CHAPTER – VI

SUMMARY AND CONCLUSION

6.0 Introduction

The present study is the outcome of observation, understanding, deep contemplation and active involvement of the researcher with the rural students. It has to be registered, here, that this adventure of launching task is fully empirical and experimental in nature. The experience of focusing upon the disadvantaged rural students’ the speculative analysis, meticulous observations and the experimental data’s obtained from environmental situations have insighted the researcher to arrive at consensus conclusions in the present research compatible to second language learning at the rural colleges of arts and science in Sivagangai and Ramnad civil districts in Tamil Nadu. This chapter gives the full summary of what has been assimilated by the researcher. Problems faced during the study, specific finding, limitations of the study, suggestions for the further study, and finally recommendations for the improvement of the second language learning are offered in summary and conclusion.

6.1 Problem faced during the study

An investigator or a teacher may encounter and envisage the following problems in the process of teaching second language namely English, in the rural areas.

1. The three colleges selected and the chosen students for the empirical survey are deprived of the basic and essential need for English.

2. The budding young vibrant youth of future India do not have the capacity of communication skills in English. Hence, they will have to undergo a lot of trials and tribulations in the modern computer and internet world.

3. The teacher of English himself is inefficient in teaching with proficiency and accuracy to student. This situation is pervasive and perennial in many of the rural colleges in these two districts.
4. The society now has created a kind of attitude in the mind of every student that once they study B.A. English, they will be posted easily because of the vacancy in the schools and colleges. Many aspire to study without basic foundation of English knowledge and grammar.

5. The students were very prompt in answering the objective questions whereas they could not write the descriptive questions with one or two sentences without spelling mistakes.

6.2 Specific findings

1) When students are involved in the topic based discussion activity, they were able to express their views about an event set by the researcher. This made the students to improve their speaking skills without fear and shyness. It fosters critical thinking and how to express and justify themselves in polite ways.

2) The student assumes the role of a person and plays his or her role according to the given situation. When students are given such opportunity, they have a chance to speak by themselves and develop their speaking skills.

3) Imitation is the best way to pick up the speaking skills. The child learns to speak by sheer imitation of its parent’s imitation. Someone enacts as he sucks the milk from the teat of a cow and another one observes what he or she enacted. Finally, students were able to express short sentences in English. This enactment made the students to participate interestingly and creatively and learned the speaking skills.

4) Students were able to communicate freely when questions were asked like “what happens if you take too much honey”. This ask and answer method bore more fruit in learning the speaking skills.

5) Description of story made the students learn the speaking skills. Students were asked to tell the story taking place in the sequential pictures by paying more
attention. This fostered creativity and imagination of students as well as their public speaking skills.

6) Many students revealed that they were the first generation entrants to college from rural background and unaware of English language and learned English grammar with speaking skills through conversation.

7) The rural students, due to their fear and reluctance and other economic factors pay less attention to speaking skills. But they interestingly involved to learn the speaking skills through games.

8) It was clearly observed that learning English within the classroom was not actually sufficient and adequate. Speaking skill practices must be put into action outside the class and daily life. So, this interview method of learning of speaking skills were truly beneficial as paves the way to speak in English with boldness.

9) Students now give more importance to public performance on the stage and want to get attracted. The researcher asked each student to come in front of the class to introduce themselves after long training. At last they were able to speak in English with short sentences without mistake.

10) Students, especially the weak and mediocre, feel strongly that so called good students who are capable of speaking in English dominate the whole class and dull students are wholly more and more suppressed. The researcher practiced the students to enact “the festival of light” with good preparation. All of them actively involved and brought out the message of awareness and learnt the structures like the question- answer patterns, the use of sentence construction and so on.
6.3 Remedies

1. Teacher’s responsibility lies not only with the average and above average students but also with below/slow learners. In short, a good teacher has to handle classes for all the students in a classroom.

2. Reduce teacher speaking activity time in class while increasing student speaking time set back and observe students.

3. Sufficient time should be given to the class so that teachers would be able to allocate sufficient time for fluency activity.

4. If a student errs in a class he/she should not be scolded or punished for his/her misbehaviour in the class itself. This will make them weaken psychologically. Instead, call such students privately/individually after class hours are over and provide valuable advices and counsel them. It will create a congenial relationship between the staff and students.

