CHAPTER V
SUMMARY AND SUGGESTIONS

5.1 Overview

The concluding chapter indicates the overall structure of the present study. In the first section, the place of English in India and the method of teaching it have been described. The second section deals with the problem, general objectives and hypotheses of the study. The third one enlists the findings of the study and their implications. The final section recounts the suggestions for further research.

5.2 Introduction

English is one of the most important languages in the world. It can even be said to be the single most important language. Other languages are important too, but not for the same reasons as English is important. English is important because it is the only language that truly links the whole world together. If not for English, the whole world may not be as united as it is today. The other languages may be important for their local values and culture. English can be used as a language in any part of the world. This is because at least a few people in each locality would know the language. Though these people might not have the same accent as others, the language at least will be understandable. There are various reasons for the importance of English Language. When a person travels to another part of the world either for the sake of business or even as a tourist, the languages may differ. In these conditions, English is the language that helps people to deal with the situation. It is like a universal language.

In countries like India, where the land is so vast with people of various cultures live, the languages of each part of the country also differ.
Under the circumstances, English can be the only link as people in each place will not be able to learn all the other languages to communicate with the people. English bridges this gap and connects the people.

The presence of English as a universal language assumes importance in the fact that more and more people leave their countries not only for the sake of business and pleasure, but also for studying. Education has increased the role of English as people who go to another country to study can only have English as their medium of study. This is because the individual will not be able to learn a subject in the local language of the country. This again reinforces the fact that English language is very important.

5.1.2 Title of the study

Effectiveness of interactive language learning in improving the communication skills of secondary school students in Tamilnadu.

5.2.2 Objectives of the study

The following are the objectives of the study:

- To teach communication skills through interactive way (spoken skills and written skills) for ninth standard students.
- To find out whether there is any significant difference between the pre-test mean scores of control group and experimental group students’ communication skills in English.
- To find out whether there is any significant difference between the pre-test and post-test mean scores of control group students’ communication skills in English.
- To find out whether there is any significant difference between the pre-test and post-test mean scores of control group students in
different components of spoken English skills (Accent, Grammar, Vocabulary, fluency and Comprehension)

➢ To find out whether there is any significant difference between the pre-test and post-test mean scores of control group students in different components of written English skills (communicative quality, organization, relevance, Linguistic accuracy and linguistic appropriacy).

➢ To find out whether there is any significant difference between the pre-test and post-test mean scores of Experimental group students’ communication skills in English.

➢ To find out whether there is any significant difference between the pre-test and post-test mean scores of Experimental group students in different components of speaking skills in English.

➢ To find out whether there is any significant difference between the pre-test and post-test mean scores of Experimental group students in different components of writing skills in English. (Accent, Grammar, Vocabulary, Fluency and Comprehension).

➢ To see whether there is any significant difference between the post-test mean scores of the Control group and Experimental group students’ communication skills in English (Communicative quality, organization, relevance, linguistic, accuracy and linguistic appropriacy).

➢ To see whether there is any significant difference between the post-test mean scores of the Control group and Experimental group students in different components of speaking skills in English.

➢ To see whether there is any significant difference between the post-test mean scores of the control group and Experimental group students in different components of writing skills in English.
➢ To assess whether there is any significant difference between the post-test mean scores of Control group boys and girls in communication skills (speaking and writing skills) in English.

➢ To assess whether there is any significant difference between the post-test mean scores of Experimental group boys and girls in communication skills (speaking and writing skills) in English.

➢ To assess whether there is any significant difference between the post-test mean scores of the Control group rural and urban students’ communication skills in English.

➢ To assess whether there is any significant difference between the post-test mean scores of the Experimental group rural and urban students’ communication skills in English.

5.2.3 Hypotheses of the study

Keeping the above objectives of the study in mind, the following hypotheses are formulated for testing.

➢ There exists no significant difference between the pre-test mean scores of control group and experimental group students’ communication skills in English.

➢ There exists no significant difference between the pre-test and post-test mean scores of control group students’ communication skills in English.

➢ There exists no significant difference between the pre-test and post-test mean scores of control group students in different components of speaking skills in English (Accent, Grammar, Vocabulary, Fluency and Comprehension).

➢ There exists no significant difference between the pre-test and post-test mean scores of control group students in different components of writing skills in English (Communicative quality,
organization, Relevance, Linguistic accuracy and linguistic appropriacy).

