

**MJAL1:6 November 2009****ISSN 0974-8741**

COLLEGE LEVEL ESL CORRECTION TEACHING IN THE AGE OF GLOBALISATION

.Krushna Chandra Mishra

**COLLEGE LEVEL ESL CORRECTION TEACHING IN THE AGE OF
GLOBALISATION**

by

Krushna Chandra Mishra, Associate Professor, Dept. of
English, Government College, Bomdila-790001, Arunachal Pradesh

The author - Dr. Krushna Chandra Mishra, Associate Professor, Dept. of English, Government College, Bomdila-790001, Arunachal Pradesh – is a UG ESL teacher with above twenty years of experience of teaching general and applied English and literature courses at both Pass and Honours levels. He has attended forty academic conferences and seminars - at international(03), national(29) and other(08) levels - and workshops(07). His publications include one book on ELT and two co-edited books on Gandhi and Tribal society and law in Arunachal Pradesh. He has twenty five research papers published in the areas of ELT, tribal and folk literature, education and training, and literature with a critical theory-bound approach. An editorial board member of the on-line journal The Modern Journal of Applied Linguistics (MJAL), he has worked on the course-materials teams of the distance education centres of the Utkal University(Orissa), Rajiv Gandhi University(Arunachal Pradesh) and he is an Academic Counsellor for these two universities and the Indira Gandhi Open University(Bomdila Study Centre).

CONTENTS**INTRODUCTION****TRADITIONAL OBJECTIONS AGAINST CORRECTION TEACHING****NEW GOALS OF CORRECTION TEACHING****THE CORRECTION TEACHING MODEL FOR ESL CLASSROOMS****CORRECTION TEACHING – THE FACTS OF INTEGRATED SKILLS
DEVELOPMENT****THE ESL USE SITUATIONS FOR COLLEGE STUDENTS AND THE**

**OPPORTUNITIES AHEAD
MAKING CORRECTION A STRIKING ESL CLASSROOM TOOL****Abstract**

The present age of globalisation has brought in opportunities for people across the globe to enjoy the fruits of democracy and liberalised economy. English as a language of international communication has a convincing edge to offer to its adepts and this is a sufficient extrinsic motivation for ESL learning at all levels of education to go for the expected performance in both written and spoken transactions involving English. At the level of collegiate education soon following which most enter into the job market to sell their expertise, it is realised that communicative success is one most prized criterion to determine whether or not one otherwise competent would get a job. This very reality is some very important guiding factor on the strength of which ESL teaching at the college education level could be modelled. Keeness on the part of the youth shortly before they embark upon meaningful and gainful professional careers and their arrival into the college level education with some working kind of English in reading, writing and speaking are some crucial aspects that teachers need to consider to let them discover the very corrections which are not difficult to come if proper group work and models of correct English are offered while involving students in seeing where and how meaning meant to be conveyed suffers and in which ways the meaning content loss could be hopefully and satisfactorily arrested. Correction teaching in its rich potential to transform performance and achievement levels of college youth is envisaged in this paper to be a true hope for the ESL teaching at this educationally significant stage in one's career.



Key Terms - the tertiary level of ESL teaching; the learner self-correction capability; classroom correction work; the learner-centred approach; globalisation's promises for employment of the employable; classroom business time to be fully effectively utilised

It is at the tertiary level of ESL teaching that the significance of learning consolidation is realised to be of the highest priority. All our teaching methods need accordingly to be geared to this very worthy realisation. We must satisfy ourselves that at the end of a teaching course or even class the amount of learning verifiable on basis of appropriate tests is always equal at least to the amount minimum levels of learning(MLL) of the relevant matter prescribe. To this end it needs to be ascertained that teaching properly develops in the learners the right self correction capability such that the revision stage guarantees to lead to a product that may be free from objections and unacceptable constructions or productions. The point is that irrespective of the major skill area in language teaching – namely, listening, speaking, reading or writing – meant to be addressed, the correction teaching handled efficiently is bound to ensure better results. Learners as a result of a successful correction teaching initiative are sure to benefit in the best of ways possible.

