CHAPTER V

CONCLUSION

During the Teaching Learning process, learners are expected to concentrate on all the four basic skills such as Listening, Speaking, Reading and Writing. But the present educational system which is mostly exam-oriented, gives first priority mostly to develop the writing ability among the learners, but neglects the other skills especially speaking. Even in writing, most of the students simply by heart the 'content' matter and just reproduce the same in the examination in a mechanical way. Since the system of examination dominates, the real learning of the productive skills of speaking and writing through creative and interactive method does not take place. Within limited hours to teach English at the Higher Secondary level, a full justification in developing communicative skill cannot be provided by the teachers of English. Teachers concentrate more on completing the syllabus than developing the languages skills among the learners.

To develop the productive skills of the learners especially the speaking ability, the teacher has a very big role not only within the classroom but outside also. Whenever and wherever the teacher meets the learners, certain exchanges of ideas in English may take place. Through motivation and interaction the learner will have a real opportunity to respond positively.
Learner’s exposure to language use, is thus provided at least between the teacher and the taught in an informal way. Some of the learners may be genuinely interested to develop their communicative ability of speaking. If opportunities are provided to the learners, they may try to reciprocate. This type of interaction will certainly motivate the learners in the right direction.

Teachers of English should always bear in mind that just imparting knowledge to the learners will be definitely inadequate. In addition to teaching, the learners interest has to be awakened in the right spirit. Once the torch is lit it has to be handed over to the learners who in turn should go with it to reach the target of acquiring the Communicative ability of speaking.

During the teaching learning process, occasionally a few learners may try to express some sentences in English. If the sentences are faulty and ungrammatical, other students would immediately come up with a burst of laughter ridiculing and discouraging the enthusiastic learners who would be really interested and wanted to communicate at least a few sentences in the second language. This kind of attitude would discourage and upset the genuine learners terribly in developing their productive skills of speaking and writing.

Whenever students commit some errors in their speaking or writing, the teachers should carefully approach the students and correct them. There should be an air of benign authority on the part of the teacher. At the same
time he should also create and instil self-confidence in the students. The error correction should take place in the class in an absolutely normal situation so that the learners are more relaxed and encouraged. In due course the learners would become more independent, self-reliant and they would get rid-off their fear oriented and result oriented.

During the learning process, all the learners may not grasp or pick up language in the same level or in the same rate. There may be some ‘Fast Learners’ and ‘Slow Learners’ in the class and whatever may be the rate of learning, the teacher should encourage the learners to learn at their personal maximum rate.

In encouraging the Slow Learners motivation becomes vital in the acquisition of the second language. It’s a sad fact that our students are lacking motivation in this aspect. Various reasons can be attributed for the drawback. Learners need proper motivation. They spend most of their time with their family members. Hence, motivation should begin from the parents and other family members. Within the classroom it is the language teacher who is responsible to make the learners to have a kind of affinity towards English language. Only when interaction takes place in the class the real communicative tendency prevails and the students would also try their best to speak atleast a few sentences.
A sufficient knowledge in lexical item is an essential thing for an effective communication in speaking and writing. But most of the learners have a poor knowledge in vocabulary so that they are unable to express their thoughts in an effective manner. The content matter of the prescribed syllabus alone gets into the minds of the learners. It is a surprising fact that the aim of many students is Tamil nadu just to get a pass certificate in the school final examination to go to college or to get a job else where.

As long as this trend continues, the real purpose of learning the second languages could never be achieved. The teacher should encourage the learners to go through a number of books in English. Reading habit should be inculcated in the minds of the young learners so as to understand and pick up as many words as possible.

Pedagogic interaction is another form. It is very important that the teacher should constantly monitor the reaction of the students. At the same time there should be some feed back on the part of the teacher in his methodological device at every stage of the teaching, learning process. While imparting knowledge to the students, text books play an important role as source material.

