CHAPTER SEVEN

CONCLUSIONS AND SUGGESTIONS
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The present study aimed at studying certain affective variables related to learning English at the post-secondary stage. The primary purpose was to assess the affective status and psychological preparedness of the Oriya-speaking students. It also attempted to examine the degree of motivation for learning English in the existing pedagogical conditions.

7.1.0 CONCLUSIONS

Based on the facts and other evidence provided by the study, the following conclusions are drawn:

1. The affective factors play a significantly important role in second language learning because learning a second language is an emotional activity involving the personhood of the student (Section 2.8.1). The study clearly shows that there is a high correlation ($r = .86$) between the student's self-concept and the achievement in English (Section 6.1.12). Motivation for learning English virtually regulates/modifies all other affective factors (Section 3.5.0).

2. There are three types of motivation for learning English, namely, individual motivation, academic motivation and social motivation. The individual motivation initiates
the task of learning, academic motivation sustains the
language learning motives and social motivation directs the
persisting activity towards a definite social goal to
accomplish the task. Though the three aspects of motivation
that interact with each other, it is found, the academic motivation
provides a strong stimulating drive to the Oriya-speaking
students.

3. In the situation prevailing in Orissa, two types
of motivation have been identified such as, complementary
motivation and supplementary motivation (Section 3.3.2.5).
The arts students as well as the science students in general
(267/298) have complementary motivation (Sections 6.1.7,
6.1.8).

However, the complementary motivation and supplementary
motivation are not mutually exclusive. Therefore, the Oriya-
speaking students have a mixture of the two types of moti-
vation (6.1.9). The results of the analysis clearly
indicate that the degree of complementary motivation is
greater than the supplementary motivation. Moreover, there
is a significant correlation between the complementary
motivation and proficiency in English (6.1.9).
4. There is a significant correlation \((r = .76)\) between the students' motivational intensity for learning English and their proficiency in English. Most of the students in Orissa have vocational orientation and they are interested in work which directly contributes to a qualification and successful career.

5. The main purpose of learning English is to pursue higher education in order to get a good job in industry or profession (Sections 6.1.8 and 6.2.4).

6. It is clearly evident from the data that the Oriya-speaking students have a positive attitude towards English (Section 6.1.11). They do not study English only because it is taught as a compulsory subject. They consider it to be a language of opportunity. For them, English is a passport to well paid jobs in India and abroad.

7. The results of the study is a clear pointer to the fact that the parents too have a positive attitude towards English. Parental encouragement for learning English is quite satisfactory. The parents, even those who do not know English, especially in the rural areas also encourage their children to acquire a high proficiency in English.
Even though the parental encouragement is nearly the same in the rural as well as the urban areas, most of the parents are ill-equipped to provide the necessary exposure as they do not have access to reading materials (newspapers and books).

8. The exposure to English is not sufficient for most of the Oriya-speaking students. The students hardly speak English in their early years. They depend exclusively on English dailies and AIR (All India Radio) broadcasts for some exposure to English.

9. It is proved from the results that the academic environment plays a crucial role in second language learning. It has also been established that an anxiety-free atmosphere and a healthy teacher-student relationship do promote second language learning (Sections 6.1.13, 6.1.14). However, the results show that, with the exception of a few proficient and talented students, the relationship of the English teachers with the students is not very interactive.

10. The main reason for student frustration and drop-outs is that the below-average student is unable to cope with the course work. Intensive guidance is conspicuously absent because the tutorial system is highly disorganised and there is no opportunity for counselling in large classes.
11. Predictably, the lecture method is predominantly used to teach English in the same manner as it is used to the content subjects. The methods, materials and evaluation system/procedures have failed to sustain the English language learning motives of the students. Since there is no emphasis on interaction and discussion in the class, the students are unable to get their difficulties cleared.

7.2.0 SUGGESTIONS

Based on the findings of the study, the following suggestions can be offered to improve learning and teaching of English in Orissa.

