CHAPTER VI

SUMMARY AND CONCLUSION

6.0 Overview

The present study on, “Desire to speak and Communicative ability of Professional college students in English” aims at describing the present communicative ability of Professional College students and their attitude, anxiety and desire to communicate in English.

The major findings of the present study based on the analysis of the data is summarized in this chapter and it also includes recommendations, suggestions for further research and conclusion.

6.1 Summary

Title of the Research

“Desire to speak and Communicative Ability of Professional College Students in English”.

Objectives

General Objective

The general objective of the study is to find out the students attitude, desire and anxiety towards English communication and their present ability to communicate in English.

Specific Objectives

1. To find out the attitude of Professional college students to communicate in English.
2. To study the level of anxiety in the English communication of Professional college students
3. To study the desire of Professional students to communicate in English.
4. To find out the Professional students ability to communicate in English.
Operational Definitions

Desire

The Oxford Advanced Learners Dictionary (1948) defines Desire as, “a strong feeling of wanting to have something or wishing for something to happen.”

In this study the investigator analyzes the desire of the professional college students to speak in English.

Anxiety

Anxiety refers to the uncomfortable feeling of language learners resulting in their outcome or achievement.

Horwitz and Cope (1986) define anxiety as “the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system.”

In this study the researcher studies the nervous or tensed feeling of the Professional college students to communicate in English.

Attitude

Researchers in the fields of psychology and education, especially language learning, consider several definitions of attitude which mention different meanings from different contexts and perspectives (Alhmali, 2007). Carl Jung (1992) defines attitude as a “readiness of the psyche to act or react in a certain way. “

The researcher considers this definition of attitude to be more appropriate for the study undertaken, which considers individuals degree of like to communicate in English.

Communicative Ability

Widdowson, (1978) defines communicative ability “are those skills which are defined with reference to the manner and mode in which the system is realized as use….Communicative abilities embrace linguistic skills but not the reverse. Essentially they are ways of creating or recreating discourse in different modes.”
The researcher here studies the ability of the professional college students to express their thoughts in English.

**Geographical Area of the study**

The geographical area taken for the present study includes Tuticorin and Tirunelveli Districts of Tamil Nadu. Five Professional Colleges from these districts were taken by the investigator for the present study.

**Method of study**

**Survey Method**

The nature of the problem and the kind of data needed for its solution determine the method adopted for the study. The major purpose of the present investigation is to study attitude, desire and anxiety of the first year professional college students to communicate in English. The study also analyses their ability to communicate in English. To attain the objectives of the study, the researcher adopts the descriptive method, since it is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, affects that are evident. ‘Survey’ method is selected for the present investigation from the different approaches that may be employed in descriptive research. A Linguapeace Diagnostic test is utilized to analyze the communicative ability of the students.

**Evaluation-Diagnostic Test**

A Linguapeace Diagnostic test is utilized to analyze the communicative ability of the students. A total of 65 students were selected randomly from the total sample of 560 students, and their communicative ability was analyzed through the Linguapeace diagnostic test.

**Research Tools**

The following tools were used for collecting data for the present study:

- FLCAS-Foreign Language Classroom Anxiety Scale (1986)-a standardized tool.
- AMTB-Attitude Motivation Test Battery (2010)-a standardized tool.
- Desire to communicate in English (2013)-a self-constructed tool.
- Linguapeace Diagnostic Test in English (2002)-a standardized Test.
Description of the Tools

Tool 1: Anxiety to communicate in English: Standardized Tool

FLCAS—Foreign Language Classroom Anxiety Scale, developed by E.K. Horwitz, M.B & Cope.j(1986) consists of 33 statements, out of which 24 are negative items, with five point Likert Scale, ranging from strongly agree to strongly disagree. Minimum of one mark and maximum five marks is given.

Tool 2: Attitude to communicate in English: Standardized Tool

AMTB—Attitude/Motivation Test Battery was developed by Azizeh Chalak and Zohreh Kassaian (2010) it consists of 104 statements, out of which 63 are positive items and the rest are negative items. This instrument employs six points scale—strongly disagree, moderately disagree, slightly disagree, slightly agree, moderately agree and strongly agree. Minimum of one mark and maximum of six marks is given.

Tool 3: Desire to Communicate in English—Constructed Tool

The desire to communicate in English tool was developed by the investigator with the help and guidance of the Supervisor Dr.V.Rajeswari. This tool consists of 24 statements, with four points scale, ranging from strongly agree to strongly disagree. Minimum of one mark and maximum of four marks is given.

