CHAPTER-V
CONCLUSION

5.0 Introduction

This chapter presents and discusses the findings obtained from each research tool. It also presents key findings obtained from each tool. It is followed by implications and limitations of the study. It ends with scope for further study.

5.1 Problems Affecting the Low Proficiency of Erukala Tribal Learners in Oral Communication Skills

The aim of the present study is to gaze into the problems that cause low proficiency of Erukala tribal learners in oral communication skills and examine the effectiveness of adopting their own culture-based materials to enhance their oral communication skills in English. This study also proposes certain culture-based materials (stories, pictures, and realia) centred on their way of life.

The study attempted to gather a few problems of the Erukala tribal learners pertaining to their communication skills. Some of the major problems that the learners face are obtained from the informal interaction with teachers and learners, classroom observations, questionnaire for teachers and learners and pre-test, intervention and post-tests.

The following are some of the pertinent problems that hinder the low proficiency of Erukala tribal learners in oral communication skills:

- Primarily, the Erukala tribal learners are very shy and have inferiority complex.
- They are afraid of English language. It was noticed in the informal interactions and classroom observation that the learners feel that English is a very difficult language to learn.
- The learners are unable to comprehend the prescribed materials, which are alienated to the learners' culture and real life situations.
- The learners do not have any exposure to the target language either in the classroom or outside the classroom.
- They are also not provided any opportunity to speak in the target language in the classroom, owing to the place of speaking skill, which is not tested in the board of examinations.
- Another major problem is that teaching is mostly done through lecture and conventional methods. Hence, there is no scope for the learners to involve in any speaking tasks or activity.
- Moreover, oral communication skills are not given equal importance in teaching and assessing at high school level.
- Most of the Erukala tribal learners are not motivated/encouraged to use the language as means of communication and they study English for the sake of passing it in the examinations.
- Though teachers are highly qualified and have a lot of teaching experience, they do not teach English for communication but they teach English to make the learners pass the exams.
- Speaking is overlooked in the classroom due to the fact that the teachers focus mainly on teaching reading and writing skills.
- Most of the learners are passive in the classroom and they do not participate in any activity.
- Most of the learners are afraid of making mistakes while speaking in the target language.
The tools helped the researcher collect the data pertaining to the research problem and the research questions. The data gathered from these tools reveal that the Erukala tribal learners’ culture-based materials would enable to overcome their problems and enhance their proficiency in oral communication skills.

The following sections presents findings obtained from preliminary study.

5.2 Findings from the Preliminary Study

In this section, the results gathered from the informal interactions with teachers and learners and the classroom observation are presented and discussed.

5.2.1 Findings from informal interactions with teachers and learners

- The findings reveal that teachers use pictures, grammar book, prescribed textbook and moral stories in the classroom.
- It is evident from the interaction that teachers use drama, question and answer activity, role-play and debate whenever they get some free time.
- The results also indicate that the learners‘ culture-based materials can help the learners improve oral communication skills in English.
- It can be stated from the learners‘ responses that they have difficulty in communicating in English and most of them are reluctant and hesitant to communicate in English as they have very low proficiency in the target language.
5.2.2 Findings from classroom observation

- The results from the classroom observation reveal that the tribal learners are shy and have fear of English language.
- The findings reveal that learners were very passive in the classroom and they have not participated in any activity and they cannot comprehend the prescribed materials used in the classroom.
- From the classroom observation, it is vivid that the teachers used the prescribed textbook and the grammar book in the classroom.
- Further, it was observed that the teachers have very sound content knowledge however; their language competency is quite low.
- It was also observed that teachers mostly used Telugu language, which is the second language for the Erukala tribal learners. Even this caused an obstacle to their comprehension of the target language, English.
- It was noticed that the classroom instruction was teacher-centred and exam-oriented.
- Reading and writing skills are given more importance in the English class.
- Grammar was mostly taught through deductive method.

