CONCLUSION

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7.1. General
The present study aims to test the graduate students’ four basic skills (LSRW) in English. The main objective of the study is to find out graduate students’ use of the English language as L2, both in academic and non-academic domains. All the four test results show that the L2 learners are still in need of improvement in the use of English language. Materials and methods designed for ELT are to be developed further to meet the emerging needs, trends and contemporary developments in using English language. The present research findings show that 55% of the students face problems in comprehending the English language materials. In order to appeal to the cited inadequacies, suitable language education and remedial measures are inevitable in ELT.

7.2. SUMMARY ON WRITING SKILL
Considering the identification and recognition of the meaning of words, sentences and passages tested through writing skill test and only 47 percent of the students came up with correct answers. Identification and recognition of the vocabulary items are very important for language user particularly, in understanding the meaning of lexical items. Proper handling of lexical items proves one’s language talents in communication. The
present curriculum has neither specialized syllabus nor exclusive nor special exercises for enriching the vocabulary items.

All the ungrammatical sentences written by the students are analyzed and the inferences drawn from the result of all the six factors of writing show that reinforcement is necessary to the students at the graduate level language learning/teaching process. Students commit different kinds of errors. All these errors substantiate the point that they lack experience in the use of language. The students tend to commit errors due to the strategies of overgeneralization and analogical creation adopted by the students and due to their mother tongue influence.

The impact of phonemic notation found in the writings especially in the use of homophones shows that the students are really in need of more and more practice and drills. The second language curriculum should make use of comparative study of the sound system of both the mother tongue and the target language. The notable result found from the analysis of the homophones is that 85 students have used incorrect spelling for the words. These errors have been committed by the students due to the unawareness in the sound system of the target language.

The other peculiar result found from the analysis of the writing skill is the aspect of word order. With regard to word order, English language is different from Tamil (mother tongue of the informants). Yet the students have not committed any major errors in the arrangement of words in the sentences.
The significant point to be obtained through the interpretation of the students' response is that the students tend to improperly use phrases involving adverbs, verbs, nouns and adjectives. Exercises related to the grammatical transformation of the forms of the sentences and identification exercises related to all the grammatical categories will help learners to understand the forms and functions of the grammatical categories involved in sentences.

Many times the incorrect vocabulary items used by students lead to communication failure. Some of them repeatedly used the same words in some sentences. In order to avoid such troubles, exercises should be designed in such a way to develop the vocabulary items.

More than 100 students have committed spelling errors. Among them majority of the students did it due to the phonemic notation or spoken influence. A contrastive phonetic study on both the first and second languages may enable the learners to avoid the problems that occur due to the influence of the phonemic system of one's mother tongue.

Anything that comes out of the writing or speaking is called expression but the purpose and aim of the expression can be fulfilled only when it follows the rules and strategies of effective (natural) presentations that are being followed traditionally. Most of the expressions found in the students' response are incomplete. The expression loss has occurred due to the improper and incorrect use of the writing mechanics and its components. For an effective and clear
expression students have to take much effort and the curriculum should include the syllabus related to the exercises for 'power the writing' and 'free writing'.

Style is one of those strategies adopted by the writers, but in the case of the students, they never used any such strategies of expression in their writings. The expressions of the students are found to be flat and vague. In order to make the writing of the students more effective and novel, the present curriculum should expose the students to different styles of writing. The popular stylistic writings should be given as models. Hence the present curriculum should include many exercises to develop the writing skills of lower and higher order.

Among the four linguistic skills, the skill of writing become useful in all walks of life. So the curriculum has to adopt necessary remedial measures to develop the writing skill of the graduate students.

7.3. SUMMARY ON READING SKILL

The test results found from the analysis of the reading tests show that the reading activity of the graduate students has to be developed further. Tests on reading sub-skills like identification, inference, recreation, reorganization, recognition etc. of the students show that the reading ability of the graduate students in English language is not up to the expected level. The overall results and the scores they achieved in the sub-skills show poor achievement.