Tool 4: Linguapeace Diagnostic Test in English: Standardized Test

The Linguapeace diagnostic test is a part of the English language training materials designed for military and police personnel involved in peacekeeping operations worldwide. The aim of these training materials is to provide peacekeepers with effective training tools to improve their English language skills. All linguapeace training materials were developed under the Leonardo da Vinci programme and financed by the European Commission. The Diagnostic Test helps to assess the four English language skills of the target group. The test includes the following materials: Question paper, Answer paper, Instruction for the Examiner, Answer Key, Marking scheme, Cassette/CD.
The diagnostic test was designed by KNO Slovensko, a training and consultancy company, in close co-operation with Linguapeace project partners from Great Britain, Bulgaria and the Netherlands in 2002.

This test assesses all four language skills ie-Listening, Speaking, Reading and Writing. The researcher has utilized only the spoken assessment test. The activities and the scoring procedure for the test are as follows:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Topic</th>
<th>Level</th>
<th>Length</th>
<th>Marking(points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part 1</td>
<td>Personal Information</td>
<td>Level1/Level2</td>
<td>Up to 5 minutes</td>
<td>20 points</td>
</tr>
<tr>
<td>Part 2a</td>
<td>Accidents, Repairs</td>
<td>&quot; &quot;</td>
<td>Up to 10 minutes</td>
<td>20 points</td>
</tr>
<tr>
<td>Or</td>
<td>Free Time</td>
<td>&quot; &quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part 2b</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>15 minutes</td>
<td>Total Score: 40 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Passing score: 30 points</td>
</tr>
</tbody>
</table>

The examiners assess the spoken skill on the following criteria:

- Structure
- Vocabulary
- Pronunciation
- Comprehension
Sampling

The sample for the present study constituted 560 First year professional college students. The sample was selected on the basis of simple representative and cluster sampling technique. In selecting the samples for the study, care was taken to give due representation to the most chosen professional courses available in the research area. The breakup of the sample of students used for the study is as follows:

<table>
<thead>
<tr>
<th>College of Study</th>
<th>Tuticorin</th>
<th>Tirunelveli</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. Of Students</td>
<td>No. Of Students</td>
<td></td>
</tr>
<tr>
<td>Medicine-I year students</td>
<td>......</td>
<td>110</td>
<td>110</td>
</tr>
<tr>
<td>Engineering- I year</td>
<td>163</td>
<td>90</td>
<td>253</td>
</tr>
<tr>
<td>students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law - I year students</td>
<td>......</td>
<td>134</td>
<td>134</td>
</tr>
<tr>
<td>Fisheries- I year students</td>
<td>21</td>
<td>......</td>
<td>21</td>
</tr>
<tr>
<td>Education</td>
<td>42</td>
<td>......</td>
<td>42</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>560</td>
</tr>
</tbody>
</table>

Delimitations of the study

Every attempt was made to make the study a precise and objective as possible, yet certain delimitations have crept into the study. The study was confined to only first year professional college students. It also concentrated only on the major or mostly preferred professions as Medicine, Engineering, Law and Education. Fisheries college students were also taken into consideration as it was available in the demographic area of the study. The study was based on this limited area in order to reduce intricacies which would arise if students from all levels of the professional courses are included. The study was conducted in only two Districts, i.e, Tuticorin and Tirunelveli. Despite all these delimitations, it is hoped that the study would provide useful information about the present communication problems faced by the students. The findings of the study throw light in the modification to be done in the Educational field.
Limitations of the study

Professional colleges available in the area of research was only taken for the study. A few management where survey was done then, didn’t permit diagnostic test. Other state students include only students from Kerala. The samples that were present on the day of data collection were alone included in the present study.

Validity of the tools

The investigator consulted about the tool with the guide and other experts and thus established the face validity of the tool by obtaining Jury’s opinion. Necessary modifications were carried out. For example the Linguapeace Diagnostic test was slightly modified as to the caliber of the students.

Reliability of the Tools

The researcher after finalizing the tools for the study, conducted a pilot study to check the reliability of both the standardized and constructed tool. The questionnaire was administered to a group of 56 students. The investigator established the reliability of the tool with the data collected using SPSS package. The reliability scores of the tools are as follows:

<table>
<thead>
<tr>
<th>Name of the Tool</th>
<th>Cronbach Alpha</th>
<th>No of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety to communicate in English</td>
<td>0.841</td>
<td>33</td>
</tr>
<tr>
<td>Attitude to communicate in English</td>
<td>0.837</td>
<td>104</td>
</tr>
<tr>
<td>Desire to communicate in English</td>
<td>0.905</td>
<td>24</td>
</tr>
</tbody>
</table>
6.2 Major findings of the study

The major findings of the study with appropriate research evidence from the review of related studies are as follows.

- There is a significant difference between male and female professional students in their overall attitude, anxiety and desire to communicate in English. Female professional students have high attitude, desire and low anxiety when compared to their counterparts. This findings contradicts with the findings of Pandid Tasee (2009) study titled, “Factors affecting English major students anxiety about speaking English “. In this study female students reported being more anxious about speaking in English than male students.