5.3 Findings from the Main Study

This section presents the results obtained from the main study.

5.3.1 Findings from the questionnaire

In this section, the results obtained from the teacher and learner questionnaire have been presented.
Findings from the questionnaire for teachers

- The results from the questionnaire show that English is very important for daily communication in English in the classroom.

- The findings reveal that the medium of instruction in the class was mostly Telugu.

- Teachers stated that 50% of the learners could understand the medium of instruction and the other 50% could not understand.

- It was also stated that most of the tribal learners were mostly communicating in Telugu in the classroom.

- Most of the teachers mentioned that most of the learners were hesitant and reluctant to communicate and use English as a medium of communication in the classroom.

- Most of the teachers also stated that the tribal learners mostly use phrases and words to speak in the target language.

- Teachers also affirmed that listening and speaking were the most neglected skills of all the four skills.

- Most of the teachers stated that the prescribed textbook could not cater to the language needs of the learners.

- They also mentioned that the textbooks were also not relevant to the Erukala tribal learners’ culture, needs and social life.
Teachers also mentioned that the learners’ culture-based materials would enhance their oral communication skills and strengthen their ability in oral communication skills.

**Findings the questionnaire for learners**

- 22 (73%) out of 30 tribal learners stated that they were interested to learn English.
- Learners also mentioned that 19 (63%) out of 30 of them did not enjoy English classes.
- Most of them (70%) stated that they do not speak in English with peers and teachers in the classroom.
- 60% of the learners did not understand the teachers’ instruction in the classroom.
- Concerning their difficulty in learning different language skills, for 47% of the learners speaking was difficult, for 13% of learners, listening was tough, for 10% of the learners, reading was difficult and for 23% of them, writing was tough and for 7% of them all the four skills were difficult.
- 57% of the learners mentioned that they did not participate in the speaking activities during language class.
- Most of the learners felt that the lessons, activities, tasks, stories, narratives, topics, poems were mostly boring.
- All of the learners mentioned that incorporating their culture-based materials make their English language learning easy and exciting.
- They also mentioned that the culture-based materials would certainly enhance their oral communication skills.
The results further reveal that the learners were hesitant to speak English in the classroom.

They also stated that there was very less importance given to oral communication skills.

Over all, the results from the questionnaire for teachers and learners indicate that the existing teaching materials are not relevant to the culture of the learners. Further, the results reveal that the Erukala tribal learners are alienated from the target language. The findings show that the Erukala tribal learners' culture-based materials should be incorporated into daily teaching in the classroom.

5.3.2 Findings from the classroom observation

The findings obtained from the classroom observation are summarized in this section.

The results from the classroom observation reveal that six out of eight teachers’ medium of instruction was bilingual method i.e., English and Telugu used in the classroom. The remaining two teachers’ medium of instruction was regional tongue i.e., Telugu.

It was observed in the class that the learners responded mostly in Telugu and partially in English.

The findings also reveal that the classes were mostly teacher-centred and the learners were not involved in any speaking activity. Most of the learners did not participate in classroom activities and they were passive in the classroom. A very few learners participated in classroom activities and responded to the teacher by using two languages.
Further, the results show that the use of target language was lesser than the use of regional language (Telugu) in all the classes. No importance was given for oral communication skills mostly in all the classes.

Concerning teaching materials, it was observed that in all classes, the teachers mostly used textbooks and blackboard to teach English in the classroom. Only in one class, the teacher brought some pictures and handouts to describe the situation to the learners.

It was also observed that the Erukala tribal learners were mostly alienated from the mainstream learners, as they did not understand the lessons, which were mostly related to the mainstream culture and not the culture of the Erukala tribal learners.

Over all, the results obtained from the classroom observation reveal that the Erukala tribal learners were not comfortable with English language, they were not involved in any speaking activity in the classroom, and the teaching materials were irrelevant to their daily life, hence, they felt like the fish out of the water. Further, the prescribed textbook is not related to the learners’ culture and language. So the Erukala tribal learners felt very uncomfortable to comprehend the materials used by the teachers in the classroom.

