Chapter V

Conclusion
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CONCLUSION

English is taught as second language in India as the learners of English in India will have the possibility of encountering a lot of rooms of opportunity to use it in the real social settings. It is a well established fact that one can use English language to do most of one’s daily routines ranging from shopping to banking. In the context, almost in all the linguistic domains, one can stress the English language. Therefore, English, although a foreign language, is taught or learnt as second language. In the second language learning situation, although due care is spared for developing all the linguistic skills viz, Listening, Speaking, Reading and Writing (LSRW) only two skills i.e. literacy skills viz, reading and writing, receive proper importance, and other skills of oracy viz, listening and speaking are nurtured in the society. Therefore, in academic domain also, in most of the occasions, the oracy skills are not properly cared and evaluated. This nature of education inculcates the tendency amount the English learning students to pay least importance to those two skills viz. speaking and listening. Keeping this remark in mind, the present researcher has made an attempt to exhaustively unearth the competence of the students of post graduate, in English language in general and in all skills (LSRW) in particular.

In establishing the competence of the post graduate students of Bharathiar University who study in the University Campus, their linguistic problems or the errors committed by them in all the four skills of language have been detailed with ample evidences. In other words, the present work tries to understand what are all the problems they encounter in building their linguistics competence in English language. Of course, competence
is an abstract system which can be realized through performance. That is one's language competence can be evaluated through one's performance. The performance will indicate what are the defects in the knowledge of language and what are all perfectly formed in the competence. So, the performance of post graduate students of Bharathiar University in English language have been evaluated and the bottlenecks they encounter in all the four skills have been detailed in two chapters viz. Productive skills and Receptive skills. Under the productive skills, the problems or errors of writing and speaking skills have been discussed and under the receptive skills, the problems or errors of reading and listening skills have been discussed. Based on the errors and problem identified in all the skills of English language, English competence of the Post Graduate students of Bharathiar University is established in the chapter "Language learners' language". This implies the fact that the features established as features of the language of language learners are the competence of the present students.

So, the concluding chapter sums up all the findings obtained through the previous chapters viz, Productive skills, Receptive skills and Language learners' sanguage besides suggesting certain corrective and remedial measures to overcome the problems.

The first chapter "Introduction" details all the technical know how of the present study and the second chapter 'Receptive skill' at the beginning details various concepts of receptive skills.

Under 'reading errors' following errors have been identified in the reading process of the students under review.

1. Problems in the mechanics of reading.
2. Sound problem
3. Vocabulary problem
4. Error in homophonous form
5. Collocation error
6. Similar word error
7. Wrong segmentation of word
8. Wrong combination of word
9. Wrong selection of meaning
10. Wrong selection of grammatical category

Under the ‘Syntax error’, following items have been discussed.
1. Mother tongue structure
2. Interrogative instead of statement
3. Skipping of adjective and adverb
4. Double subjects to be realized as single subject
5. Deletion in embedded construction
6. Skipping the functors

Under ‘Semantic errors’, following errors have been identified.
1. Idioms
2. Figurative language

After discussing, these errors with relevant examples, it talks about the concepts of listening skill. Under the listening comprehension of the students under review has been evaluated using a short story.

In this story, two skills viz,
1. Listening for main idea and
2. Listening for detail
have been tested. It is identified that all the students under study have fared well as they are in advanced level of comprehension. So, their
listening problems have been evaluated in terms of linguistic units. Following errors or problems have been identified in the listening skill of the present students.

1. Error in preposition
2. Error in article
3. Error in vocabulary
4. Error in syntax

By comparing the problems of all the four skills, it is identified that more range or quantum of errors or problems are found to exist in writing skill and less amount of problems found in listening skill. This implies the fact that the skill of listening is in a way easier than the skill of writing. Based on the quantum of problem, the students' competence in all the four skills can be ordered in the following way.