- There is a significant difference between male and female professional students in the dimensions of interest in foreign languages, parental encouragement, motivational intensity, English class anxiety, English teacher evaluation, attitude towards learning English, attitude towards English speaking people, integrative orientation, desire to learn English, English course evaluation, English use anxiety and instrumental orientation. Female students have low ‘English class anxiety’ and ‘English use anxiety’ compared to the male students. They have also scored high in all other aspects when compared to the male students.

- There is a significant difference between professional students in their overall attitude, and anxiety to communicate in English with regard to medium of instruction at school level. Students who have learnt in English medium have low anxiety and positive attitude when compared to the students who studied in Tamil medium. But there is no significant difference in their desire to communicate in English. The result obtained in this present study coincides with the study of Arul Krishnamoorthy (1989) titled, “Spoken English for the first year degree students: A comparative study with reference to the medium of instruction at pre-degree level”. In the study the researcher found out that English medium students are better speakers than the Tamil medium students.
There is a significant difference between types of professional students in the dimensions of interest in foreign languages, motivational intensity, English class anxiety, English teacher evaluation, attitude towards learning English, desire to learn English, English course evaluation and English use anxiety with regard to medium of instruction learnt at school level. Students who studied in Tamil medium have high English use anxiety and English class anxiety when compared to their counterparts and they have scored low in all other aspects.

There is a significant difference between students who spoke in English or Tamil at school level in their overall attitude and anxiety to communicate in English. Students who spoke in English have low anxiety and high attitude, but there is no significant difference in their desire to communicate in English.

There is a significant difference between students who spoke in English or Tamil at school level in the dimensions of interest in foreign languages, English class anxiety, English teacher evaluation, attitude towards learning English, desire to learn English, English course evaluation and English use anxiety. Students who spoke in Tamil at school have high English class anxiety and English use anxiety when compared to their counterparts.

There is a significant difference between students who attended and not attended spoken English crash course in their overall attitude, a 5% difference in their attitude was observed. Students who have attended spoken English course have high attitude, but there is no significant difference in their anxiety and desire to communicate in English.

There is a significant difference between students from Tamilnadu and Kerala in their overall anxiety to communicate in English. Students from Kerala have low anxiety when compared to their counterparts, but there is no significant difference in their attitude and desire.

There is a significant difference between students from State Board, Matriculation and CBSE School in their overall anxiety to communicate in English. Students from CBSE have low anxiety when compared to other board
students, but there is no significant difference in their attitude and desire. This might be due to the exposure and method adopted in teaching English vary from that of the other Board. The findings of the study coincides with the study of Vishwanathan (2003) titled, “The use of communication strategies in the L2 classroom: Implications for strategy training”. In the study the researcher found that private schools are better than Government schools in using and practicing communication skills.

- There is a significant difference between professional students with regard to the class when English was introduced to them in their overall anxiety to communicate in English. Students who have learnt English from Kinder Garden have low anxiety when compared to others, but there is no significant difference in their attitude and desire.

- There is a significant difference between professional students in their overall attitude, anxiety and desire to communicate in English with regard to the type of professional college. Students studying in Law College have high anxiety and desire when compared to the students of other professional courses and have low attitude to communicate in English. Similar study was done by Maruthikumari, V(2007). In her research work, “English spoken by Engineering students: A study in Intelligibility” analyzed the intelligibility of English spoken by the final year students of Engineering of Andhra University. The findings were in the present context of Engineering graduates seeking employment in foreign countries. It is suggested that teaching spoken English with special emphasis on accent, rhythm and intonation should form an important and integral part of the curriculum.

- There is a significant association between Gender and Level of attitude to communicate in English. Female students have positive attitude when compared to their counterparts.

- There is no significant association between Level of attitude to communicate in English and language spoken at school, spoken English course attended and the class when English was introduced.
There is a significant association between Level of anxiety to communicate in English and Locale. Students from rural area have high level of anxiety. This finding coincides with the findings of Gupta R.L (1998). In his study on, “Efficacy of language lab exposure in developing language proficiency and communicative competence of tribal learners of English” the tribal students faced high anxiety in English communication. It also coincides with the findings of the study done by Anup K.Kumar(2000). In his research work, “A study of the implementation of the West Bengal Functional-Communicative syllabus with particular reference to the Rural schools” has investigated the implementation of curriculum reform in English introduced by the West Bengal Board of Secondary education in 1984. The study showed the inadequacy of the preparation of the teachers to deliver the syllabus and their lack of motivation for it. It was also pointed out that the approach should be more culture based.