5.3.3 Findings from pre test, intervention and post test

This section presents the summary of the results obtained from the pre-test, intervention and the post-test.

Findings from the pre-test

The following are the results from the pre-test.

- Mean of pre-test score of the control group is 17.
- Mean of pre-test score of the experimental group is 17.28.
• Standard deviation of pre-test score of the control group is 3.32.
• Standard deviation of pre-test score of the experimental group is 4.10.
• The learners’ proficiency in oral communication skills is very low in the pre-test.

Findings from the intervention

The results from the intervention are presented below.

• Majority of the experimental group learners’ pronunciation was better than the control group learners’ pronunciation in the target language.
• Most of the learners’ speaking ability of the experimental group was better than the learners of the control group in the target language.
• They could speak about their families comfortably and with very less pauses compared with the control group learners.
• Majority of the experimental group learners could describe pictures comfortably with very less pauses than the control group learners.
• Majority of the experimental group learners were able to narrate the story freely and comfortably compared with the control group learners.
• They could also maintain proper pronunciation, fluency, word choice, usage and ideas/meaning while expressing about their families, describing the pictures and narrating the story orally.
• There was a significant change in terms of the experimental group learners’ pronunciation, fluency, word choice, usage and ideas/meaning compared with the control group learners’ pronunciation, fluency, word choice, usage and ideas/meaning in the intervention classroom.
Findings from the post-test

The results from the post-test are summarized below.

- Mean of post-test score of the control group is 17.42.
- Mean of post-test score of the experimental group is 27.32.
- No considerable mean growth value of post-test of the control group compared with that of pre-test is only 0.42.
- Considerable mean growth values of post test of the experimental group compared with that of pre-test of the same group and post-test of the control group are 10.04 and 9.9.
- Standard deviation of post-test score of the control group is 3.63.
- Standard deviation of post-test score of the experimental group is 4.97.
- No considerable standard deviation growth value of post-test of the control group compared with that of pre-test is only 0.42.
- Standard deviation growth values of post-test of the experimental group compared with that of pre-test of the same group and post-test of the control group are 0.87 and 1.34.

The results from the pre-test and post-test indicate that the performance of the control group is similar in both the tests, whereas, the performance of the experimental group is higher than the performance of the same group in the pre-test and the performance of the control group in the post-test because of the culture-based materials being used to develop oral communication skills of the experimental group learners in the classroom.
5.3.4 Findings from informal interaction with teachers and learners

The following are the results obtained from informal interactions with teachers and learners.

Findings from the informal interaction with teachers

The following are the summary of results.

- Teachers stated that the culture-based materials are more helpful and effective in enhancing oral communication skills of the Erukala tribal learners than the prescribed teaching materials in the classroom.
- After the intervention, the teachers had noticed a considerable change in the Erukala tribal learners’ oral communication skills.
- The teachers realised the usefulness of this kind research through which learners improved their language. They also responded positively and said that the culture-based materials would enable the Erukala tribal learners to learn English in general and oral communication skills in particular.
- The teachers suggested that materials on the learners’ culture, social and real life situations can be incorporated into the textbooks.

Results from the informal interaction with learners

The following are the summary of results.

- The learners of the experimental group expressed that the culture-based materials were very useful and relevant to their own home culture and they were comfortable and at ease in the language classroom. They were able to understand the stories centered around their own life.
- Their culture-based materials have mostly enhanced their oral communication skills.
The Erukala tribal learners felt also free to speak in the target language, i.e. they could overcome the language phobia.

