CHAPTER: VI

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6.1 Introduction
This chapter examines the implications of the findings for the teaching of English at the FYBBA level. Based on these findings, suitable pedagogic recommendations have been made. This chapter presents the findings of the study which was undertaken with an aim of developing communicative competence through a set of interactive strategies or tasks. The chapter concludes with necessary recommendations and suggestions for further research.

6.2. Overview

The Grammar-Translation method, the Audio-Lingual approach and the Situational Language Teaching approach were the methodologies in vogue before CLT. These methods involved repetition and memorization of forms. During the Second World War, language was learnt with a utilitarian purpose in mind. Mere memorizing of grammar rules and studying literary texts were considered irrelevant. Ability to use the language to meet practical ends became the major goal. In other words to be successful in learning a foreign language means ability to get the meaning across while communicating. It was at this point that these methodologies gave way to Communicative Language Teaching (CLT).

The communicative approach in language teaching is grounded on the theory of language as communication. CLT not only considers language in terms of grammatical structures and vocabulary but also in terms of the communicative functions they perform. Knowledge of the rules of grammar alone is not sufficient. The ability to use these rules appropriately to communicate meaningfully is equally, if not more, important. Dell Hymes said "There are rules of use without which the rules of grammar would be useless"
CLT is all about knowing and learning how people use a language, what they do with language forms when they want to communicate with each other. Effective communication in the foreign language is achieved by manipulating the linguistic structures.

The learner uses strategies to manipulate the structures in a conversation to convey meaning effectively. The linguistic forms are given importance but the ability to use them appropriately is given more importance. CLT in second language learning emphasizes interaction as both the means and the ultimate goal of learning a foreign language. The CLT approach does not stress on rules of grammar or syntax. Accuracy in using the rules of grammar is given less importance when compared to the verbal fluency of the learner. Success of CLT depends on the learner’s ability to get his/her meaning across to the listener and also to understand the ideas of other speakers. Communication in the classroom is achieved by creating real-life situations and making the learners role-play it. Task-based activities are developed to ensure that communication takes place between the learners.

With the appearance of CLT, second language teaching faced a dramatic change in the method of teaching the language. Although teachers and researchers are aware of the need to improve students’ communicative competence and try out new ideas to contribute to meeting that need, there seems to be still a long way to go.

As one of the most popular words in the 21st century, “communication” has great influence in the language teaching world. That is not only because of its high frequency appearance in the research world, but because of its essential meaning that represents the gradual globalization in the past century. But it is interesting to note that we are continuing the old methodology to teach English and Communication Skills where the teachers spend much time delivering didactic lectures while students take notes and seldom participate in class. The relatively tedious test-based teaching method makes students reluctant to freely participate in classroom discussions.

It seems that students learn English just to pass exams and teachers lecture mainly to help students achieve this goal. The result is that students do not have enough English to communicate effectively with others. In the advent of burgeoning employment opportunities in the post economic liberalization and globalization process, where professions demand effective English competencies, the budding professionals need to
hone their communication skills in an applied teaching learning environment rather than through didactic teaching alone.

There is an urgent need to widen our horizon as language teachers and step into the realm of teaching and learning in the true sense. We, the language teachers, must be now ready to play multiple roles, from material designers to classroom manager. Hence, this research work is an attempt to prepare and try out a set of interactive strategies to enhance the communicative competence of the learners at the tertiary level. This interventional try out aims to develop student's ability to use English in an all-round way, so that in their future work and social interactions they will be able to exchange information effectively through both spoken and written channels.

The analysis and interpretation of the collected data suggested that positive trend in the Final University result of the students from the experimental group. While developing the students' speaking abilities and increasing their vocabulary level, students simultaneously developed their listening skill and also gained confidence during the process of communication. An English context was automatically created during various activities while English was used as the medium for students to communicate with each other. The English context helped students cultivate their sense of the language, and created an atmosphere where students could improve their English ability. These activities provided students an opportunity to speak and share ideas in a relatively relaxing way. Therefore, students became the protagonists in the classroom, and their initiative and motivation were both enhanced. With these tasks and activities the four-macro skills, namely listening, speaking, reading and writing, can be integrated to setup meaningful situations, which foster the learners 'communicative competence'. The interaction between members of the groups provides a basis for language learning. The language used in such situations is nearer to the one used in real life. Through these activities the learner gets an access to the social, cultural and pragmatic aspects of the language.