1. Listening
2. Reading
3. Speaking
4. Writing

So, it is understood from the comparison that more problems are found in productive skills. The students under review less competence in productive skills and since less problems are being encountered by the students in the receptive skills, it otherwise implies a fact that the present students have got more competence in receptive skills. At the same time one should not forget a fact that it is the productive skill which transparently indicates all the hurdles of a language user. The trouble or problems being experienced by the language user may not be overtly seen. Since the receptive skill emerges inwardly This may also be responsible for less amount of problems or errors are found to exist in receptive skills.
The Third chapter "Productive Skills" presents the following points. This chapter at the beginning details the conceptual frame work on the concepts like productive skills, writing, etc. After that under 'writing errors' following errors have been discussed.

1. Graphological errors
2. Morphological errors
3. Lexical errors
4. Syntactical errors
5. Semantic errors

Under the graphological errors it enlists errors in vowel (word initial, medial and final) and errors in consonant (word initial, medial and final).

Under the morphological errors following errors have been unearthed.
1. Singular for plural
2. Plural for Singular
3. Noun omitted after verb and adjectives
4. Incorrect Noun
5. Error in the use of article
6. Error in the use of pronoun
7. Error in the use of adjective
8. Error in the use of verb and tense
9. Error in the use of adverb
10. Error in the use of preposition
11. Error in the use of conjunction.

Under the heading 'Errors' in vocabulary, following items of errors have been presented.
1. Wrong substitutions
2. Grammatical category substitutions
3. Noun for verb
4. Verb for noun
5. Adjective for adverb
6. Adverb for adjective
7. Semantic substitution
8. Phrasal verb
9. Compound verb
10. Idioms
11. Culture bound words
12. Technical words

Under the heading 'syntax' following errors have been discussed.
1. Item specific errors
2. Wrong usage
3. Selection of synonyms
4. Word
   substitution
deletion
addition
5. Error in syntax
6. Error in the order of words
7. Error in interrogative construction
8. Change in the order of word
9. Illogical order of words
10. Ambiguity
Under 'Semantic Errors' following items have been presented.
1. Variants
2. Ambiguity
3. Redundancy

These are all the errors identified in the skills of writing. On the other items which have not been mentioned here, the students under review fair well. After discussing all the items with enough evidences, this chapter tries to enlist the errors or problems of speaking skills.

Under 'speaking skills', various concepts pertaining to the speaking skills have been discussed and then certain speaking errors have been discussed with ample examples.
1. Spoken errors
2. Pronunciation
3. Phonological error
4. Morphological error
5. Errors in the use of noun
6. Plural for singular
7. Omission of noun
8. Incorrect use of noun
9. Error in article
10. Error in pronoun
11. Error in the use of adjective
12. Error in verb
13. Error in adverb
14. Error in preposition
15. Error in conjunction
Under 'Syntactical error' following errors have been identified.
1. Intonation variation
2. Error in embedded question
3. Tag questions
4. Change in the order of words
5. Inversion error
6. Agreement error
7. Error in the use of negation

Chapter IV entitled "Language language learners" tries to enlist the characteristics of the English competence of the students of Bharathiar University. Based on the errors and problems experienced by the students in the skills of listening, speaking, reading and writing. The English competence of the students of Bharathiar University has been established. Following are some of the salient characteristic features of English competence of the students under review.

The students construct a system of abstract linguistic rules which underlies comprehension and production of the L2. This system of rules is viewed a 'mental grammar' or 'core grammar' and it reflects their interlanguage.

The students' language is permeable. That is, the grammar is open to influence from the outside (i.e. from L1). It is also influenced from the inside (analogical creation).

The students' grammar is transitional. Students change the grammar from one time to another by adding rules, deleting rules and restructuring the whole system. This is reflected in their inter language continuum. That
is, they construct a series of mental grammars as they grammatically increase the complexity of the language being learnt.

The students employ various learning strategies to develop their interlanguage. The different kinds of errors has learners produce reflect different learning strategies. For example, omission errors suggests that learners are in some way simplifying the learning task by ignoring grammatical features that they are not yet ready to process.

The students' grammar is likely to fossilize. Only a limited number of students go on to develop the same mental grammar as native speakers.

Apart from these, their language has the following characteristics.