TRADITIONAL OBJECTIONS AGAINST CORRECTION TEACHING:



Practising ESL classroom teachers and evaluators of methods of teaching in use have not had a very high praise about correction teaching as a powerful delivering mechanism. The reason behind such lack of favour for correction is to be convincingly found in the traditional ways in which goals of language learning were set vis a vis those in which actual classroom correction work used to be undertaken. The behavioural obsession with resisting errors had rendered correction business a bitter pill to swallow. Classroom correction was a tedious and time-consuming exercise with gain in real terms reaching hardly anybody – the teacher found the undertaking a task that was painful, unproductive and simply frustratingly increasing their individual work-load; the learners found ESL classrooms grossly wanting in interesting tasks and activities and interactive materials – what used to depress them was instant corrections in speaking and reading classrooms and red cross-marks and remarks that painted their note-books red in the most uninspiring of ways. The fact that mechanical reproduction of patterns practised on a rote drill and memorisation process did not offer any intellectual and thinking-inviting challenge worked against the language learning key ideas that saw under the lead of Chomsky that cognitive reality of human language and its creative and generative wonders needed proper attention in the ESL teaching classroom.

Faced with the changing conceptions about the real nature of language and the changed outlook about the language teaching goals and methods, ESL teaching realised that the crucial considerations it must entertain had to include efficient methods which had the potential to make SL English learning an enjoyable experience for the learners while it definitely meant confident performance in all communicative situations with success for the learners. It is with this background to what transformed order of expectations teaching has to best prepare itself that correction teaching in ESL situations has been re-designed and instead of the teacher-centred approach the learner-centred approach has been made the very basis on which joyful SL English learning has been occasioned with the learners interacting among themselves and with the teacher to discover where communication has been blocked and



how in ways of reformulation and reconstruction meaning aspect so far lost could be restored to grant the language production its success of efforts.

NEW GOALS OF CORRECTION TEACHING:

Now it must be clear that essentially the fact of continued disenchantment with correction as a method with a high potential to ensure learning and expedite its scope of consolidation and verifiable successful performance was a result of use in teaching of ESL of methods that were unsuited to the task of making ESL learning occur. Tertiary level of language teaching goals see a distinct need that at the end of the collegiate education learners should ideally find them in gainful employment with prospective employers being either in the government sector or in the private and corporate world. Firmly positioned as the most widely used language of global communication, English to the tertiary level learners in India has come to mean the language of power, prestige, pride, authority and employability on a competitive basis and with vertical mobility advantage. This very importance of English has made the college classroom a hot house where success ever and always in every class comes as a dream to be cherished by invariably every one. What then the real nature of this success must be like? To be sure, the success here is that in a command of English what makes communicational urgencies and exigencies things that gather applause for the communicating person – both in oral and written communication.

As successful oral and written communication are matters of social practical functional situations, learners in their tests will have to be asked things the very like of which they will encounter in real life .Similarly, their texts as prescribed for study and tests/examination in their due and desired turn will have to accommodate materials that bear a close resemblance to what happens to them daily in their practical life. This suggests that classroom English should not be at variance with the kind of English that learners meet in the world of their regular intercourse – both in terms of the kind of situations that ask for linguistic indulgence



and the kind of social variety or dialect that defines their prevailing linguistic environment. In India the exchanges of a whole challenging variety in all conceivable social, cultural, economic, political and like other spheres take place in English of the educated Indian. Though the Indian variety works well, contenders opposing to its currency on grounds of uniformity of the pronunciation now seem accepting the rule of David Crystal that future of English in the global communicative space in its kind would be determined by the way Indian English develops. And intelligibility being the criterion to judge acceptability of the Indian variety against, college-goers need to come up even by using English outside their classrooms with friends and others alike to gain confidence of speech contexts and to gradually come to better terms with the English tongue as it is heard, shared in discussions, spoken in regular turns and in practical social exchange situations. What needs to be appreciated here is that exposure aspect so vital to nurturing a spoken English performance is better and most naturally arranged for in this framework of motivated self participation in peer and group work programmes that are mostly informally generated and contents there develop more spontaneously with actual actors in social scenes contributing voluntarily to progressively enrich and guide to a desired logical conclusion the thematic subtleties of the matter involved. What is further to interest us is that the themes are in a way auto-manifesting and immersion in the life of the events as they emerge apparently sui generis in itself is naturally exciting, exhilarating and empowering as an experience from the learners' point of view. What then follows is that at tertiary level of ESL teaching autonomy aspects are required to be assigned top priority – autonomy in text selection, in task selection, in peer and group work partnering and progress, in material adaptation in fitness with the test modes opted for examination, in evaluation of examined tasks and activities either using or sparing relevant technology. The kind of learner autonomy we expect in the said areas is indicative of how successfully we are heading towards developing the efficient self-confident language user whose performance is his/her only certificate of proficiency which the employers vigorously insist upon while deciding on the employability of a prospective job-seeker. Other than when



