CHAPTER VI
SUMMARY

6.0 Introduction

The present chapter entitled ‘summary’ mainly deals with the major findings, conclusion and the suggestions based on the findings of the study. In this study, the aspects related to the development and implementation a strategy to enhance communication skills in English for the Commerce undergraduates are focused. Based on findings of the present study, the researcher has also provided some suggestions. These suggestions are provided based on limitations of the present study.

6.1 Importance of Communication Skills in English: Present Scenario

Effective communication skill is a product of a conscious effort, methodical learning and preserving practice. Learning by rote or by undergoing a short-term rapid course would not help in laying firm foundations for communication capabilities of a high order that is required for a professional.

Developing communication skills means knowing how to discover the hidden agendas and how to exploit the language beautifully to convey the message. It also means overcoming barriers to communication.

For many years there has been some concern about the effectiveness of training students for their future careers. This concern is manifest in schools through the desire to produce students with the skills in presentation and communication necessary for obtaining employment or a satisfactory place in higher education. Similarly, in further and higher education, the concern is not particularly with deficiencies in subject knowledge. Instead, the concern is expressed in terms of such factors as ‘poor personal motivation and little professional commitment; lack of flexibility, breadth of vision and creativity in problem solving; indeed of close supervision; and deficiencies in interpersonal and communicative skills.

We are in competitive age where in order to succeed; one must have certain qualities and skills surpassing others. There are many persons who, though possess
good knowledge and mastery over the matter, fail to express the same when required to do so in particular time and that failure is due to lack of properly enhanced communication skills. Under such situation, possessing good and effective communication skills is a must for everybody.

6.2 Rationale for the Present Study

Effectiveness of communication depends on acquired language skills. An effective communication is indispensable for effective human relations in this competitive world. The students are now being challenged to exhibit the ability to think, write, listen and speak effectively. The right purpose of communication is the right perception, proper use of information, analysis of situations, creation of impulses and finding ways to put across.

Language is an expression of human activities. In the age of communication, information and wide access to it is considered as wealth. One of the keys to such a source lies in the application of information retrieval technique which has contributed a lot for the emersion of new communication skills.

The English language and communication skill for Commerce along with the scientific, technological and technical purposes is now becoming one of the quintessential branches of learning English. It has been considered of a greater significance in the global context. English language and communication skill course in such an environment is to improve students’ ability in communicating successfully. The recent high demands in education in India has led to the severe issues and concerns of the graduates that these graduates are lacking English competency and enhanced communication skills.

With the rapid industrialization and economic growth in the country, there has been an enormous increase in the number and size of professional organizations related to production and service industry. As communication plays a vital role in the smooth functioning of an organization, the need to enhance the communication skills has assumed a great importance in various fields. With the tremendous advancement
in the field of PLG (Privatization, Liberalization and Globalization), ‘Success is the first priority in profession for everyone’. As such, English plays an important role as a ‘link language’ from local to global level. The present era of globalization, liberalization, tourism, international trade and career opportunities has made proficiency in English necessary since it is recognized as international language. Considering all these aspects, it is very important to prepare the Commerce students to communicate in English as they aspire to enter into the world of business which can be from local level to the international level.

### 6.3 Statement of the Problem

Development and Implementation of a Strategy to Enhance Communication Skills in English for the Commerce Undergraduates.

### 6.4 Objectives of the Present Study

1. To study the initial level of Communication Skills in English possessed by the First Year B.Com. students.

2. To develop the strategy to enhance Communication Skills in English possessed by the First Year B.Com. students.

3. To implement the developed strategy for the First Year B.Com. students.

4. To study the effectiveness of the strategy developed.

   a) In terms of the achievement of the Communication Skills of the F.Y.B.Com.students.

   b) In terms of the students’ reflections about the strategy.
6.5 Delimitation of the Present Study

The present study was delimited to the First Year B.Com students (who had studied in Gujarati medium schools at the higher secondary level) of Tolani Commerce College, Adipur (Kachchh), affiliated to the Krantiguru Shyamji Krishna Verma Kachchh University, Bhuj –Kachchh (Gujarat, India).

6.6 Population of the Present Study

The First Year B.Com. Students (who had studied in Gujarati medium schools at the higher secondary level) constituted the population for the present study.