6.3. Findings

In the previous chapter, the data collected are presented in the form of graphs, diagrams and tables. After meticulous scrutiny of the statistical and qualitative interpretation of these data, the researcher has derived the following findings:
1. It was found during the personal interview before the commencement of this study that a majority of students face problems with English. The students have to use the language while taking notes, following instructions of the teachers during Hospitality practicals, understanding lectures, writing answers, making presentations, while taking Communication Skills practical exams. They have problems in other subjects too because the reference books are in English. The syllabus which aims at teaching skills has failed in developing these skills.

2. The syllabus of this undergraduate course i.e. FYBBA (Honours) with specialization in Hospitality or Travel & Tourism Management has "a bit of everything literal" from short stories, poems to play but it does not suffice the present communicative needs of the students of a professional course. The students now need language for communicating in the real world beyond the four walls of the classroom.

3. It is found that the materials produced for the study are helpful in improving LSRW and developing considerable amount of interaction among the students. It is found that the techniques used in the study and materials tried out during the experiment will prove effective for the students of FYBBA (Honours) to make them independent user of the language.

4. Present evaluation system does not require a student to be competent in all the four skills. Even a weaker student manages to pass the exam by cramming a few things. Therefore, there is a need to bring reforms in the present evaluation system.

5. It is found that with the help of the materials produced and the new interactive teaching method, the students' communicative competence in all the four skills has increased considerably.

6. The materials produced and the new techniques used have also greatly contributed to the overall development of the students by enhancing their personality and by making them rational and confident.

7. It is found that the conducive classroom atmosphere accelerates the teaching-learning process if the atmosphere is encouraging and that of mutual trust and love, the students feels comfortable and becomes an enjoyable endeavour.

8. It is found that students prefer group or pair work more than individual work. When the students are emotionally involved, they perform better.

9. The attitude of the students towards the language course is found to be very positive.
10. It is observed that activities like elocution, debate, group discussion, presentation, drama, creative writing etc play an important role in the overall development of students. These activities enrich the thought process which leads to greater output.

11. Although at times students face difficulty in understanding some terms of Hospitality or Tourism industry in English. It is found that the use of a bit of vernacular language saves time which can be utilized in doing some fruitful discussion.

12. The analysis of the classroom interaction in the study has proved that the materials and the strategies used during this study used facilitate greater use of language in the classroom.

13. The experiment demonstrates that the marks of the experimental group of students were consistently improving, while those of the control group were more or less static.

14. In the final university examination, the experimental group improved significantly than the control group in terms of their average scores.

15. The students of English medium background showed higher improvement than those from vernacular medium schools. The reason for this may be because of the fact that the students of English Medium schools had an earlier exposure for such a course hence they might be more comfortable in this type of learning environment.

16. Most of those in the experimental group, who did well in the pre-test, also did well in the final university examination.

17. There were students from various educational boards, in both the experimental and the control groups, including Central board, Gujarat, Rajasthan, Madhya Pradesh, Jammu & Kashmir, Maharashtra and National Institute of Open Schooling, thus ensuring the participation of students from a wide range of backgrounds. Incidentally, there were no statistical differences between the groups in terms of background schooling. (Table 1)

18. Both objectively and subjectively, it was seen that at the baseline, that is, on comparison of class 12 marks, both the experimental and the control groups showed similar average results, which were not statistically much different from each other. (Table 4 & fig 1)

19. From the above, it is clear that the intervention and the control groups were comparable at baseline, that is, before the onset of the intervention, which is an essential part in any experimental study.
20. The experiment demonstrates that the marks of the experimental group of students were consistently improving across the internal examinations, while that of the control group had slow progress.

21. In the final university examination, the experimental group improved significantly than the control group in terms of their average scores as evident in Table 6 & 7.

22. The students from English medium background showed higher improvement than those from vernacular medium schools as compared with their respective results of the Class 12 examination. On the other hand, these differentials across different Boards in class 12 as well as gender were not statistically significant. (Table 8). This suggests the possibility of some unknown factor in the original medium of instruction during class 12 which may have been beneficial to the students of English medium schools.

23. It is been observed that these communicative tasks offer a change from the traditional teaching routines through which many learners have previously failed to communicate. It encourages learners to experiment with whatever English pieces they can recall, to try things out without fear of failure, to express themselves with basic fluency and accuracy.