- There is significant difference between the pre-test and post-test mean scores of experimental group students’ communication skills in English.
- There is significant difference between the pre-test and post-test mean scores of experimental group students in different components of speaking skills in English.
- There is significant difference between the pre-test and post-test mean scores of experimental group students in different components of writing skills in English.
- There exists significant difference between post-test mean scores of control group and experimental group students’ communication skills in English.
- There exists significant difference in the post-test mean scores of control group and experimental group students in different components of speaking skills in English.
- There exists significant difference in the post-test mean scores of control group and experimental group students in different components of writing skills in English.
- There is no significant difference in the post-test mean scores of control group boys and girls in communication skills (spoken and written) in English.
- There is no significant difference in the post-test mean scores of experimental group boys and girls in communication skills (spoken and written) in English.
- There is significant difference in the post-test mean scores of control group rural and urban students’ communication skills in English.
➢ There is significant difference in the post-test mean scores of experimental group rural and urban students’ communication skills in English.

### 5.2.4 Need and Importance of the Study

After completing middle school education, the students join the high schools. Most of the schools are situated in urban areas. The students hailing from rural areas find it difficult to learn English and cope-up with the urban students. As they had been taught through translation method at the elementary and higher elementary levels, they would find it difficult to comprehend English speech and also struggle to speak and write good English. Even the students belonging to urban areas find it difficult to speak and write English fluently.

Even though, the English teachers serving in different schools in Tamilnadu try to teach communication skills through different methods and techniques to the secondary school students, most of them lack communication skills. Hence the researcher wanted to find a solution for this problem. She tried to establish the effectiveness of interactive language learning in improving the communication skills of the secondary school students in Tamilnadu.

The interactive language learning makes the students active, whereas the traditional methods make the students passive. Because of interactive language learning, the students can improve their speaking skills and writing skills.

In order to develop the communication skills of the students in English, different researchers have taken up researches at different levels. Krishnaswamy (1986), Ramani (1985) and Ramachandran (1985) were against the use of communicative approach at school level. However, the
studies conducted by Prabu (1984), Julusen (1986), Sadhana Guha (1988) and Sasikala (1997) have obviously pointed out the effectiveness of the communicative approach in teaching English which gives importance for interaction in the class room at the secondary school level.

5.2.5 Scope of the Study

The main focus of the study is to measure the effectiveness and advantage of interactive way of teaching English over the traditional method in promoting the spoken and written skills of students in English. For this, students studying ninth standard at Alagappa Model Higher Secondary School, Karaikudi and Government Higher Secondary School, Kuruvi Karambai are selected for the study. Eighty students were selected from both the schools and they were divided into two groups. One group was considered to be the control group and the other is experimental group. These two groups were matched on the basis of their previous performance in English and also based on their skills of speaking and writing tested through a pre-test developed for the purpose. The control group was given the treatment of traditional method of teaching English and the experimental group was given a method of teaching English by using interactive way.

Finally, the study attempts to find out the significant difference if any in the performance of boys and girls, rural and urban students when they were taught through traditional method of teaching English and by using interactive way.

5.3 Methodology

In an interactive language learning class, the teaching will be active, imaginative and innovative, and it will include all ingredients for effective language learning. This kind of learning stimulates the interests
of the learners and makes them involved in the learning process. In this process students achieve facility in using a language when their attention is focused on conveying and receiving authentic messages. According to Wells, ‘linguistic interaction is a collaborative activity involving the establishment of a triangular relationship between the sender, the receiver and the context of situation’.

Students can be given the opportunity to indulge in interaction after reading the text. In planning reading activities teachers should consider whether students will profit more from working in large groups. Instruction will be tailored to the learning predilections of individual students as much as is feasible and even within large group instruction, provision should be made for small group interaction or at least interstudent discussion as well as for individual reading.

Small group work on a reading task stimulates student participation as it gives chances to learn how to work harmoniously with others. It also encourages open mindedness about other people’s ideas. Students become inquirers- investigators learning from the group member’s successful strategies for extracting meaning and interpreting content. When the students are in groups they have the opportunity to decode and interpret the script, to include personal findings, refine these in association with others, and inject their own reactions on the cognitive level. Those participating in small groups acquire knowledge not only from what they have read, but also through working with other reflective individuals. Because of communicating with others, they learn to relate bodies of knowledge meaningfully, to make cultural observations refined by discussion and evolve new richer interpretations of the material read.