6.7 Sample of the Present Study

The purposive sample was selected for the present study from the First Year B.Com. Class. The sample constituted of 54 students out of which 27 students were randomly assigned to the Experimental group and 27 students were assigned to the Control group.

6.8 Tools for the Present Study

To achieve the objectives of the present study, the following tools were prepared by the researcher for collecting the required data and these tools were finalized by the experts having specialization in the field of communication skills in English.

1. Information Sheet

2. Pre-Test and Post-Test

   A. Achievement Test

   B. Structured Interview

   C. Group Discussion

3. Questionnaire

6.9 Data Collection
For the present study, the data collected were in the form of achievement scores/grades obtained from the students of the Experimental group and the Control group as well as the responses received from the questionnaire given to the students of the Experimental group. Achievement scores/grades were obtained from the pre-test and the post-test administered to both the groups while the responses received through the questionnaire were in terms of the reflection given by the students to the different items of the questionnaire.

6.10 Data Analysis

In this research, the data collected as mentioned above were analyzed qualitatively and quantitatively. The data obtained through the pre-test and the post-test were analyzed using mean, median, mode and the significant difference between the pre-test and the post-test results while the data obtained through the questionnaire were analyzed qualitatively (i.e. Content analysis).

6.11 Major Findings Obtained from the Analysis of the Data

This section provides a detailed review of the findings obtained from the outcome of the distribution of Information Sheet, the Pre-test, the Post-test and Questionnaire. The data were analyzed, keeping in mind, the objectives of the present study, which lead to the following findings in context of -

a) Information Sheets, b) Pre-Test, c) Post test d) Questionnaire

6.11.1 Major Findings Obtained from the Data Analysis of the Information Sheet

- In case of the students’ knowledge about English language, it was found that 79.63% students could only understand in English, 3.70 % students could try to speak in English whereas 96.30% students could not speak in English. It was found that 74.07 % students could read, 25.93% students could not read in English, 68.52% students could write in English but 31.48 % students not write in English.

- The educational qualification of their parents showed that 78 % parents had schooling, 18 % parents were graduates and 4% parents had no schooling.
- It was found that 45 % students assessed their communication in English 'poor'
whereas 50 % students were of the opinion that they were ‘good’.

6.12 Findings Obtained from the Data Analysis of the Pre-Test

The Pre-test consisted of the achievement test, structured interview and a group discussion. The pre-test and the post-test were parallel. The data collected from the achievement test, structured interview and the group discussion before the intervention programme were considered as the data of the pre-test.

6.12.1 Findings Obtained from the Data Analysis of the Achievement Test

Through an achievement test, the researcher was able to collect the relevant data regarding the Communication Skills other than the Oral Communication Skills possessed by the F.Y.B.Com. students.

- From the written test of these students, it was found that no student had the basic knowledge of general writing such as using ‘Miss’, ‘Mr.’ before the name and the meanings of the words ‘designation’ or the ‘financial year’.

- It was found that 81% students could arrange the words into alphabetical order.

- It was found that 59.25% students could not frame the sentence from the given words. 26% students did not have a clear idea about the grammar so they could not differentiate between the grammatically correct and incorrect sentences.

- It was found that 59.48% students could not write a simple paragraph in English.

- It was found that 31.48% students could not group the sentences according to the type of sentence.

- It was found that 96.29 % students did not know about the ‘non-verbal’ communication’.

- It was found that 66.66 % students could not write the date in proper method.

- It was found that 98 % students did not know about the inside address.

- It was found that 92.59 % students could not write any type of the formal salutation.
• It was found that 81.48% students could not re-write the given address either in proper capitalization or proper punctuations or proper form.

• It was found that 77.77% students were unable to arrange the sentences into logical sequence.

• It was found that 96.29% students were average in writing an application.

• It was found that 98.14% could not draft a simple letter of agency.

• It was found that 91% could properly attempt the questions related to a comprehension.

• Some of the significant causes thwarting comprehension of the learners included lack of knowledge of structural usage, lack of semantic knowledge, vocabulary items, phrases and grammar.

6.12.2 Findings Obtained from the Data Analysis of the Structured Interview

• It was found that 90% students tried to respond shortly to the questions asked in English. But 10% students did not even try to answer.

• No student was found to be a fluent speaker in English.

• It was found that 90% students were unaware of the proper pronunciation of the particular vowels, consonants and diphthongs.

