CHAPTER VII

Conclusion

The concluding chapter advocates the importance of Communicative Language Teaching which the teachers should adopt with enthusiasm, involvement, determination and dedication by making use of the limited sources. It points out some guidelines to the authorities to implement the sources which provide the teachers to follow the techniques successfully. It remains to influence the students to interact with the teacher and among themselves as communicative skill is very significant.

This study has been emerged through Observation, Interviews and Questionnaire. In this chapter, the gist of the previous chapters is charted out. That what the researcher has done is given and the scope for further studies is pointed out.

In the Introductory Chapter, the researcher has defined Communicative Language Teaching as the most significant innovative thinking. He has explained the present status of English language and language teaching. He has also explained the quality of the English language teacher, aim of the study, Research design and methodology, field work, questionnaire prepared for the teachers to elicit informations
regarding the teaching techniques, interviews conducted with the teachers, subjects taken for data collection and the method of analysis.

In the II Chapter, the researcher has reviewed the previous studies under various aspects namely 'teaching English as a second language in general', 'the position of teaching English in India', 'previous studies conducted in Tamilnadu and other States' and the contribution of the present study significantly dealing with the current approach of Communicative Language Teaching at the Higher Secondary level in Tamilnadu. He has pointed out four hypotheses taken for testing.

In the III Chapter, the researcher has analysed the syllabus and materials of the Higher Secondary Course. He has analysed Prose, Poetry and Work Book section included in the text books, Supplementary Readers and Teacher's Hand Books. He has also analysed the pattern of the question papers prepared in accordance with the revised syllabus.

In the IV Chapter, the researcher, at the outset, has explained the salient features of the existing teaching methods in general and the current approach of Communicative Language Teaching in particular. Through collected data, he has analysed the techniques followed by the teachers comparatively among the four categories namely Corporation, Government, Aided and Matriculation schools. He has explained the reasons for the lapses.
In the V Chapter, the researcher has analysed the errors committed by the students in communicative aspects particularly in productive skills, speaking and writing. He has analysed the errors in various orders. He has also analysed the validation of four hypotheses in this chapter.

In the VI Chapter, the researcher has explained his findings derived through various analyses. He has given solutions to avoid the errors committed by the students. He has pointed out suggestions on various aspects regarding the text books, revised question papers, the system of examination, motivation, and the role of the authorities. He has also included the suggestions given by other teachers through the Questionnaire.

The most important function of teaching at the Higher Secondary level is to create critical faculties to develop communicative skills, oral and written and inspire the students to continue rational and reasonable learning throughout the life. They should be made think, analyze and question on their own. Research findings in the field of English Language Teaching have gained increasing currency among the teacher-trainees and the teachers of English in India and importance has been laid on communicative language teaching or student centred, interactive teaching methodologies. The need for effective communicative
skill is realised and recognised in advanced technologies like Medicine, Engineering, Agriculture, Science and Technology. It should be a continuous process from primary education to higher education.

The standard of English teaching should be maintained from primary classes onwards. The present condition calls for drastic steps in communicative aspects to tune up English language teaching in the schools and colleges.

"It is not surprising that the English Language Teachers' Association of India (ELTAI) has made a plan for the appointment of at least one teacher with specialization in English at the middle and high school level in order to improve the standard of English"


Dedication on the part of English teachers plays an important role in making effective communicative language teaching. There is a rapid deterioration in the standard of English language teaching. Both the teachers and the students are not properly using communicative skill. Teachers are expected to have abundant skill and knowledge of language. As a result, they are not capable of transferring their knowledge to the
students. Unless the teacher has an aptitude for the subject, he cannot give his heart and soul to communicate the important aspects of the subject to the students.

The teacher of English has to go through the Teacher's Hand Book thoroughly and study the aims and objectives. He should decide his duty of exhibiting these principles through the Text Book, Supplementary Reader, Work Book and the question paper. He should estimate the possibilities of acquiring skills through other areas in particular. Before going into the class, he should confirm the following essential aspects.

1. Are the Text Books and Supplementary Readers enough to achieve the target?

2. Are the sources sufficient to create the class room climate?

3. Are the internal and external sources of the class room helpful to attain the criteria of language teaching?

4. Is the question paper simply examination oriented or learner centred?
5. Is the method of evaluation reliable and reasonable?

6. Will it judge the skill and development of the students?

7. How far the Aural-Oral and Communicative skill tests are conducted sincerely by the teachers?

8. Do the tests remain to evaluate the actual performance of the students or an incentive to make them simply pass to raise the percentage of the results?