Model lessons were prepared to teach English prose and poetry through interactive way. These lessons were subjected to the group try-
outs. On the basis of the analysis of the try-out, required correction, modifications, and refinements were made. The views of the language experts were taken as the index of the content validity. As the students secured same scores in different tests conducted at different time intervals, there was reliability in the lessons prepared. The students’ performance was tested by way of giving different tasks for which they have either to write essays or to present lectures and interact orally. Their performance was measured and rated with the help of proficiency descriptions given in Arthur Hughes’ book entitled *Testing for Language Teachers*.

The sample was selected from the students studying IX standard in Alagappa Model Higher Secondary School, Karaikudi and Government Higher Secondary School, Kuruvi Karambai. These students were divided into two groups possessing equal language proficiency based on their previous year performance and pre-test specially conducted for them. For speaking skills, accent, grammar, vocabulary, fluency and comprehension have been taken into account. For writing skills, communicative quality, organization, relevance, linguistic accuracy and linguistic appropriacy have been taken into account. The lessons in poetry, prose, grammar and composition were taught through interactive way for the experimental group students and through grammar-translation method for control group students. The experiment was conducted for a period of forty five working days (one and a half hours a day) in each school. The present study is based on experimental method. The researcher has used the pre-test, post-test equivalent group design. Regarding statistical techniques, she has used ‘t’ test to find out the significance of difference between the means of the pre-test and post-test scores of the control group and experimental group students.
5.4 Findings of the study

When an overall analysis is made, the following findings emerge:

- There is no significant difference between the control group students and the experimental group students as a whole in the pre-test performance. The absence of significant difference in the pre-test performance proves the fact that both the control group and the experimental group are matched ones before conducting the experiment.
- The control group students’ performance in the pre-test and post-test with regard to speaking skills, writing skills and communication skills taken together significantly differ. In other words, the traditional method of teaching English is also helpful to develop communication skills of the students.
- The pre-test and post-test performance scores of control group students in different components of speaking skills in English differ significantly, when they are taught through the traditional method of teaching English i.e Grammar cum Translation method.
- The pre-test and post-test performance scores of control group students in different components of writing skills in English differ significantly.
- The use of interactive language learning resulted in the improvement of the communication skills of the students significantly. The performance of the experimental group students is higher in the post-test than in the pre-test. This confirms the findings of the studies undertaken by Sadhana Guha, Joseph and Thigagaraju.
- The pre-test and post-test performance scores of experimental group students in different components of speaking skills in
English differ significantly, when they are taught through interactive way. The post-test performance scores of experimental group in speaking skills are higher than the pre-test scores.

The pre-test and post-test performance scores of experimental group students in different components of writing skills differ significantly, when they are taught the writing skills through interactive way. The post-test performance scores are higher than the pre-test performance scores.

The performance of control group and experimental group students in different components of communication skills in English differs significantly. Further, the achievement of experimental group students is higher than that of the control group students in each component of communication skills (speaking’ writing and communication skills taken together). This confirms the study undertaken by Jonathan Snell who concluded that interaction in the classroom alone can improve language learning.

The performance of control group and experimental group students in different components of speaking skills in English differs significantly. Moreover, the performance of experimental group students in each component of speaking skills in English excel the performance of control group students thereby proving the importance of teaching English through interactive way than by using traditional method. This confirms the study undertaken by mark D. Offner to utilize conversation in the English class room in Japan.

The performance of control group and experimental group students in different components of writing skills in English differs significantly. The performance of experimental group students is higher than that of the control group students in each components
of writing skills in English. Hence it is obvious that interactive way of teaching English helps in improving the communication skills of students than traditional method. This confirms the study conducted by Maria Palmiva Massi to stress the importance of interactive writing.

- The post-test performance scores of boys and girls taught through the traditional method do not differ significantly with regard to speaking skills, writing skills and communication skills taken together. It is clear that there is no difference in the performance of boys and girls of control group when they are taught through the traditional method.

- There is a significant difference in the performance of the experimental group boys and girls in the post-test with regard to speaking, writing and communication skills taken together. The experimental group girls have fared slightly better than the boys.

- There is a significant difference in the performance of the rural and urban students belonging to the control group in the post-test with regard to speaking, writing and communication skills taken together. The urban students have fared better. Yet their performance is slightly higher than the rural students.

