation with the index of ERH. In the case of professionals there is no correlation between Length of service and the index of ERH. While age and length of service in the case of the non-professionals have negative correlation with the index of ERH.
 23. Age and length of service in the case of both the professionals and the non-professionals have negative correlation with the index of CE. The index of OCEO in the case of professionals and the indices of OCEO, OTTEL in the case of non-professionals have low positive correlation with the index of CE, while in the case of the professionals no correlation is found between the index of OTTEL and the index of CE.
- (III) The main findings relating to the third objective, i.e., to study the reactions of professionals and non-professionals about the relevance of English language in their day-to-day activities.**
1. With regard to the reactions about the relevance in their day-to-day activities, most of the professionals and non-professionals are found to have highly favourable reaction towards English. They found it necessary to know for interstate and international communication, learning for higher education and, for better opportunities of job. They also found it necessary for running social, political and economic activities and to keep abreast with current information. The respondents are also found to have clear concept about its uses in India. Eventhough they have favourable attitude towards English, most of the respondents think that English is not essential for shopping, buying postage items and tickets in the bus or at the railway stations. Thus, although English is used professionally in the domains of study and work, mother tongue is found being used in the domains of home and friend circles.

(IV) The main findings related to the fourth objective, i.e., to find out the nature of the course they felt they ought to have undergone.

1. Both the professionals and non-professionals were satisfied with the English courses being taught at different educational levels, i.e., primary, secondary, university and professionals courses.
2. However, most of the professionals and non-professionals felt that changes in the present syllabuses of English courses going on in various institutions should be worked out in such a way that they become an efficient tool for the learners.
3. Most of the professionals and non-professionals felt that the present syllabuses may be modified in the light of courses catering to the specific needs of the learners than courses that give much emphasis on learning the language in general.
4. Age, place of birth, religion, sex, length of occupation has no association with the index of OCEO for both the professionals and the non-professionals.
5. The index of OCEO has association with qualification for both the professionals and the non-professionals.
6. In the case of professionals, the indices of ERH, UEL, EEL, LEL, CE, and REL, and in the case of non-professionals, the indices of ERH, UEL, EEL, LEL and CE have average positive correlation with the index of OCEO, while the indices of REL and ELK for the non-professionals had very high positive correlation with the index of OCEO.
7. The indices of UEL, EEL, REL, ERH, OCEO in the case of the professionals and the indices of REL, UEL, EEL, ELK, CE, OCEO in the case of the non-professionals have low correlation with the index of OTTEL, while the index of LEL in the case of the professionals and the index of ERH in the case of the non-professionals have very high correlation with the index of OTTEL.

5.16 CONCLUSION

Today, the increasing globalization has made it impossible for anyone to confine himself or herself to the study of a single language. English as an international auxiliary language of the world is more rewarding to know. It has become a lingua-franca for many international purposes. It has already become a link language among many countries. It is spoken by many communities in most countries as mother tongue, second language or as foreign language. It has become an important tool to keep pace with the instant world. A whole generation of different people, concerning to different specific field like businessmen, professionals, mechanics, manufactures, traders, receptionists and a whole range of students, etc., feel the need of learning English in order to be a successful personnel in their specific works.

English with its intrinsic quality leads to link people of different languages, customs, religious beliefs and so on. An individual having a knowledge of English can easily pace up with the rest of the world to achieve globalization, modernization and an economy that will ensure a qualitatively better life.

At present, English has a definite role in India. It is used in national and local newspapers, official correspondences, broadcasts, budgets, civil lists, staff memoranda, drafts, secondary and collegiate textbooks. It is the medium of mostly all the stages of post secondary education. It is widely used at the state-level as well as all India seminars and conferences on technical topics. Most interviews for government and non-government appointments are conducted in English.

Thus, the present study which attempted to find out the learning of English language and its use by professionals and non-professionals has

resulted in drawing certain conclusions with respect to the status of English in the day-to-day life of various professionals and non-professionals.

The findings show that English is used extensively by professionals and non-professionals for official and educational purposes. However, the use of English in their every day social communicative situations was extremely limited, i.e., it is used only in some exceptional cases by both the professionals and the non-professionals, even though the degree of their needs and use differ significantly. Further, the investigation reveals that the use of English is undoubtedly associated with formal situations and higher domains and that of mother tongue with informal situations and lower domains. A strong association has been found between the nature of the work or profession they are involved in and their earnestness to pick up the language by being exposed to it by way of reading, conversing, etc.