• It was found that 90% students tried to answer, keeping aside the rules of grammar.

• It was found that 85% students uttered their names only while asked about introducing the self.

• It was found that 78% students could express their ideas clearly about their selection for the Commerce discipline.
• 3% students opined that they never read any newspapers. Only 9% said that they read English newspaper occasionally. 88% were Gujarati newspaper readers.

• It was found that 15% students could not answer at all what they had read in the newspapers and the majority could answer shortly instead of explanation.

• It was found that 79.77% students were not aware of the use of latest technology and they had never sent any e-mail.

• It was found that 80% students could not recall any announcement in English.

• It was found that 35.18% students did not know how to initiate any conversation in English.

• It was found that 46.29% students did not express their views in English about what would they do if caught up by the traffic police.

• It was found that 48% students did not know anything about any international personality. The others, who knew, could recall the name of the personality only and could not tell anything more in English.

• It was found that 25% tried to answer in Hindi or Gujarati due to lack of knowledge in English.
6.12.3 Findings Obtained from the Data Analysis of the Group Discussion

- It was found that 90% students were not able to present their views in English on particular topic.

- It was found that 80% students were unable to discuss the particular topic in correct by sharing their views with the others in group.

- It was found that 85% students could not debate on given issue.

- Those, who tried to discuss in English, were average English speakers with the influence of mother tongue in their speech.

- The students who tried to come on the stage to express their views in English had the ‘stage fear’.

- These students could not express their views directly in fluent English.

6.13 Findings Obtained from the Data Analysis of the Post-Test

The pre-test and the post-test were parallel. The data collected from the achievement test, structured interview and the group discussion, after the intervention programme, were considered as the data of the post-test.

6.13.1 Findings Obtained from the Data Analysis of the Achievement Test

- It was found that 100% Students from the Experimental group did write ‘Mr/Mrs/Miss’ before their names. But the students of the Control group could not write Mr/Mrs/Miss before their names.

- It was found that 29% students of the Control group did not understand the meaning of ‘designation. Others including all the students of Experimental group knew the meaning.

- It was found that 70% students of Control group could not write the ‘maiden name’ of their grandmother but all the students of Experimental group could write the maiden names properly.
It was found that 3% students (Experimental group) and 51.85% students (Control group) did not know either the meaning or answer of the calendar year.

It was found that 97% students of the Experimental group could develop their vocabulary power.

It was found that 11.11% (Control group) could not arrange the words into alphabetical order but all other students along with the Experimental group could arrange the words into alphabetical order.

It was found that 18.5 (Experimental group) and 96.29% (Control group) students did not know the spellings of ‘grammar’ and ‘passage’.

All the students of the Experimental group knew the answers of the opposite words but 66.66% students of Control group did not know either the meaning or the answer.

It was found that 92% students of Experimental group could frame the sentences from the given words and 40.75% Control group could not frame the sentences from the given words.

It was found that 88% students from the Control group could not differentiate between the correct and incorrect answer. But all the students of the Experimental group could differentiate between the correct and incorrect answer due to their strengthened grammar.

It was found that 85% students of the Experimental group could write a paragraph properly. But 37.03% from the Control group students could not write a simple paragraph.

All the students of the Experimental group could group the sentences according to the type but 33.33% from the Control group could not group the sentences according to the type.

All the students of the Experimental group could match the words with their meanings given in column but 77.77% students of Control group could not match the words with their meanings given in column.

It was found that 98% students of the Experimental group knew the meanings but 88.88% students Control group could not know the meaning of the given words.
• It was found that 89% students of the Experimental group could define the word communication. But 59.25 % students of Control group could not define the word communication.

• It was found that 3 % student of Experimental group and 74.04 % students from Control group could not know about body language.

• It was found that 79% students of the Experimental group could write the date in proper method but 77.7 % of Control group could not write the date in proper method.

• It was found that 97% students of the Experimental group knew about the letterhead but 92.59 % Control group did not know about the letterhead.

• All the students of the Experimental group could and 66.66 % Control group could not write the letterhead properly.

• It was found that 93% students of the Experimental group could and 77.77 % students of the Control group could not arrange the sentences in logical sequence.

• It was found that 80% students of the Experimental group could draft an application properly. 88.88 % Control group could not write application properly.

• All the students of the Experimental group could write an agency letter appropriately but no student of the Control group could write an agency letter appropriately.