In fact all the aspects of text books should be practised in day-to-day life to build up communicative ability among students. Most of the learners never read the course material for pleasure. They hesitatingly and uninterestingly select certain essays, paragraphs and other test units to
memorize for the purpose of attending the examination. The aim of the text book has been completely or partially neglected and shattered. For further deterioration, bazar guides are easily available.

Invariably all the students use these guides to write the examination. The important lexical items, grammatical structures, phonological aspects, sentence patterns given in the text book should be properly studied and used in real situations by the learners to acquire communicative ability. The necessary link between forms and meanings should be understood by the learners. Participating in the communicative activity both in side and outside the classroom is an important part of the learning process.

In the beginning learners can take part in small linguistic units and develop confidence in them. While taking part in their activities the learners can understand what to do and how to do in the course of communicative activity.

Teacher's role in developing communicative ability among the learners is very significant that he neither keeps the distance from nor comes closer with the learners. The position of the languages teacher is rather delicate. The aim of the teacher is not to find fault but to assist the learners in developing their communicative abilities of speaking and writing. The participation of the teacher may be of hindrance for the progress of the communicative skill among the learners, but, at the same time, when learners
find anything difficult to cope up with their action, then the teacher’s participation or intervention become inevitable. In any case, the teacher acts as a guide, mediator but not as a fault finder. Especially in group activities when there are different opinions or versions in arriving to a conclusion or consensus, then the teacher’s presence becomes more effective which would serve as a source of encouragement to the learners. Teacher’s participation or intervention in the learning process will put the teacher in the place of less dominant but not less important. In the light of all the problems mentioned here the investigator would like to raise certain questions regarding the acquisition of communicative ability in our students. They are:

1. Does sufficient English climate always prevail in the Classroom?

2. Is it also within the school premises?

3. Do the parents always communicate with their wards only in English?

4. Do children use only English when they speak to their parents, Family members and the neighbours?

5. Does the teacher of English always use only English during teaching learning process?

And if so can the students understand the content?
6. Are we sure that our education system always gives topmost priority to develop communicative abilities?

7. Do the students in the classroom always interact, exchange their academic ideas and outside the class only in English Language?

8. Do the students have the habit of reading English Dailies, Watching English news on Television, Listening to English News over the radio?

9. Do the students really try to speak in English?

10. Do the students invariably like the English teacher, English classes and the English text books?

11. Are the students greatly encouraged to speak in English and ability of speaking by the teachers and other?

12. Can the students speak English freely without fear, hesitation and grammatical errors?

13. Do the students have the practice of reading story books, novels in English Languages?

14. Are the teachers really qualified in the field of communicative
language teaching and have they acquired the mastery and the real command over English Languages?

If the answer is "Yes" to all these questions raised here, there is no necessity to the investigator to make this study. Out of his vast experience in the field of teaching English for more than two decades, the researcher practically gets the answer "No" to all these questions. But there lies the fact to be remarkably noted here. No student is underestimated. Every student is capable of acquiring communicative ability of speaking. It is the foremost duty of the English teacher to inculcate, reveal, create, instil the interest and the spirit of learning the real communicative skills.

The present systems are defective and handicapped. What is the remedy? Who is to be blamed? What is to be done?

As far as the English climate is concerned it is in the winter season. But if winter comes can spring be far behind? Teachers of English should work with dedication and commitment with only one goal of making the learners to acquire the language skills especially the communicative ability of speaking. If at all there is a goal or a target for an English teacher, it should be 'that' of making his students acquire the productive skills of speaking and writing. Men may come and men may go but one can go on for ever. The one should be the English teacher. The responsibilities are more
for an English teacher than that of a subject teacher. Acquiring language skills is a continuous process. Every learner is interested and also intellectually capable of acquiring the productive skills.

If these learners are not, then who? If it is not now then when?

The woods are lovely dark and deep
But I have promises to keep
And miles to go before I sleep
And miles to go before I sleep

Robert Frost (1967 : 406)

It is with the English teacher that the major role lies. Let him speak first and the student next.