1. Some of the underlying principles of the humanistic approach to second language teaching (see Chapter 4, Sections 2.1.1 to 2.1.6) should be incorporated into the English language teaching programme in order to develop self-esteem of the students. The linguistic objectives should be combined with the affective objective and the subject matter to be taught should be integrated with personality growth dimension of the students (for example, see Appendix-Ⅺ).

2. Affective factors should be given as much importance as the cognitive factors while planning strategies
for the teaching and learning of English. The self-concept should be appreciated by respecting the self of the students. The self-esteem of the students should be enhanced by encouraging their participation in the class and judiciously tolerating their language deficiencies and shortcomings.

3. It is the responsibility of the teachers to motivate the students by acquainting them with a clear perception of the language learning goals. It is also the responsibility of the teacher to change the negative attitude, if any, by exposing them to everyday reality and removing false stereotypes and undue ethnocentrism.

4. Since the students profess to have taken up learning English to pursue higher education, specific need-based courses should be developed for students at the +2 level.

5. In addition to reading comprehension and writing skills, due importance should be given to oral communication and speech practice in the first year syllabus.

6. A specific programme should be planned for the tutorial classes. Innovative materials with challenging exercises should be designed to motivate the student so that they are encouraged to take an active part in their tutorial classes.
7. The size of the present syllabus not only demotivates the students but also makes it difficult for the English teachers to finish the course in limited class hours satisfactorily. Therefore, the size should be reduced.

The materials should be capable of arousing interest in the students to learn English. The textbook should be so designed that the life and interests of the students are reflected on its pages. Moreover, while preparing the materials the level of aspirations of the students should be given due importance.

8. The very structure of the class should be changed in order to facilitate interpersonal communication. Instead of using the lecture method, emphasis should be given to communication activities and awareness activities in the class so that the students are encouraged to communicate their ideas and feelings, and articulate their needs and problems. The teaching strategies should be so planned that they learn at their own pace and get a sense of achievement at every step of their progress.

9. The English teacher plays a pivotal role in the teaching of English. He should give a fresh look at his professional skills and change his attitude towards the students, their errors and shortcomings like remediation of language errors.
The teachers should consider it their responsibility to identify the affective blocks and to remove them. Counselling centres need to be opened in schools and colleges to provide guidance and for remedying the emotional difficulties of the students.

7.3.0 SUGGESTIONS FOR FURTHER RESEARCH STUDIES IN THE FIELD

The questions regarding the relevance of affective factors to second language learning and the problems relating to the psychological preparedness of the Oriya-speaking students have been briefly discussed in this dissertation. Indeed, there are other social and affective variables related to second language learning and a detailed study which could offer fresh insights into the theory of second language learning in general and English language learning in particular. Further empirical and theoretical research is needed before one could make more powerful generalizations.

For instance, it would be fruitful:

a) to investigate the nature of attitude and motivation for learning English in different States of India to get a comprehensive picture of the Indian students' attitude towards their former rulers' language which is now also a major international language.
b) to conduct an in-depth study of the psycholinguistic and sociolinguistic importance of different aspects of academic motivation in order to define its academic role;

c) to conduct further research on transactional analysis and empathy building to devise ways and means to permeate the ego boundaries of second language learners;

d) to develop new measures to quantify the affective variables, to adapt, modify and refine the existing scales to suit the Indian context;

e) to explore the possibilities of creating the positive motivating factors which have been proved to be conducive to second language learning in an academic setting so that the students who are deprived of these in home environment may benefit from them.

To sum up, the study has convinced us that the affective variables in second language learning are regulated and modified by a factor, we have labelled as academic motivation. We can assert that in a learning/teaching paradigm, the role of academic motivation is as crucial as, if not mere crucial than individual motivation and social motivation. Therefore, it would be worthwhile to investigate the nature of the academic motivation in much greater depth than it has been possible in this study. Unlike individual motivation, or
even social motivation, the exploitation of academic motivation, in our view, is the responsibility of all those who are involved in promoting efficient second language teaching and learning.

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