• It was found that 48.14 % students could not find out the answers of the questions set from the given passage.
6.13.2 Major Findings Obtained from the Data Analysis of the Structured Interview

- 100% Students of the Control group did not even try to answer and all the students of the Experimental group could respond properly to the questions asked in English others tried to answer shortly.

- It was found that 85% students of the Experimental group could speak ‘good English’.

- It was found that 90% students of the Experimental group were aware of the proper pronunciation of the particular vowels, consonants and diphthongs.

- It was found that 90% students of the Experimental group tried to answer, keeping in mind the rules of English grammar but 85% students of the Control group could not properly responded to the questions in English.

- It was found that 95% students of the Experimental group could introduce their family in a systematic way where as 60% students of the Control group could utter the names

- All the students of both the group had clear idea about their ambition after completion of their graduation.

- All the students of the Experimental group could express their views on the magazines’ topic they had read but 29% students of the Control group replied about the newspaper instead of magazines.

- All the students of the Experimental group were aware of the use of latest technology and they have started internet use.

- All the students of the Experimental group had inculcated the habit of listening to English news daily and they could report what they had listened to last night but 35.18% students from the Control group were not interested in listening to English news and the others who incidentally used to listen to it were not able to tell about what they had listened to on News channel.
• It was found that 95% students of the Experimental group could recall an announcement in English but 39% students from the Control group could not recall any public announcement in English.

• It was found that 96% students of the group knew and 29.62% students from the Control group did not know how to initiate any conversation in English.

• It was found that 85% students of the Experimental group could and 18.52% students from the Control group could not express their views in English about what would they do if caught up by the traffic police.

• It was found that 88% students of the Experimental group could tell something about the business icon but 70% students of the Control group could recall only the name of the business icon and could not tell anything more in English.

• It was found that 17% students of the Control group tried to answer in Hindi or Gujarati due to lack of knowledge in English. But all the students of the Experimental group remained stick to speak in English.

6.13.3 Findings Obtained from the Data Analysis of the Group Discussion

• It was found that 70% students of the Experimental group and 30% students of the Control group were able to present their views in English on particular topic.

• It was found that 85% students of the Experimental group and 40% students of the Control group were able to discuss the particular topic in correct by sharing their views with the others in group.

• It was found that 85% students of the Experimental group and 40% students of the Control group students could debate on given issue.

• It was found that 85% students of the Experimental group tried to discuss in English with the other group members.
• It was found that 75% students of the Experimental group seemed to be confident who could express their views directly in English and the control group seemed to be less confident. These students could not express their views directly in English.

6.14 Findings Obtained from the Data Analysis of the Questionnaire

• 100% students having undergone the introductory session of the programme for enhancing the communication skills in English, responded positively. It proves that they followed the basic understanding of communication skills.

• 78% students followed the instruction given during the session means the instructions had properly been imparted to them according to their ability of understanding the communication, while 12% of them meagerly understood the instruction in some session.

• The entire Experimental group was satisfied to have enjoyed the way of learning communication skills in English. It shows that the way selected for the students was quite befitting for them.

• With regard to the programme on developing LSRW skills, all the students except one, showed their full satisfaction about it. So, it can be said that the skills were properly taught to them.

• 74% of the students showed their liking for speaking skill, 22% students were interested in skills of writing and listening whereas the reading skill could attract a few number of the students i.e. only four percent of them liked it.

• Method seemed to have attracted 25% of the students in all the skills. 14% students found Content to be useful for all the four skills. Technique proved its usability for 15.5% students in all. Resource was found to be useful for 15.5% students in enhancing the skills. 12% of the students liked Approach. 12% students found ‘Evaluation’ useful for writing only. The usefulness of all the Components was found to be varied in different skills.

• Every one of the Experimental group nicely enjoyed all the ITEMS i.e. Warm up, Learning and Evaluation equally.

• For enhancement of Communication skills in English, the present strategy had
entirely been satisfactory with regards to its usefulness in LSRW skills.

- The Time Period provided for the enhancement of LSRW skills in English was quite sufficient for the whole group of the students.

- In order to improve and enhance LSRW skills, the Evaluation Session seemed to be most useful for the entire Experimental group.