* It is full of try-out of learning strategies.
* It will have gravitational pull of the first language.
* It adopts internal analogy.
* It adopts the pronunciation according to the spelling.
* It is exposed to the non-standard variety used outside the class room.
* It is an approximate system of approximate system.
* It lacks of multiple style.
* It lacks the pragmatic aspect of language use.
* It will not have rhetoric features.
* It omits the complex grammatical forms.
* It ignores the modernity.
* It handles elaborated language use.

5.1 Suggestions for ameliorating writing skill

1. The students under review quite frequently use the skill of writing for various purposes both for academic as well as private activities. So, use
of this skill is very imperative. It should be developed well so/ enough care has to be spared by the students on the linguistic aspects of writing skill. Even while reading, the students have to look at the constructions types and they have to be encouraged to duplicate those sentences while they write.

2. The students must be encouraged to send emails on various matter to their friends through English language.

3. The students can be advised to write diary every day in order to document their daily events in a creative manner.

4. The language oriented information like grammar check, or spell check, thesaurus, pronunciation etc. can be exploited by the students for improving their language skill in general and writing skill in particular.

5.2 Suggestions for augmenting speaking skill

1. Generally, to speak in students are tight lipped. They very rarely open their mouth in English. This should not be encouraged rather they can spare some time to behave verbally especially through spoken English.

2. There are some differences between spoken English and written English. Most of our students do not maintain such difference, they will speak as they write and they write as they speak. So, the students should have enough exposure to both the varieties of English.

3. The students had better make their own arrangements to obtain the room of opportunity to speak English language wherever and whenever possible.
4. The students should spend some of their working hours to listen to English programmes telecast in television and they may be asked to listen to seminar, lecturers and conferences.

5.3 Suggestions for developing reading skill

The present students are not undergoing any language learning courses. So in order to better their skill of reading, they have to take serious efforts. Following are the ways by which they could improve their reading skill.

1) In modern days the culture of reading books or novels is totally washed out. The students spend most of the time to sit in front of the computer. They have to take effort to go through novels, newspapers and periodicals with an eye to understand the various sentence types. Even while reading the textbook, they have to concentrate on the linguistic aspect of the book they read. Thereby, they can improve their reading skill. Time should be spared for reading dailies and novels of various kinds by different authors (both Indian as well as foreigner).

2) The students should show interest in reading various kinds of text by different authors (both Indian and Foreign). This will not only improve their reading skill but also may make them learn different styles of usage.

3) It is advisable that students had better read all types of genre and literary forms since they often employ archaic forms both in vocabulary and sentence construction.

4) Electronic media provides a lot of room for developing reading skill as multimedia facility is attached with. So, availing this facility, the
students have to take effort for exploiting the internet, intranet and multimedia for developing reading skill.

5) The computer has got a facility called 'help'. Using this facility, all the language oriented doubts could be clarified. So, the students should evince interest in using the help of the computer in order to improve the reading skill. A huge chunk of information is stored in computer, they should take effort to go through all those materials depicted through language text which in turn improves the students reading skill.

5.4 Suggestions for improving listening skill

1. The students should take special effort to listen to the native speakers' speech with the help of audio and video devices available in the market.

2. The modern electronic media provides a lot of opportunity to directly receive the Received Pronunciation (RP) and the native speakers speech. So, those can be availed in order to enhance their listening comprehension.

3. Students have to be advised so as to look at the speech of teachers and fellow students so as to observe the language structure, i.e. how the speakers construct sentences and pronounce them properly.

4. Students can be directed to pay their attention while undergoing reading and listening process, on the grammatical categories to understand the minute details of meaning available in it.
5. Students can be encouraged to listen daily to the Radio and Television news broadcast and telecast respectively so as to improve the pronunciation and comprehension.

5.5 Further study

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

1. The problems or errors committed by the post graduate students can be quantified following advanced statistics and thereby the quantum of problems or errors can be measured.

2. There is perceivable amount of variation in the quantum of competence obtained by the students in all the four skills. That is, some students did not fair well in writing and speaking but performed well in other skills viz., listening and reading. So, the variation, can be viewed in terms of different social variables like sex, region, medium of education, parental education, etc.

3. The English competence of the present students can be studied through communicative approach. Similarly, the results arrived at through this study can be compared with that of other groups of students. This comparison may reflect the uniqueness of the students of Bharathiar University.