There is significant association between level of anxiety and language spoken at school. Students who spoke in English at school have low level of anxiety, than students who spoke in Tamil. The findings of the study coincide with the findings of Philips.E.M(1992) titled, “The effect of language anxiety on students oral performance and attitudes “. In this research the researcher found out that students with higher language anxiety tend to speak less and students with lower anxiety tend to speak more.

There is no significant association between level of anxiety to communicate in English among students who attended the spoken English crash course from those who has not attended.

There is a significant association between level of desire and Gender. Female students desire more to communicate in English than male students.

There is no association between level of desire to communicate in English and medium of instruction learnt at school level.

There is a significant relationship between overall attitude and overall anxiety to communicate in English. The findings of this study coincides with the
findings of the study done by Abdul Basma (2014). In the research study, “Attitudes and motivation of second language learners in Kerala” researcher examined the attitude and motivation of second language learners in Kerala. The findings revealed that there is a significant correlation between attitude and motivation in learning a second language. Pedagogical implications were proposed in an effort to enhance the learners interest in learning a second language in Kerala.

- There is a significant relationship between overall attitude and overall desire to communicate in English.

- There is a significant relationship between the dimensions of overall attitude and anxiety and also between overall desire and overall attitude to communicate in English.

- Friedman Test reveals that Integrative orientation and Instrumental orientation are found to be the major contributors among the sub dimension of attitude to communicate in English. The findings of the present study coincides with the findings of Sowmini .P(1984) titled, “Communicative approach to English language teaching in local medium high Schools”. The researcher found out that activity oriented learning kept the class interesting and paved way to achieve gradual development in communication skill. Similarly in the present study the dimensions ‘Integrative and Instrumental orientation’ were found to be most contributing dimensions of attitude.

- Based on the Linguapeace diagnostic test, out of the 65 samples studied only four of the students from Medical profession were found to be eligible in the test for speaking skill. One third of the respondents have scored less than ten marks, which indicates the lack of communicative ability of the professional students.

- Path analysis indicates that the structural equation model on communicative ability is perfectly fit for the variables of Anxiety, Desire, Attitude and Communicative ability.
6.3 Recommendations of the present study

- English must be included in the professional college curriculum not just as a subject, but for enhancing communicative ability.
- Emphasis must be given to fluency rather than accuracy. Though they commit mistakes they must be encouraged and motivated to speak in English.
- Bridge courses on communicative competence must be implemented to enhance the communication skill of the Professional students.
- Joyful learning must be given to professional college students, so that they learn the language unknowingly.
- Counseling sessions from experts to be given to reduce the anxiety level of the students.
- Implementation and utilization of language lab in professional colleges should be insisted.
- Organization of English clubs and activities should be encouraged by the Administration in professional Colleges.
- Interaction with the native speakers directly- like online chatting, video conferencing etc or indirectly through recorded video and audio must be encouraged to students.
- Orientation programmes, conferences must be organized during every semester.
- Policy makers should consider the development of communicative ability of the students, while framing the curriculum.

6.4 Suggestions for further research

- A comparative study among the professional students and Arts and Science college student on speaking skill may be conducted.
- This study concentrates only on one language skill-Speaking, studies related to other language skills-Listening, Reading and Writing may be conducted.
- This study has analyzed only the first year students view towards English communication, it could be extended to outgoing students also.
- Experimental studies in developing English language skills may be conducted.
- The study may also be extended to teachers and administrators of the institutions.
6.5 Educational Implications

- The present study helped the students, teachers and administrators to identify the problems in acquiring communicative ability in English.
- The findings of the study will direct the administrators to adapt advanced strategies to develop the communication skill of the student.
- Understanding the learners ability including interests, attitudes, learning style, needs and expectations, strengths and weaknesses could help teachers in making modifications in the teaching pedagogy.
- The study helps the policy makers to include communication oriented programmes to nurture the needs of the students.
- The importance of language laboratories and audio-visual aids in enabling the individual to speak properly and communicate effectively is highlighted through the study.
- The study has thrown light that stress free atmosphere should be provided to the students, where the learners are encouraged to speak without pressure to lower their anxiety by brainstorming the main ideas, engaging them in group work, discussions, debates, interviews etc.
- Practicing English inside and outside the classroom will help the students to attain perfection.

6.6 Conclusion

The importance of English cannot be denied and ignored, since English is the most common language spoken everywhere. For decades researcher has been studying the obstacles of English communication. Research reviews reveal that individuals invariably from various sectors find it hard to speak fluently in English even after learning many years in school. Psychological factors like attitude, motivation, anxiety, beliefs etc play a pivotal role in second language learning. Educationist state that concept of anxiety varies from one culture to the other, and what might seem anxious in one culture might be normal in another culture. Speaking fluently in English is not an easy task for individuals who learn English as a second language. At this backdrop this study has analyzed various factors that influence the communicative ability of an individual and has come out with valid suggestions.