The overall reading test results show that only 47 percent of the students were able to comprehend the items given in the questionnaire and hence they are assured as learner having good reading skill.
Remedial measures for developing reading skill, include

1. Giving reading comprehension exercises.
2. Giving materials for reading other than the textbook materials. This includes newspapers, novels, news items, scientific writings, reports, etc.
3. Introducing more number of reading materials for developing the sub skills like re-organization, recognition, inference, etc.
4. Introducing exercises based on analogical creation in word, meaning, and concepts levels.
5. Introducing the exercises like fill in the blanks in the passages.
6. Exercises like completion of the text, which is given in fragmental form.
7. Synonyms tests.
8. Introduction of new set phrases and collocations for students to learn.
9. Teaching the idioms and usages of second language to the students.
10. Providing exercises related to conversion, and transformation skills in texts.
11. Exercises to enhance the readability, and intelligence of the readers, which play a crucial role in the identification and reorganization of texts.
12. Tests related to decision-making and inference can be included in the reading tests.
7.4. SUMMARY ON LISTENING SKILL

The present study has administered a test specially designed to evaluate the listening skills of the graduate students and the test results show that the second language learners are to be attentive in understanding the foreign sounds. The test results show that the informants have problems in decoding, hearing of sounds and making use of the contextual occurrence of words. Most of the students face problems in listening. Even after repeatedly listening the same sentences for three times, they could not identify the constituent words correctly. 20 percent of the students overgeneralized the words and they replaced them with new words that were familiar to them.

Another deficiency found in listening comprehension is the failure in the discrimination of voiced and voiceless sounds. The samples of the students reveal this failure in the discrimination in using the voiced and voiceless consonant sounds. This problem in the use of sounds may be due to the influence of the mother tongue.

7.5. Remedial measures to enhance the listening skill

1. Exercises related to listening comprehension should be included in curriculum
2. Special drills and coaching should be given to the students for learning the voiced and voiceless sounds in L1 and L2.
3. Teaching of second language sound patterns is essential
4. Native English sound patterns for teaching phonetics
5. Inclusion of Audio-lingual practices will be more useful for effective listening.

6. Skills and drills in the audio and visual media will help the learners to improve the act of listening.

7.6. Summary on speaking

Speaking test was conducted with a view to identify the deficiencies of the second language learners. The overall result on testing speaking shows that the students have to go a long way to become effective speakers. Only 25% of the students could speak without grammatical errors.

Speaking English in non-native context is rare event and this becomes the major setback to the learners.

7.7. REMEDIAL MEASURES TO DEVELOP SPEAKING SKILL

1. Introducing second language sound patterns in teaching

2. Encouraging group discussion and language games

3. Following the native language voice models and sound patterns for teaching and instructing the students.

4. Encouraging loud reading in the class room domain

5. Introducing the audiovisual instruments for language teaching

7.8. GENERAL VIEW OF LANGUAGE TEACHING

Language Teaching began in the remote past and has undergone several changes in its methods and practices. Still the art and science of teaching English has to go a long way to fulfill the needs of the second language learners.
Firstly, understanding the grammatical, syntactical and semantic aspects of the second language. Learning difficulties occur due to the facts like first language interference, shortage of sufficient LT methods and practices in the curriculum, syllabus and variations in the learners' basic proficiency in the four basic skills. Most of the students learn the second language as they learn the first language. The acquired knowledge one possesses in one language helps him in manipulating the second language resources for production. At the same time the previous knowledge he gained by learning one language will definitely influence learning and using the other languages.

Secondly, the domain in which the students are studying plays a very important role. Unless that particular domain provides congenial atmosphere for learning, the students’ learning capacity decreases. If that atmosphere helps them generate and use the second language in communicative perspective, the students can easily apply what they have learnt in the classroom situation. With regard to the students under study, only limited students have the chance of obtaining the knowledge of English from situations that are outside the classroom situation.

Thirdly, the materials and methods designed for SL education of the students occupies a superior role. As far English is concerned, it is taught for communication purpose both in written and spoken mode. If it is the reason behind the SLT the syllabus and curriculum have to follow a model that best suits
to fulfill the desired goals. But in curricular situations language is not taught for the purpose of communication.

So many models have been found and applied, but the selection of one single method will not fulfill the goal of ELT. A close look at the existing methods will help the teacher to identify and select suitable methods for students, because each and every method has its own merits and demerits. The teacher has to adopt suitable methods to teach. The advancement made recently in LT methods will be useful.

Fourthly, aim or purpose of learning English as a second language is very important. Considering its importance, English is given the status of a second language in India. English is used for all the official communications from the state to the Center. Again most of the correspondence and documents authentically come through English, and hence it is the deciding language for the internal, external and inter-state communication. Thus the aim of learning English in India is not only for communication but also for the functioning of the administrative mechanism. The present curriculum is to be designed with the view of educating the students on how to acquire all the four basic skills in English language.

The purpose of learning English language does not end with the academic domain itself. So it must be taught in such a way to cater to all the needs of the learners. The syllabus has to be developed with the aim of developing the
communicative competence of the students. The methods and models have to be analyzed and finalized taking the results from empirical studies.