Both the professionals and the non-professionals found that the use of English as medium of instruction has played a dominant role in strengthening their proficiency in English, as well as other factors were also found associated in contributing to some extent. Most of the respondents were found satisfied with the level of English they acquire. Only a few of them face the lacking of adequate command in conversing and expressing in English. Age and length of service of both the professionals and non-professionals have no correlation with the use of English language and their exposure to it. Majority of the respondents even though found satisfied with the English courses underwent at their different educational level, they felt in many aspects again should be changed. A keen awareness of the instrumental and anomalous teaching syllabuses, where students had force to learn the courses in English which were unnecessarily, might be a reason for the respondents opted for changing the present syllabuses of English courses going on in various institutions. It is also found that most of the professionals and the non-professionals felt that changes in the present syllabuses should be worked out in terms of the specific needs of the learners, so that it became an efficient tool for the learners. This

would facilitate the learners to concentrate on those notions and functions which they require for their specific purposes.

The respondents are found having a strong favourable attitude towards English. They felt that they need it for instrumental purpose rather than for pleasure. Being multilingual, they are quite clear where they should use their mother tongue, and where they should use English. Certainly, they do not need English while shopping, buying postage items or train or bus tickets. But, they cannot do away with English in case they wish to pick up more knowledge in their specific areas.

Thus, the study clearly demonstrates that the motivation for learning English in India is purely instrumental rather than integrative. The study of English helps in ensuring mobility, scientific and economic development and opens up socio-economic opportunities.

5.17 IMPLICATION OF THE STUDY

English is a world language and its learning is now more associated with instrumental motivation than integrative. The present study relating to the learning and use of English has come to the conclusion, that both professionals and non-professionals learn English for the utility it yields. The findings of the present study have great implication for teaching and learning of languages in general and the teaching and use of English in specific.

The findings of the study clearly indicate that people who are involved in various professions, vocations or avocations learn English as it serves as an effective tool in their hand for keeping abreast of times, for picking up more knowledge with reference to their field of work, for carrying out various tasks and for communication. This implies that there is a need for radical revision

and renovations of English Language Teaching (ELT) in our schools and colleges. The syllabuses usually followed are based on literature. It is generally believed that when exposed to proper language (literature) for long, students would automatically attain mastery in the language. This way of learning language is laborious as well as time consuming. If English courses are framed in terms of specific needs of the students, this would facilitate their learning through avoidance of hardships. The learners should be made to concentrate only on those notions and functions which they require for their specific purposes.

A shift is consequently proposed in pedagogic concerns. It is suggested that the central objective of English as a Second Language (ESL) courses in terms of syllabus design, classroom methodology and teacher training, should be the development of strategic competence, by allowing for frequent and varied use of communication strategies in ESL classroom. Contemporary trends in English language pedagogy suggest that appropriate strategies for various groups in terms of their specific needs may be worked out. ESP is a device especially designed to suit the needs of various groups of learners. Strevens (1971) and Allen and Widdowson (1974), note that literature-oriented courses do not help the students of science and technology in acquiring the English language skills which are related to their study of scientific and technological subjects. It is said that these students have to use English for certain specialized purposes which may not be equally important for students of humanities. ESP, therefore, is a course that accurately identifies and specifically designs materials to suit the needs of various groups of learners. It is presumed however that ESP courses would follow an initial general purpose course which would provide the necessary foundation in the English language.

5.18 SUGGESTIONS FOR FURTHER STUDIES

1. The sample of the present study being small, for getting a more conclusive picture and greater generalisability, a study involving a larger sample may be carried out.
2. Studies extended to other domains, such as language uses in the industrial companies would also help in giving some light about the functions and uses of languages in the Indian multilingual setting.
3. Studies undertaken on the use of English and attitude towards English by different age groups can highlight the differences between the older age groups and the younger age groups.
4. Studies involving the differences in the patterns of communication strategies used by high academic achievers and low academic achievers may be carried out.
5. Research in the development of strategies to teach spoken English also deserves attention.
6. Studies involving designing and production of appropriate and effective course material looking into the specific needs of the learners may be undertaken.
7. Studies involving how linguistic styles of the same individuals keep changing as they move from one domain to another may be undertaken.