satisfactory tasks spell out the success of a candidate, the recruiting bodies pronounce their decision regarding how truly a client's testimonials reflect his/her academic standard and skills on a notional correlation he/she has acquired. Interestingly, recruiting bodies, on the basis of their experience of evaluating applicants on the basis of their test performances, are the market players who determine which boards/universities and institutes have an evaluation system that closely resembles the academic standards they proclaim to be espoused to. Facing the tests at a recruitment venue for the graduates is thus indicative of how seriously they have pursued their education and what promise they may be carrying with them towards convincing their employers about their contribution to the firms in real terms in actual work environments. ESL teaching in our present complex and competitive job market must have a complete understanding of the emerging challenges that an increasingly globalised world has come to engender. The classroom teacher has to realise the toughening climate of expectations that our degree distributing academic world faces on its scrutiny by an employment-granting demanding labour-purchasing super certifying body like the corporates, industry, mega firms and multinationals, and in turn asks for a matching responsive dynamism in the classroom itself mostly to conform to a daily auditable skills consolidation and assessment charter. Classroom business time to be fully effectively utilised, as proposed by Mishra(2007), hence may be a frame reference to which attention could be drawn to enable ESL learners to achieve the maximum. Particularly since college education in third world countries like India is expensive and employment guarantee is absent, English language with very different competing national regional languages as medium of education to more forcefully occupy exposure-and-use time slots both during regular routine-based official English classes and college working hours comes naturally to be deprived in terms of its due teaching time which could lead to proper development of skills. The fact that English is treated lackadaisically as another subject for examination to determine promotion in academic courses/classes needs to be viewed as singularly responsible for lack of desired efficiency development in the college level learners. Additionally, it may be recognised that



English, because it is a different tongue, requires more time over which specific skills need be selectively and exclusively taught, tested and upgraded as per fresh evaluation of any new and essential need - identified new areas in terms of skills and sub-skills inter-related development of which may be deemed urgent at any point during a programmed learning. What needs to be emphasised is that always examples of successes of training courses of specified durations in matters of foreign language teaching to significantly high-motivation adult learners are cited to say in what poorer and dismal ways ESL teaching is conceived, planned, co-ordinated, conducted and completed. Though enough truth is to be appreciated in matters of organisation and conduct of such courses and also the verifiable and visible success in the behavioural changes and confidence at a definite sense of achievement marked in the learners, the difference in the profile of these foreign language aspirants with cool, goal-bound determined adults and the college students of the adolescent years of fun, flamboyancy and extravagance is some very convincing matter without realising the crucial and critical role of which it may be faulty to plan ESL teaching programmes – at all levels in general and college education level in particular. This very paper is specifically interested to suggest that the characteristic differences in the make-up of both the learning groups need be duly recognised while making comparative evaluative comments on the success and failure of teaching/training programmes. Though foreign language short term courses in design and mode and method of delivery could by valid reasons be recommended models, infrastructural adjustments and administrative-academic co-ordination and restructuring may have to be imminently worked out for effective college level ESL teaching programmes. It is other than in these very practical ways that significant changes in our average college students' performances can hardly be dreamt of.