9. Do they remain to strain the nerves to the teachers or to lessen their work?

10. If so, how far is it successful? If not, what are the drawbacks?

11. Are the students upto the level to receive Communicative Language Teaching?

12. Are the students able to attend the new pattern of question paper?

13. Are the students fully aware and beware of the tests?
14. Is the teacher himself resourceful to feed the students towards the goal fixed by the materials?

15. What are the techniques to be adopted?

The English teacher has to follow a learner-centred approach in his teaching in order to suit the varied needs of learners at different levels.

"The focus should not be on syllabus based competence but on developing the ability to speak and write English under a variety of conditions in real life"

(Verma, SK, 1995).

The teacher should utilise methods and make the students towards creativity. He should use his proficiency spontaneously to make the students participate in the class room interaction automatically. He should be ready to eliminate outdated teaching techniques, rigid uniformity and traditional attitude. He should not get irritated when the students ask questions or doubts during his teaching. He should supplement his lecture method of instruction with new and effective teaching techniques. He should assign reading materials to the students prior to coming to the
classes. He should face the class with fulfilled up to date attractive motivational forces. These forces should include sources from all fields.

The teachers should conduct objective tests then and there all through the year which are partial and complementary to the final examination. These tests include the new techniques such as oral presentation, mono act, dialogues, conversation, group discussion, viva-voce and so on. The question papers should be divided properly which enable the students to answer gradually, intelligently and reasonably to achieve the purpose.

All the students are heterogeneous in all levels of standard and capacity. Hence teachers should adopt the techniques to cover the students in all areas. They should sympathetically understand the slow learners and try to overcome the disadvantages motivating and encouraging them properly to cope with their school work. One good quality of a teacher is not to blame the students pointing out their dullness and idiocy. Teachers should give equal and balanced attention to the slow learners, under achievers and neglected children to perform consistently and to gain sufficient emotional security and to improve their study. They provide chances and personal care to the gifted and intelligent children to go beyond the school curriculum and excel in their chosen field and competitive areas. Phonemics is a tool to use in
recognising new words and to become affluent readers. So teachers should train themselves in pronunciation and fluency by referring frequently to the dictionary, listening to radio talks and UGC programmes through Television. They should decide their techniques with proper selection, gradation, presentation and repetition. They should develop their lexical items by reading current Reviews, Magazines and Souvenirs. Teachers undergo self evaluation, internal and external evaluations in order to assess their up to date status and performance. The inspecting authorities can judge their advanced capability by bringing them to the Refresher courses and seminars. The evaluation of the teachers and the overall performance can be judged by administering suitable questionnaires to the students, faculty members and the Head of the Department. Teachers must be ready to attend any type of Orientation course not thinking it as a hindrance to their regular professional and family activities.

Computer has brought about a great revolution in English very effectively. It also stimulates the learner for self learning. It becomes an asset to language learning and an inevitable concomitant. That it will replace the teacher is just a fear. It is an intelligent box. It is impressive and it can extend student's mental ability. It is an important tool to teach writing as a great stimulus to the students whose handwriting is very poor. Reading skill can also be improved through Computer. Computer
Assisted Language Learning (CALL) and Computer Assisted Language Teaching (CALT) can be properly used during teaching learning process. Computer application is to be exploited for the benefit of language learning. Application and assistance are required both by the learner and the teacher.

Learner-centred means learner autonomy. Teaching language is to make a learner to communicate. For getting communication, reinforcement is essential. With regards to the computers, students are very much impressed and motivated. Computers can be used properly to practise communicative skill.

Eventhough there are many hurdles, obstacles, challenges inside and outside the class room, the English teacher should adopt Communicative Language Teaching with love and service mindedness. He should think that it is his foremost duty to practise it as an inevitable major role of his profession. At first, the practice of Communicative Language Teaching seems to be impracticable and painstaking. Gradually it becomes accustomed to the teacher and he will do it with pleasure. The same thing results with the students also.

All students should be given equal opportunities for group discussions, seminars, committee project methods, socio drama or role playing, simulation, debates and speeches. Considering the need and
requirement of student community, the Government of Tamilnadu should call for public opinion. These suggestions become practical and successful if the authorities should allot considerable facilities, take immediate steps, and administer them through the departments by organising a powerful and active committee consisting of eminent English scholars at national and international level.

Many studies have been undertaken in the field of English Language Teaching. But as far as the teaching techniques are concerned, the present study is a pioneering one done especially at the Higher Secondary level in Tamilnadu. The researcher aims at doing further studies on teaching techniques at the Primary School level and College level. There is a scope for these studies to be done by other research scholars also. If the solutions and suggestions pointed out in this study are implemented properly, the techniques of the communicative aspect of language teaching will certainly be enhanced.