CHAPTER - SIX

FINDINGS, IMPLICATIONS AND SUGGESTIONS
## Chapter - Six
Findings, Implications and Suggestions

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Introduction</td>
<td>150</td>
</tr>
<tr>
<td>6.2</td>
<td>Major Findings</td>
<td>150</td>
</tr>
<tr>
<td>6.3</td>
<td>Major Implications</td>
<td>156</td>
</tr>
<tr>
<td>6.4</td>
<td>Major Suggestions</td>
<td>157</td>
</tr>
<tr>
<td>6.5</td>
<td>Conclusion</td>
<td>158</td>
</tr>
</tbody>
</table>
Chapter - Six

Findings, Implications and Suggestions

6.1 Introduction:

This chapter is divided into three sections: the first section focuses on major findings of this research study regarding the use of the experimental tasks and the use of English in various environments; the second section is devoted to major implications and the third section related to suggestions.

6.2 Major Findings:

The study has yielded some significant findings regarding the use of English in various environments by the students of F.Y.B.Com. at Sardar Patel University. The major findings were arrived at regarding the use of four broad categories of learning in relation to the use of English.

6.2.1 The students were very much excited to see such a kind of material because many of them were seeing such a kind of material for the first time, except for those who had done their schooling through English medium.
6.2.2 The target population found it difficult to understand some of the items in the sample materials and they needed some help in the items number: 2, 3, 14, 18, 21 and 22.

6.2.3 Otherwise the students could understand most of the items in the Interview format without much difficulty.

6.2.4 Before presenting the sample materials to the target population, Investigator tried out the materials with some students and according to the comments and suggestions from the ELT experts, Investigator dropped some of the items from the final version of Interview Format.

6.2.5 It was not easy to explain to the students the purpose of the study and to convince them that their responses were going to be used for the purpose of research only. Because the students were feeling shy about their responses being grammatically wrong in English language.

6.2.6 The male respondents were more keen about responding to the questions. Not only this, the boys were more eager to come to these classes than the girls.
6.2.7 The respondents found it difficult to answer such questions and do the exercises given to them because according to them, these exercises were never going to be helpful. The Investigator had to explain them the motive and purpose behind this whole procedure.

6.2.8 The respondents who had done their schooling from English medium showed more consistency in coming to the classes regularly and were more thrilled for they were the part of such a research programme.

6.2.9 There was no significant sex difference as far as listening to English news was concerned. Therefore the hypothesis (1.9.5) that both the boys and the girls do not often listen to English news was accepted.

6.2.10 There was no significant sex difference as far as attending to any public or private lecture was concerned. Therefore the hypothesis (1.9.6) that both the boys and the girls do not often attend any public or private lecture, was accepted.

6.2.11 There was no significant sex difference as far as using English at home was concerned. Therefore the hypothesis (1.9.7) that both the boys and the girls do not use English at home was accepted.
6.2.12 There was no significant sex difference as far as using English in college was concerned. Therefore the hypothesis (1.9.8) that both the boys and the girls do not use English in college, was accepted.

6.2.13 There was no significant sex difference as far as using English during travelling was concerned. Therefore the hypothesis (1.9.9) that both the boys and the girls do use English during travelling, was rejected.

6.2.14 There was no significant sex difference as far as reading English magazine was concerned. Therefore the hypothesis (1.9.10) that both the boys and the girls do read English magazine, was rejected.

6.2.15 There was no significant sex difference as far as reading news article in English was concerned. Therefore the hypothesis (1.9.11) that both the boys and the girls do read news article in English, was rejected.

6.2.16 There was no significant sex difference as far as reading of English books was concerned. Therefore the hypothesis (1.9.12) that both the boys and the girls do read English books, was rejected.
There was no significant sex difference as far as reading of English books prescribed for students under the category of Business Communication was concerned. Therefore the hypothesis (1.9.13) that both the boys and the girls do read English books prescribed for them under the category of Business Communication, was rejected.

There was no significant sex difference as far as writing letters in English was concerned. Therefore the hypothesis (1.9.14) that both the boys and the girls do write letters in English, was rejected.

There was no significant sex difference as far as creative writing in English was concerned. Therefore the hypothesis (1.9.15) that both the boys and the girls do creative writing in English, was rejected.

There was no significant sex difference as far as listening to English news was concerned. Therefore the hypothesis (1.9.16) that both the boys and the girls do try to contact people whose mother tongue is English, was accepted.

There was no significant sex difference as far as listening to English news was concerned. Therefore the hypothesis (1.9.17) that both the boys and the girls do try to think in English, was rejected.
6.2.22 The qualitative analysis of the students' response shows that the use of the new tasks resulted in greater interaction within the classroom.

6.2.23 The qualitative analysis of the students' response shows that the level of affective involvement was higher when the students were processing the new tasks.

6.2.24 The qualitative analysis of the students' response shows that the use of the new tasks resulted in building up a meaningful context within which Business English was taught.

6.2.25 The qualitative analysis of the students' response shows that there was a change in the roles of the learners and the teacher. Instead of being passive receivers the learners became active participants. Similarly, the teacher became a facilitator.

6.2.26 On the whole, the qualitative analysis of the students' response shows that the new tasks have greater pedagogic value as improved instructional material.
6.3 **Major Implications:**

The most important implication for language teaching in the state is that the policy makers, implementors and teachers need to provide opportunities for students to learn in a way, which suits their preferred strategies and styles of learning. Some of the major implications are stated below.

6.3.1 The present study shows that it would be wrong to prepare the same kind of instructional materials for all language learners. The variables studies have shown that different groups adopt different ways for learning a language and for implementing them in to practice. This is the reason why it is necessary to prepare the materials keeping in mind the learners at F.Y.B.Com. level.

6.3.2 Since the learners of both the sexes have different ways of learning and implementing the language in to practice, proper as well as enough care should be taken to prepare the tasks for the students at F.Y.B.Com. level.

6.3.3 When small group tasks like tutorials and seminars are given to the students, they tend to work hard.
6.3.4 Instead of teaching the students Business English through traditional methods, the students should be encouraged to play active part in the learning process.

6.3.5 Need based materials should be prepared for the students studying at the F.Y.B.Com. level catering to their requirements regarding Business Communication.

6.3.6 Traditional language classes are over crowded and teacher dominated. The present study shows that one can employ such tasks that would lead even those students who are poor in their studies to improve upon their performances.

6.3.7 Teacher education courses should make language teachers aware of the learning strategies to be adopted for the various aspects of Business English. At present Business English teachers and Commercial Communication instructors are left to fend for themselves.

6.4 Major Suggestions:

After studying the minute details about the syllabus and responses of the students, the Investigator presents the following suggestions:
6.4.1 The present syllabus emphasises more on the written communication rather than the oral communication. Instead if the students can be taught how to communicate with people in the business environment then his study of Business English is going to be more useful.

6.4.2 The present syllabus is exam based. Instead if it can be given some professional touch in the form of need based material then the students are going to be more benefited.

6.4.5 The students of commerce faculty concentrate more on the subjects like: Accountancy, Maths, Taxation etc. So they feel that they have simply to pass in English. This mentality hinder their progress regarding the knowledge of learning English. A solution to this problem can be brought about if the students are taught and informed the importance of English.

6.5 Conclusion:

On the basis of our analysis of the data presented in the previous chapter, this chapter presented the findings arrived at and discussed their implications. Thus, this chapter places the study in the context of English Language Teaching in Gujarat and provides a summative view of the investigation in terms of its academic outcome.