

# *CHAPTER: 6*

## *Overview, Findings, Discussion, Implications, Suggestions and Conclusion*

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## **6.0 Introduction**

This chapter attempts to give an overview of the study, findings of the study, discussion on the findings, implications and suggestions for further research and conclusion.

### **6.1 Overview**

Language is a tool for communicating one's ideas and emotions. In other words, language is an extremely important way of interacting in the society. It keeps us connected as social beings. Through language we can make sense of our experiences. Language helps us understand a person or situation better and enables us to resolve differences, build trust and respect, and create environments where creative ideas, problem solving, affection, and caring can flourish. People can better connect with their family, kids, friends, and co-workers. Thus, language helps people to establish personal and professional relationships, carry out social and business transactions and thereby make one feel comfortable even in a foreign land. It is obviously true that if we try to communicate with others who do not speak the same language, we might find it tough to get our message across. It is generally believed that when people go abroad where English is the main language of communication, they face multiple problems due to lack of sufficient proficiency to use the language. Although English is not the most spoken language in the world, it is the official language in a large number of countries.

A working knowledge of English has become a requirement in a number of fields, occupations and professions such as medicine, computing, hospitality industry, education, engineering, communications etc. As a consequence, all those who intend to migrate to the Western countries make it a point to gain a sufficient level of proficiency in the language. Though learning English can be challenging as well as time consuming, it is valuable to learn the language and create a pathway for multiple opportunities. Now in the twenty-first century all countries depend on others to exist. It is believed that English, in a short time, will become the universal language. So it will be a handy tool for international communication.

Therefore, most of the Gujarati speaking young individuals who plan to move abroad need a special course in English focusing on some specific features of the contexts and styles of the use of English. The research on hand was undertaken with this major objective in view. The

program was based on situations the potential immigrants are likely to come across in the country of migration.

The researcher selected some potential immigrants to evaluate the effectiveness of his program. Analysis and interpretation of the data collected through the tryout of the program have revealed a significantly positive effect of the intervention program.

Environment conducive to learning English was created in the class. Throughout the program, the participants continued to improve their oral competence and even gained confidence to communicate in English. These signs of improvements led to enhancement of motivation on the part of the participants. The activities and tasks provided opportunities for the participants to share their ideas and views in a relatively relaxed way. Interaction among the participants of the group provided a basis of language learning in situations that were nearer to the ones used in real life. Through these activities and tasks the participants got access to the social, cultural and pragmatic aspects of language use.

## **6.2 Findings of the Study**

### **Hypotheses**

In the previous chapter, the statistical data have been presented in the form of graphs and tables. A close scrutiny of these data reveals the following.

- i. Going by the analysis of the statistical data, the main null hypothesis has been rejected. Further, all the six supporting hypotheses have been rejected.
- ii. It is found that the program developed and tried out for potential immigrants was helpful in improving their proficiency in English and developing considerable amount of confidence among the participants.
- iii. The feedback received from the participants is evidence that the participants enjoyed learning in groups and pairs.
- iv. The participants belonging to science and commerce stream learnt faster through visual aids, charts, tables, graphs etc.
- v. The attitude of the participants towards the program is found to be positive.

### **6.3 Discussion**

Language is a tool for communication at the personal as well as societal levels. At the personal level, it helps individuals to understand their own thoughts and feelings and organise their inner life. At the societal level, language helps individuals to relate to others and exchange ideas and emotions and thereby establish a rapport. Therefore, languages should be taught in a social milieu. If they are to be employed as tools for communication among people, such a climate must be created for people to learn them.

The atmosphere of the classroom plays an important role in enhancing learning. If the atmosphere is positive, free from tension, open and friendly, full of mutual co-operation and understanding, learners feel comfortable and learning becomes easy and faster. Participatory approaches in teaching-learning situations lead to active involvement of learners in their own learning. Apart from enhancing their motivation, such interaction develops in the learners a sense of responsibility. It encourages them to take initiative in their own learning and development. It is observed that activities like debate, group-discussion, presenting seminars, skit, drama, creative writing etc. play an important role in the overall development of the participants. Therefore, such activities should be promoted. During the intervention, it was noticed that tasks that were dominant with oral communication were energy boosters. They led to a high level of enthusiasm in the class. They also worked as rapport builders. It was observed that some of the English medium participants had shown higher improvement than those of the Gujarati medium participants. The reason essentially seemed to be prior exposure to the language. Therefore, it becomes essential for ESL teachers to create rich language exposure for the learners.

Moreover, learners need opportunities to practice and consolidate their learning. Therefore, situations need to be created to enable them to through negotiate the new input. Small-group work provides the optimum environment in the classroom for this to take place; it provides opportunities both for processing information (listening) as well as its production (speaking). Research on second language acquisition cites examples where language has, in the course of negotiating meaning, been modified by participants, thereby increasing the amount of comprehensible input to which the participants are exposed. The group and pair work also helped to increase the amount of negotiation and consequent learning from each other.

Throughout the program, the participants were emotionally involved. The importance of emotional aspect can be very well seen if the relationship between the cognitive and affective aspects of participants is considered. This factor presupposes the affective factor of motivation. What motivates the participants? Almost all ESP programs will have only one answer to this question: 'Relevance to target needs.' But this is not always true. Unless the program gives them something of their interest, even a good ESP program will fail. The researcher was happy to notice that the participants were not only motivated to learn the language but also accelerated the learning with a gradual pace.