7.9. Teaching materials

If the idea of ELT is to develop the communicative skills of the students, definitely the teaching methods are to be adopted in a proper way of utilizing the resources prescribed in the syllabus. It is much important and inevitable for ELT of today to introduce audiovisual teaching materials and aids to meet out the existing developments in communication.

A non-native English speaker may be able to teach the learners of non-native English speakers skillfully and cleverly. For achieving a better speaking ability, the students are in need of proper teaching materials. Speaking is characterized by the production of sounds as and when utilizing the features like stress, intonation, pause, etc. Suitable materials are to be given to the students for developing speaking skill. Accent, stress, etc could be taught through audio, or audio-visual materials.

For full-fledged and well-equipped teaching materials on speaking, the practices and model obtained from native speakers is very important. The notable point in teaching phonetic systems of the language through native speaker's models pronunciation is more effective than that of the non-native English speaking teachers. Sound discrimination in all languages is peculiar and it can be effectively perceived when it is from a native speaker.
7.10. Speech Practices.

Language teaching includes the development of all the four basic skills, so the practices to develop all the four skills are important. The materials and methods for the development of listening and speaking skills are very much important. Listening and speaking are interrelated. The speech quality of the teacher and the environment is well acquired and imitated by the students. Since the teacher is non-native speaker of English and the atmosphere is also non-native the materials based on the native models of speech will help the learner learn English without the influence of mother tongue and dialect of the environment. Sufficient practices in listening and speaking will enhance the quality of production of speech in second language.

Methods and procedures related to language Teaching help the teacher or evaluator to identity the difficulties of the students in learning language. It is very important that all the testing materials and procedures should be prepared in view of testing the students in all the language skills especially in the four basic skills

7.11. The state of language learning in schools and colleges.

Unless a student prefers language as a major subject in his graduate studies, his language studies and achievements in it are not taken for consideration. Only the content of major and allied subjects are taken for consideration. So it is not necessary for a student to study well the language subjects, if he is prepared to study other subjects. This is instructed to the students in the pre-collegiate
studies itself. So in most case of the students, the aim of studying language subject is to get through the exams. The selection of subject plays a very important role in learning the language subjects. The basic intricacies involved in language teaching raise two points.

I. If the objective of including the language subjects in higher studies is not taken in relation to students' career, at least it should have the status of a supportive subject with the aim of developing the communicative skills.

II. If the aim of ELT in higher education is to develop the communicative skills, is the existing curriculum suitable for that goal?

The aim of ELT should be developing the communicative skill and it is also felt that it should be included along with other subjects.

The heterogenic nature in the aspect of language of students in classroom teaching /learning situations is another decisive factor that affects the students' learning. Students with different language backgrounds in a same class create problems to the teachers. The learning level of the students is controlled by their previous knowledge. It is proved that in language education, the students who come from English medium sections perform better than those who come from vernacular medium.

Teaching materials and all other syllabus format are not prepared with the view of making the learners avoid errors. A comparative study between the first and
second languages (in the levels like phonological, syntactical and grammatical) should be made. Such studies help to locate the areas where errors can occur, consequently it will help the learners to avoid the errors, which occur due to the mother tongue influence. The following aspects of comparison can be adopted.

1. A comparative phonetic study between mother tongue and second language, (English)

2. Sentence patterns in both Tamil and English languages.

3. The common and different phenomenon of both the languages in all the grammatical aspects.

7.12. SUGGESTIONS FOR FURTHER RESEARCH PERSPECTIVES

The following are some of the areas where further researches can be made based on the results arrived at through the present study.

1. The present research has advocated some remedial measures to avoid the problems encountered by the students in acquiring four skills in English. Those remedial measures could be tried out in the field so as to understand the validity of these remedial measures and merits and demerits of strategies can be obtained by a case study.

2. Comparing the types of skills acquired by the students the skill of listening has not been given focus in the contemporary researches. Thus, a scientific and an exhaustive study can be carried out on the skill of listening.

3. There is perceivable amount of variation in the range of competence obtained by the students in all the four skills. That is, certain students
fare well in speaking but lack competence in other skills of language. Thus, a study can be made in order to suggest remedial measures for balanced and multi-dimensional development of language skills of students.

4. The present study has been undertaken keeping in consideration the Tamil L1 students studying English in Tamil Nadu. Studies of this same kind can be duplicated in the area where other linguistic groups study English as second language. Thereby, a comparative view can be obtained which might reflect the unique traits and marks of ELT in India.