5.4 Key Findings of the Study

- The Erukala tribal learners were passive in the target language class and they could not comprehend the lessons taught using the prescribed materials.
- Use of regional language was high in teaching learning process.
- The prescribed textbook was the only source of learning English.
- Oral communication skills were given very less importance in the English classes.
- Culture based materials attracted the attention of the learners and encouraged them to participate in oral activities.
- Culture based materials were successful in enhancing oral communication skills of the experimental group by increasing mean growth values of are 10.04 compared with that of the same group pre-test and 9.9 compared with post-test of the control group.

5.5 The Implications of the Study

This section presents and discusses the implications of the study. The current study has implication for teachers, teacher educators and material designers.

5.5.1 Implications for teachers

The study has implication for teachers. The following are some of the implications.

- Teachers need to be aware of the socio-economic background of the learners, particularly when a teacher is teaching in a different context such as a tribal region.
• Teachers need to be conscious of the language level of all the learners in the class, particularly the tribal learners.

• They also should know the how they are participating in the class.

• They have to be sensitive to the cultural variations of the learners and see if the prescribed textbooks relate to the culture of the learners in the classroom.

• The non-Erukala teachers may understand the learners‘ culture-based materials for developing learners‘ oral communication skills in English.

• Teachers should come up with familiar and relevant teaching materials based on their learners‘ daily life.

• More importance should be devoted to the speaking skills.

• Oral communication skills should be given primary importance while teaching in the classroom.

**5.5.2 Implications for teacher educators**

The study has implications for teacher educators too.

• Teacher educators may be enlightened to educate/train teachers on how to use learners‘ culture-based materials to teach oral communication skills and other language skills as well.

• Teacher educators may enlighten the teachers to be aware of the daily realities and challenges of the complex and diverse classrooms.

• During teacher education programs, teachers can be attuned to use up-to-date teaching materials and authentic materials in the classroom.

• The teacher educators can teach various, latest and up-to-date teaching approaches.
5.5.3 Implications for material designers

The study has implications for material designers too.

- Looking at the diverse learning needs of different learners in the classroom, material designers may incorporate a variety of teaching materials.
- Material designers may get insights to incorporate learners' culture-based materials which provide scope for developing oral communication skills.
- They may involve a few teachers who are teaching in rural tribal areas while preparing textbooks and teaching materials.
- Material designers can make a needs analysis and then design materials and tasks and activities.
- Material designers should design the materials which should meet the needs and wants of the learners.

5.6 Limitations of the Study

The study has certain limitations. The following are some of the limitations.

- The study is limited to the development of oral communication skills of secondary Erukala tribal learners through culture-based materials consisting of stories, real life situations and pictures based on their livelihood, which are more handy and related to the life of the Erukala tribal learners.
- The study is limited to only class IX learners of English medium of government high schools located at Suraram and Quthbullapur in Rangareddy district of Telangana state.
- The study looked at only eight English teachers teaching English at secondary level.
- The study is limited to only oral communication skills in English.
• The study has looked at the teaching materials or the prescribed textbook only.

• The study is limited to only one of the communities of tribes, i.e., the Erukala tribe.

5.7 Scope for Further Research

The study has scope for further research.

• The current study looked at the oral communications skills of the learners, another study can be conducted with the other three language skills, i.e., writing, reading and listening.

• The study examined the suitability of the existing teaching materials and proposed the learners' culture-based materials, but another study can be taken up examining the teaching methods of the teachers in teaching English in tribal areas.

• The study has dealt with only a few sub-skills of speaking, i.e., pronunciation, fluency, word-choice, usage and meanings. However, the other sub-skills of speaking such as fluency, accuracy, rate of speech, language functions, stress and intonation can be further researched.

• The study also looked at one of the three categories of oral communication skills such as informational skills – reading aloud, expressing oneself and about his/her family, description and narration. Another study can be conducted with other two categories of oral communication skills such as interactional skills and skills in managing interactions.

• A study can be conducted looking at the effectiveness of the learners’ culture-based materials to enhance reading and writing skills grammar and vocabulary.