5. English teacher has to encourage the students to talk in English only. This act makes them confident by doing extra care, the English teacher will impart different aspects of language when such training is given, student-friendly or learner centric environment will certainly sustain.

6. Point out positive sings when committing mistakes during speaking or commending on student’s response.

7. Teaching speaking skills is not one way process but is a multi-way process. When English class is over, student should raise questions, doubts so that speaking skills will grow.

8. Positive statement provides encouragement to the students. Teachers should express feedback like well done, good attempt, keep it up, you have done well, go ahead, you can still, do well and congrats.
9. On any account, do not correct student’s pronunciation then and there and very often while they are speaking. Correction should not disturb students from her/his speech.

10. Speaking skills should be practiced not only inside the class but also outside class. Further, watching English programmes on TV, listening to radio, loud reading, and reading daily news papers would help to develop the speaking skills.

6.4 Limitations of the study

The present study aimed at the comprehensive conceptions, dispositions and empirical data in a detailed manner. The researcher confined his survey to only three rural arts and science colleges of Christian Minority Institutions. A few limitations of the study are the followings:

1. Students of Government colleges of Arts and Sciences were not involved for the experiments.

2. Students of Engineering and other Technical courses were not given the questionnaire to get feedback of learning English as a second language.

3. Students from third year and other departmental students like commerce, Business Management, Computer Science, and Physics etc were not provided the questionnaire for the research.

4. Students of school were not given chance to express their views and attitudes about learning the language.

Nonetheless these limitations and shortcomings are believed to be an impression. These empirical experiences are ample to throw some light on the students’ learning of communication skills.
6.5 Recommendation and avenues of changes for improvement

The recommendations given below are made in the light of findings of the present study research.

1. The English teacher must be competent enough to play different roles such as an English teacher, a communication skills consultant like a doctor and a soft skills trainer for the disadvantaged rural students.

2. Equal importance should be given to speaking English along with reading and writing skills.

3. The external examination method is not adequate enough to measure the depth of the knowledge of students because some of the examiners are not faithful to their duty and in judging student’s English proficiency while conducting NME and practical examinations.

4. Oral test can be conducted as an important part of speaking skills in English while evaluating student’s ability.

5. Special orientation should be given to the teachers of English before the beginning of every semester because lack of willingness, family situation, lack of interest among the lectures to attend workshops, seminars, symposiums and indifference to know the modern trends of English language teaching should be completely annihilated.

6. Use of mother tongue by the teacher of English made it difficult task for the rural students to practice their own speaking skills in English. Instead, in order to avoid and to improve their communication skills Anglo-Indians can be utilized in their places.
7. The management should come forward to invest more money on ELC lab’s and provide necessary electronic devices, with well-equipped language labs and many listening components.

8. The teachers of English should help the students to cultivate a habit of reading from the primary schools itself whatever is available in English so that they will be able to attend competitive examinations like NET, SLET, and TOEFL etc.

9. The central and the state Government should take necessary steps to pass orders to compulsorily make students to develop speaking skills of English in all levels of syllabus.

10. Regional Institutes of English in Bangalore, Central Institute of English and Foreign Language in Hyderabad and National Council of Educational Research and Training in Delhi can come forward to inspect our ways of teaching English to improve the communicative language skills of the rural students.

6.6 Conclusion

India is a multilingual and multicultural country in which different people in different parts of the country speak differ languages. Though each state has its own language, English is the second language for most of the people. English language has been dominating in all walks of life for more than two hundred years. In India it interacts within and outside. English language has benefited every branch of science, technology and literature etc. English has now occupied a crucial place in the minds and hearts of ordinary people especially in those of rural students. Students are vigilant and aware that without having English knowledge they could not be able to shine in any field today in the scientific world. So the present research aimed at bringing out the problems faced by students while learning the second language in rural background.
It is a high time that our traditional method of teaching underwent change and the new trends of teaching of English created in ELT were followed. The rural students are not useless but they are used less and trained less from the elementary classes. It will be more effective and fruitful if the teachers of English dedicate themselves in their teaching ministry if not the students will be deprived of learning the second language which is badly in need and demand in all walks of life. As A. P.J. Abdul Kalam said, “Mother, Father, and Elementary school teachers play a very important part as role models. When the child or student grows, the role models will be national leaders of quality and integrity in every field including politics, the sciences, technology and industry”.