THE CORRECTION TEACHING MODEL FOR ESL CLASSROOMS:



COLLEGE LEVEL ESL CORRECTION TEACHING IN THE AGE OF GLOBALISATION

.Krushna Chandra Mishra

This very practical consideration of how things are running in ESL teaching establishments in third world countries like India and why things despite best of attempts at teaching changes in objectives, priorities, methods and planning are reluctant to improve for the better is that the deserved status of English as something more than just any other subject is not granted in our regular and formal college education. Mishra(2005) in his published Ph.D.dissertation(1996) has dealt with correction methods that in a vernacular medium of educational set up have proved to be helpful to effect ESL learning in classroom changes from teacher-centred to learner-centred mode – compilation of insights drawn from research in fields of process writing ,feedback, revision, evaluation and testing,SL acquisition etc. Mishra (2002) has dropped hints about the need in a predominantly tribal set-up to resort to a dynamic class-teaching routine which would cater to the characteristic changing demands of a specific learner group whose psychological makeup ,here the interests, aptitudes, other predilections, emotional effects of the tribal genius as in the words of Dr.Verrier Elwin(1964),in its deepest sympathetic understanding .The apprehension is that teaching in any other way would assume the character of a veritable violence which naturally would tend to disrupt the learning readiness as also the learning event in the tribal majority or specifically tribal classrooms. The natural surroundings, the fun-loving and joyful ways of discovering the plenitude and bounties of the beauty that living in the community supporting and sharing the burdens of others in a spontaneous and co-operative mode in the most unobtrusive of ways, the singing and dancing while tending and goading others to achieve and progress and not to submit to dampening doses served by circumstances not conducive to living with a loving look at life, the instinctive and positively aggressive grasp of the object of prey almost in the spur of a need and in the sure and closest view of the object of prey/possession etc. as key aspects of tribal psychology and social behaviour are things that need to be adequately addressed in routine preparation since it is mostly here where learning scope is created to accommodate aspirations of all shades to grant learning space to the learners at pace recommended/prescribed by way of the routine to cover a syllabus in all its content richness(



Mishra :2008 –response to Ms.Pranjana at ELT seminar on ESL Pedagogy GAUHATI UNIVERSITY).One most interesting aspect in this academic organisation as by way of making a routine an achieving means – achieving learning goals – is its non-violent, non-threatening, non-interfering approach to fostering ,as against frustrating, learning initiatives. Doesn't it appear that the Gandhian in a definite bid bent to make teaching environments deliver goods of learning in some decipherable ways emerge in his best thought out enabling, and not disabling, virtues of non-violent, non-coercive and supportive and caring strategy of loving sympathy in our classrooms, especially in ESL teaching sites that invisibly make a language invasion and occupation in some very subtle certain way possible. At every step in all learning set ups the violence that exists needs to be recognised – violence between learning and non-learning (which contrastive studies suggest in SL teaching situations).The teacher dominance in teaching sites is a case in point in this regard the negative impacts of which have now very aptly been assessed and ought to be appropriately countered with the learning ambience that the learner-centred teaching so well provides.

CORRECTION TEACHING – THE FACTS OF INTEGRATED SKILLS DEVELOPMENT:

The point today that we feel important to stress is that facts on an ongoing basis being piled up as a result of continued research on language and teaching have come to recognise the need to go for integrated skills teaching in the face of the experience that unitary focus on single individual skills in isolation are very often lop-sided in approach and sometimes one skill developed does not automatically lead to as also guarantee development in a field that from the beginning was differently assessed in terms of sequential importance and interdependence and thus differently also stressed. This fact of interrelatedness of basic language skills is crucial to the understanding of how systematic teaching is at the root of better and surer grasp of language facts and of resultant language experience/performance.



The classroom ESL teaching has to effectively base upon it. This has to be seen that practicals definitely oriented towards planned achievements would always have to be conducted with an effective eye on the goal, the objectives, the realisticness of the same determined with reference to the background of the learners elaborated in terms of age, stage, and experience of exposure and handling of the problems constructed and creatively analysed and responded to, the record of the success in its degree on which confidence or expectation for it has to be judged for future and further remedial or reinforcement work on the one hand and the time duration within which the learning goals as a whole have to be achieved on the other. No amount of speculation in achievement planning is going to bear fruit unless thinking in the right direction is made to critically bear upon the results of efforts exercised in a blind bid. What we mean to emphasise is that planning, implementation, monitoring, review, remedial measures and supplementary initiatives are to go on in a continuous stream with alertness maintained in all seriousness almost coterminous with the time over which the learning accounting and auditing is being carried out. The purpose is that what could be called learning slippage which is natural during any learning act with a lot of concentration required to make it most like itself and which irritatingly but apparently irresistibly occurs due to forces of distraction and physiological conditions that impinge on the psychological readiness that is so crucial for making any learning project work. If micro management of time is ensured and micro divisions of learning contents are devised ensuring possible inter-linkages between those divisions, the pre-teaching, while teaching and post-teaching evaluation and remediation and reinforcement as required could be rendered most meaningful. It is here when we think of using correction, we must satisfy ourselves that correction is coming as an aid invariably almost every time when it is invoked to show that it is a monitoring device and its need is instantaneous and use is eternal. Motivation for correction has to be seen coming from teaching establishment as much as from the learners both individually and when group resources are actively tapped to initiate any teaching activity. Other than when it is well realised that integrated skills teaching is not