- 25% of the students from the experimental group seemed to have come across some difficult points during the programme. But once the facilitator made the points clear, the entire group of the students felt fully satisfied with her clarifications.

- All the students of the experimental group believed that communication skills have definitely enhanced through this programme.

- Evaluation for the students regarding the enhancement of communication skills in English showed that before the intervention programme 96.3% of the students were at an Average Level and only 3.7% of them were at Better Level. But after the programme, 81.5% achieved the Best Level and 18.5% of them were at better level.

- A majority of the Experimental group felt that the speaking session and feedback session could help them a lot. They confessed that however, in the beginning, they were very weak in the programme, but their stage fear has completely vanished.

- All the students of the Experimental group liked the selection of components and were of the view that the programme was really much useful for enhancing their communication skills in English at present and in future, too.

- The experimental group’s students found this type of programme to be very useful and interesting. It has wholly changed their skills in English from average to the best level.

- Therefore, most of the students opined that this programme should be arranged more frequently and can be introduced in the Higher Secondary schools also.
6.15 Discussion

Based on the previous data collection and analysis as well as the interpretation, it is very clear that the students who were poor in communicative abilities in English could improve their skills through their exposure to the English language through the programme related to the enhancement of the communication skills in English. In the beginning of the data collection, it was clear that the students who were selected as the sample for the present study were very weak in all the communication skills in English, such as ‘Listening’, ‘Speaking’, ‘Reading’ and ‘Writing’. The Pre-test results also showed that those students could not properly write in English and they were unable to communicate effectively.

The mean, median and standard deviation of the pre-test results of the groups viz., the Experimental group and the Control group showed that both the groups were matched groups. After collecting the information regarding the F.Y.B.Com. students’ initial level of communication skills in English through the information sheet and the pre-test results, the researcher developed the strategy with the combination of different components suitable to the students level of enhancing their communication skills in English. Then, the researcher implemented the developed strategy on one group (the Experimental group) whereas the other group (the Control group) did not receive any treatment. The treatment was considered as the experiment of the present study.

During the experiment, the researcher realized the learners’ real potential. The instructional strategy for enhancing the Communicating skills in English was found very effective as all the students were benefited from it. The responses received through the questionnaire given to the students of the Experimental group also showed that the students, not only enjoyed the programme, but they also realized that their communication skills in English were definitely enhanced due to the implementation of the developed strategy like the present study strategy. Thus, the present strategy proved to be very effective as it helped the students to enhance their Communicating skills in English. As a result of this, they were able to communicate effectively. The overall opinion of all the students of the Experimental group was also favourable towards the evolved strategy. The evolved strategy was found to be successful in terms of improvement and enhancement in the students communicating skills in English. Thus, after the implementation of the evolved strategy, it was found that the students who had undergone the intervention programme, performed better in terms of
communicating in English effectively. On the basis of their performance in the posttest, it was found that the majority of students improved their Communicating skills. The intervention strategy was proved to be effective as a significant difference was found in both the tests showing that the students scored high points in the post-test. The use of demonstration as one of the important components in the strategy proved to be effective as it enabled the students to improve their communication skills in English.

6.16 Conclusion

The purpose of the development and implementation of the present strategy was to develop the students’ ability to communicate clearly, correctly and effectively in English on matters having relevance to day to day communication with an emphasis on quality communication. Use of appropriate words, proper construction of sentences, decorous language and coherent presentation conforming to widely accepted corporate practice, make communication effective.

An attempt has been made in the coverage given in this study, to give an exposure to the students for the various communication situations in personal life generally and in public life particularly. Use of appropriate methods in internal and external communication in English has been mainly focused for enhancing their communication in English.

Many times researcher was able to bring about some improvement in the students communicating skills in English without using any advanced technologies aids. This shows that it is possible to carry out such experimental studies within the framework of the existing system. Once the students are tuned to these several techniques, skills and practices, they will be able to pick up the required competencies. They will be able to improve their presentation skills. This will also help them to shape their personality and become effective speakers.
6.17 Suggestions

As the researcher was enriched with new experiences and came to know about many things, she would like to make some suggestions for further exploration.

- This strategy can be used for the students of other faculties also with necessary modifications and changes if necessary.
- The components of this strategy can be used for teaching other subjects also with necessary modifications where needed.
- Similar modules and packages may be developed by the teacher for different stages.
- An evaluative scale may be developed for the effective communication skills.