Sometimes it is difficult to explain some expressions in English. It is found that the use of a bit of mother-tongue is welcomed in such cases. Apart from saving time, it prevents misconceptions, miscommunication. Also, teachers need to give sufficient time to learners to study the material and prepare themselves for presentation in the classroom.

Teachers need to realise their changed role in the present time. They must realise that the paradigm in education has shifted from teaching to learning, thus, making it obligatory for all teachers also to continue to learn. This is possible by playing the role of even participants by joining the learners in accomplishing the task assigned to them. Teachers have to suit to the needs of the participants. S/he will have to be vigilant enough to tap various sources of learning. S/he will have to modify the teaching methods and techniques to produce better results. This, in turn, will develop teacher's own personality.

It was found during the research that oral competence was more effective rather than writing, as there was more flexibility in oral communication. The participants could orally discuss different aspects of an issue, make decisions more quickly and were more effective in addressing conflicts or problems. Therefore, more attention was paid in the improvement of oral communication. On the other hand, it was found that in the future the participants will have to exchange important information when they enter into the professional world where the information will have to be documented using written communication. Therefore, written communication too needs to be paid attention.

## **6.4 Implications**

The following can be the beneficiaries of this research.

### **The ESL Teacher**

The practicing English teacher is the one to profit the most from this research. Since the effectiveness of the program has been tested and established, teachers can make use of the materials for ELT. Communicative activities and tasks require more time for the teachers to teach and the participants to learn. The present program is a ready-to-use teaching learning material for ESL classrooms. The program implicitly can help ESL teachers to get used to their new role (which is peripheral, therefore psychologically unsettling) as only one of the sources of learning. The task-based group and pair activities can help even novices in the profession to develop confidence in themselves as well as the learners.

### **Curriculum Designers and Materials Producers**

Successful implementation of the program implies that the curriculum designers will have to abstain from providing every detail in the curriculum and at times even prescribing text-books. They may as well give in general, broad objectives and give freedom to the teachers to work out the details according their participants' needs. Where the text-books are not prescribed, teachers can develop or produce their own materials to be used in the classrooms. The curriculum should provide a wide range of experience for the participants. With the knowledge of problems and needs of the ESP participants materials producers can produce more effective materials.

### **Policy Makers**

- i. In order to make the study of English serious, marks of English should be counted in merit in every stream, arts, science or commerce.
- ii. The language program should aim at making the participants real users of the language. Hence, the program must be designed in accordance to the needs of the participants participating in that particular program.
- iii. Since what is tested gets taught, keeping the communicative approach in mind, the present evaluation for English needs to be changed to skill and task-based mode.

## 6.5 Suggestions for Further Research

- i. Developing and implementing a similar program on a large number of participants with a design of a longitudinal study.
- ii. Designing task based English teaching materials in India for school children.
- iii. Case studies of learners of English in varied contexts
- iv. Children's meaning-making at home and school while learning English as a second Language
- v. Preparation of materials for a variety of ESP programs
- vi. Preparation and standardization of communicative materials for enhancing the oral competence of participants
- vii. Effectiveness of a wide range of techniques to enhance communicative competence of ESL learners in varied contexts

## 6.6 Conclusion

English as a language in the present era plays a vital role as it serves as a connector between people speaking different mother tongues. It is truly believed that most individuals on completing their graduation or post-graduation cannot communicate in English. Hence, communication in this particular language becomes a hurdle for them to prosper within the country or in an English speaking country. One of the main reasons of this is our orthodox 'talk and tell' based teaching strategies. Further, the policy of treating English as an optional subject has also led to this sorry state of affairs. The students attend the English class as they require sufficient attendance to be eligible to appear for the examination. Above all, they prepare themselves to clear the examination and not to enhance their English language skills. Therefore, such students become poor communicators in English and face problems in their education as well as career.

In order to go abroad especially to an English speaking country, one has to clear English competitive exams either in the form of International English Language Testing System (IELTS), Test of English as a Foreign Language (TOEFL), Pearson English Test (PET), Standard Assessment Test (SAT) or GRE, wherein English is the sole medium.

With a view to addressing this problem, a program was designed by the researcher. It provided plenty of opportunities to the learners to listen to the language in a wide range of

contexts, and use it independently and confidently. Going by the numerical data collected through test results as well as descriptive views in the form of feedback from the participants and observations by the researcher, the response was positive.

At present, the influence of English is not only continuing but is also increasing worldwide, which entails that teachers and trainers will have to be competent in their methods and teaching learning materials to teach learners learn English in an effective manner. Such a classroom becomes learner and learning oriented rather than teacher and teaching centered. As the participants work in small groups or individually the teacher will observe the activities and help them in solving the confusion. Throughout the activities and tasks, the teacher may only intervene to correct the participants only if the errors are so serious and block the conversation or discussion. To conclude, in such a customized program for immigrants, the language teacher has to shoulder the responsibilities of a resource generator, creator of a learning- rich, tension-free classroom climate wherein ‘language learning is made to happen’.