furthering the learning prospects, single focus on individual skills may be stressed though even then scope to achieve fruits of integration needs to be explored. Also it may be attempted to find out as to under what definite circumstances integration of skills approach to ESL teaching achieved less than required results. When the implementation shortcomings arise and causes are established, corrective efforts may be resorted to in order to help restore to ESL teaching the success that strategic teaching and timely remediation mean.

THE ESL USE SITUATIONS FOR COLLEGE STUDENTS AND THE OPPORTUNITIES AHEAD:

This requires to be emphasised that college students at their age, social relationship needs, academic aspirations, obligations on a variety of fronts etc. confront a world that frequently makes contacts of different orders important and inevitable. It is here where they encounter demanding situations that bring a heavy pressure for prompt responses and creativity then is in its maximum use. It makes an interesting business to observe that students now find challenges and opportunities which they may not afford to ignore .To be effectively deep in communication is one gluing idea that seems to work here. There arise occasions almost always in urban set ups in which mostly colleges are to be found that both known people and strangers seek a number of prompt services from students at market places, busy shopping centres, banks, post offices, railway stations, bus stations, tourist sites, and even gas refilling booths, petrol pumps, air price shops ,administrative and judicial offices .The complexity of these situations is that people expect their college going companions to be well aware of most of the areas in which they require help and guidance – they are asking people and they need to be supported in their needs. Students who naturally help their fellows find in such interesting situations trying times when they do not find themselves fit to carry out a job of oral communication with men in responsible capacities or a written communication meant to describe facts and expectations in a host of issues about which people only very crudely



might have briefed them. The demands of people are often about simple explanation of a written message, a time table, a bank cheque or a deposit or withdrawal form .Even balance statements, loan application forms ,leave applications, insurance papers are things of modern life that people require information about as they need immediate attention to their requests /requirements.ESL teaching at college level has to take care of these things while drawing up teaching syllabuses ,assigning practice sheets and sessions, examination and evaluation plans. It is largely to keep these things in view that ESL syllabus in India is fast turning pragmatic and problem-based. Functional /situational consideration, business English needs ,official procedures, formal and informal aspects of daily life situations etc.thus are wide in prescription and practice in our colleges to let students get tasks and activities involving frequent and fast emerging changes in communication sites where English is a language of facility and opportunity. Since the educated world of business today is largely one of English correspondences, explanation of concepts and processes, polite ,yet interest-based submissions, ESL teaching at advanced levels has a unique array of new demands to fulfil apparently to justify its relevance.UGC in India has been particularly awake to this very changing order of the new set of needs and thus it has asked for responsive syllabus at the time of revision and restructuring exercise of the syllabus for UG and higher levels. The concern primarily and logically being to equip the new age learners/graduates with ample bread-earning stuff immediately as they tumble out of the protection promised and provided by their colleges/institutes. The crisis of unemployment cultivatedly to be warded off is meant to be arranged for in this specific strategy. Globalisation's promises for employment of the employable is an offer to rise upto the challenging tall order of which is the need Indian ESL teaching braces up to face with alertness in this way. When President Abdul Kalam ceaselessly used in his tenure to awaken the youth about the mighty opportunity that was fast coming with a bang ,precisely he had this very need in mind of acquiring the skills that the new world would require useful for all its purposes – in context of language advantage that English offers ,we may well see how a sleeping people would rise into an achieving



eminence by effectively using English for all practical purposes of negotiation, consensus and progress in peace towards ever increasing prosperity and happiness through guaranteed security on all fronts including economic self-independence with tremendous sense of dignity .It thus lies for us to figure out as to what lofty dream the past President was weaving to make a nation prepare well in all possible ways to achieve its destiny by timely responding to the call of the new times while making hay during only the sunny hours – when opportunities are ripe and plenty on a global consideration ,it is paying to plan and purposively grasp every means that would see things happen.