- There is also a significant difference in the performance of the rural and urban students belonging to the experimental group in the post-test with regard to speaking, writing and communication skills taken together. The performance of the urban students is slightly higher than that of the rural students.

5.5 Implications of the study

The results of the study have established that interactive way of language learning is more effective than traditional method in making the
secondary school students learn communication skills in English. Moreover, the results also point out that the teaching learning process is interesting as the students become active.

All teachers should be given orientation for two to three weeks about the ways and means of developing interactive lesson to teach different language functions in spoken and written English.

Keeping the results of the study in mind, the Tamilnadu Government Text Book Society may take up the task of developing text books for teaching English language functions through interactive way at the secondary and higher secondary level.

The E.L.T language centres in D.T.E.R.T and N.C.E.R.T can take up the task of developing text books written in an interactive way to teach language functions in English and a teacher’s hand book can be prepared and supplied to all the high schools higher secondary schools in each district so that the teachers can effectively make use of these text books prepared to suit the interactive way.

The University of English and foreign Languages (UEFL) and the Regional Institute of English (R.I.E) can organize a training programme for the English language teachers with regard to the effective preparation and use of text books based on interactive way to teach communication skills to the high school and higher secondary school students.

The instructional video-programmes with regard to the development and use of interactive way may be developed by the N.C.E.R.T. and D.T.E.R.T making use of the expertise of talented teachers at National and State level respectively. These video cassettes may be supplied to all the schools. If not, these video cassettes can be supplied to District Central Libraries of each district in order to lend the
cassettes to the aspiring schools. Since almost all the schools have T.V. of their own, it is possible for them to play the cassette and the students can view the instructional programmes, thereby learning the communication skills. In this way the talented teachers’ expertise may be made available to the schools in the remote areas.

Model English lessons taught by experts using interactive way can be prepared and telecast through Educational Programmes. The timings of telecast can be informed in advance to all the schools so that the students and teachers can view the programmes. After the programme is over, the English language teacher can generate discussion among the students about the programme telecast. The teacher can act as facilitator to clear the doubts arising in the minds of the students with regard to communication skills learnt through interactive way.

5.6 Limitations of the study

The limitations of the study are as follows:

This study is confined to the students studying in IX standard of Alagappa Model Higher Secondary School, Karaikudi and Government Higher Secondary School, Kuruvi Karambai.

The sample consists of only eighty students (40 control group and 40 experimental group) grouped on the basis of their previous year VIII standard annual examination English marks and also on the basis of their performance in the spoken and written communication skills in English (Assessed through the pre-test developed for the purpose).

For assessing spoken skills of communication in English, five components accent, grammar, Vocabulary, Fluency and Comprehension are considered in this study.
For assessing written skills of communication in English only five components viz. Communicative Quality, organization, Relevance, Linguistic accuracy and linguistic appropriacy are considered in this study.

The lessons in prose, poetry, grammar and composition were taught through interactive way for the experimental group students and through Grammar Translation method for the control group students.

The experiment was conducted for a period of forty-five working days (one and a half-hours a day) in each school.

The performance of the students was assessed using the scale provide in the book entitled *Testing for Language Teachers* by Arthur Hughes.

### 5.7 Suggestions for further Research

By conducting this study the use of interactive way has been found very effective for learning speaking skills and writing skills in English by secondary students belonging to two schools only. To ensure more dependable conclusions, the experiments may be conducted on a wide range of schools.

A parallel study can be conducted to find out the effectiveness of interactive way in teaching English at higher secondary and collegiate level.

Studies can be attempted to see the cognitive and meta cognitive functions involved in learning speaking skills and writing skills in English by the students through the interactive way.

A study can be made to assess the attitude of teachers at high school and higher secondary school levels towards the use of interactive way in the learning of communication skills by the students in English.
Attempts can be made to develop English language content at secondary level so as to teach through interactive ways. The effectiveness of interactive way to teach communication skills can be confirmed by these attempts.

A separate study can be undertaken to assess the effectiveness of interactive way by using Computer Assisted instruction in learning speaking skills and writing skills.

**5.8 Conclusion**

To sum up, the interactive way of Teaching English makes the learners acquire a fluent command of the linguistic system. The learners are capable of producing language which is acceptable. They acquire greater grammatical accuracy. Moreover, the learners are encouraged to take into account of the social context in which interaction takes place and thereby they are trained in social interaction activities.