MAKING CORRECTION A STRIKING ESL CLASSROOM TOOL:

The fact that correction has not been made into a tool demonstrably as effective as per its potential taken cognisance of only always mostly in not so very organised learning re-establishing classroom atmospheres should not mislead us about giving it a full try out in ESL teaching classrooms – the necessity being recognised that self-correction by the learner whenever he goes wrong is the immediate evidence that learning has taken place, consolidation of matter learnt is very much in progress, confusion at this consolidation phase during bouts of practice is surfacing to warn of the necessity and desirability that revision of matter to ward off dangers of sedimentation and fossilisation requires to be addressed in careful terms with the stage of achievement and demonstrated example of performance now seen at variance being brought to harmony in formation of acceptable utterances and written sentences. The guiding basic principle now for the active, insightful and co-operative teacher is to generate in the learner the confidence to go autonomous while taking responsibility most courageously about whatever one writes or says by way of enquiry or initiating anything or responding to others' requirements. Reading, speaking, understanding, listening, retaining matter and reproducing it whenever necessary - in each of these learning areas correction is most likely to be very very useful. The need is that correction as an invaluable teaching tool



has to be seen mostly by bringing together experiences from a whole spectrum of evaluative matter and by focusing on how any product evaluated and rated poor has been produced. With fuller grasp of how streamlining of learning and relating it to matter appropriateness as considered against a background of learner needs and motivation levels as well as keenness of the teacher dealing with text realisation and reproduction situations, correction teaching could be granted the best shape on an integrated skills development format. The realisation that a better time has to come with only best of efforts put in most sincere of ways right from now is the crying need of the present hour when India awaits in full eagerness to greet the future that globalisation of our economy is very much confident to usher in with a teeming workforce that may be bent to seize upon every new and exciting job offer that comes its way – skills being the magic key with which the stores of wealth and fortune could be opened, let ESL classrooms at every level with greater emphasis on the college education level first as well as fast take charge of dealing with the skills development at the most crucial language efficiency development front .

REFERENCES:

Mishra, K.C.2005.CORRECTION OF ERRORS IN ENGLISH - A TRAINING COURSE FOR THE TEACHERS OF ENGLISH AS A SECOND LANGUAGE. New Delhi: Sarup&Sons



MJAL1:6 November 2009

ISSN 0974-8741

COLLEGE LEVEL ESL CORRECTION TEACHING IN THE AGE OF GLOBALISATION

.Krushna Chandra Mishra

-----2008.PROBLEMS OF TEACHING ENGLISH POETRY TO +3 LEVEL ARTS STUDENTS IN ARUNACHAL PRADESH. Paper presented at the National Seminar held at the ELT Dept. of Gauhati University, Assam on 26-27 March (Unpublished)

-----2007.AUTONOMY IN THE INDIAN ENGLISH TEACHING CLASSROOMS. In M.K.Ray (ed.) STUDIES IN LITERATURE IN ENGLISH (vol.13), New Delhi: ATLANTIC

-----2007.PRODUCTIVE ESL CLASSROOM BUSINESS TIME. Paper presented at the Nagpur ELTAI- Vidarbha Chapter National Conference of 15-16 December (Unpublished)

-----2002.PROBLEMS OF TEACHING DRAMA TO THE TERTIARY LEVEL TRIBAL-MAJORITY COMPULSORY ENGLISH CLASSES. Paper presented at the seminar at Cuttack on 14 January as under the auspices of the Researchers' Association, Orissa (Unpublished)

-----2002.THE EDUCATION THE TRIBES DESERVE –A REFLECTION ON RECRUITMENT AND IN-SERVICE TRAINING OF TRIBAL SANTAL TEACHERS OF ORISSA. BANAJA, 2002-Vol., Journal of the Academy of Tribal Dialects and Culture(ATDC),Bhubaneswar, Orissa

-----1996.ENGLISH LANGUAGE TEACHING AND THE QUESTION OF STUDENTS DEVELOPMENT .NEIFES-seminar proceedings(Bomdila Session) Volume, NORTH EAST INDIA FORUM FOR ENGLISH STUDIES (NEIFES)-Guwahati