24. Communicative teaching materials can play a vital role in various undergraduate courses like F.Y.B.A, F.Y.B.A., F.Y.B. Com. and F.Y.B.Sc. /FYBCA etc. There is a need of skill-oriented courses at the under-graduate. But the requirements of these students are different. Hence we should not just offer a general course for the students of all these faculties and be content with it. Their needs are specific so they should be given specific courses.

25. It is found that at times the teacher is acquainted with the modern tools of teaching, but the resources are limited and the procedures for obtaining these teaching aids like LCD are very lengthy and require a lot of formalities to be fulfilled. This not only creates hindrance in implementing new teaching methods and techniques but consumes lot of valuable teaching time.
6.4. Implications for future research

1. The growth of business English will increase the need for such research, particularly as business English is very often used by different people using different strategies.

2. The learners' background and the effects of the environment in which they use English are now topics of great concern. Researchers and modern teaching communities are sensitive to these issues. This leads to an increased awareness of the importance of cross cultural issues and a shift towards further research in this area.

3. There is scope for research in genre analysis as applied research which leads to course design from the initial need analysis to material development. This research can go into two directions: first concern with the broader picture how discourse communities work and the role played by text and second specific corpora will be used to investigate the phraseology of particular specialist disciplines and professional need.

4. Preparation of more communicative teaching materials for various courses after assessing the communicative competence level of the learners and these materials need to be standardized.

5. Further there is possibility for communicative language teachers to play the additional role of "genre doctors" diagnosing communicative problems, advising various disciplines and professions on the effectiveness of their communication skills.

6. The interview data reported here provided a starting point for describing the communicative difficulties that the students experience in the college context. However, due to the small amount of data collected from such interviews, this study is exploratory, and thus there is a need for a larger longitudinal study.

7. Transition from one learning context to another requires students to make tremendous adaptation, because it is a process of undoing old habits and acquiring new habits. Old behaviours and beliefs need to be modified over time for successful transition to occur. Thus, a longitudinal in-depth analysis of the students' adaptation process, compiled with actual observations of their behaviours, is necessary in order to reveal how they negotiated their identities, participation, and membership in their new learning community. Such analysis will tell us in more
depth about the actual strategies that the students used when shifting from the context of learning English to the context of learning-in-English. Some positive results have come out from this study; however the conclusion may not be drawn easily. CLT is by no means the final answer, and further studies are waiting for language teachers to conduct, college English teaching needs further reforming and some of the key issues have yet to be fully resolved. In order to ensure that these changes are not pushed aside in future developments, it seems essential to attempt to clear away misconceptions that might otherwise be used to discourage CLT techniques and CLT as a whole. Perhaps there are some others limitations we cannot predicted at present, which need our further study in the future, it deserves further systematic exploitation that communicative tasks can produce better teaching and learning effects than the traditional teaching approaches when it is designed and implemented carefully.

6.5. Recommendations

1. ROLE OF A TEACHER

(i) English language teachers should make themselves ready for a change, since change is inevitable they are expected to equip themselves with the interactive language teaching and this in turn can help them to find remedies to the difficulties they encounter in the classrooms.

(ii) In a word, it is of great importance for a English teacher to have a clear conception of the communicative tasks design and then to be able to design appropriate communicative tasks for different teaching materials and to conduct activities to implement these tasks in appropriate ways with different students. Also, it is crucial for a teacher to frequently reflect on their teaching beliefs and teaching practices so that they can make continuous progresses in their teaching.

(iii) Teachers need to be trained in new teaching methods. They should be well oriented for a fruitful teaching learning process. He/she is a facilitator of the communicative process in which he/she may play the roles of instructor of language items, organizer of the communicative activity, error-corrector, passive viewer, and consultant. He/she may also take part in the activities as
a co-communicator, or observe the students' performance for planning future activities.

2. Since the teaching materials for the students in India are not designed under a task-based syllabus, teachers should carefully design effective communicative tasks for the teaching units and implement them in class scientifically for the best teaching effect. So teachers of English should know the basic ideas about communicative tasks and task design, about how to design the components of the communicative tasks, and how to conduct activities when implementing them.

3. In order to have effective implementation of an innovation (the communicative approach), it is important to consider the context in which it is operating. Hence, the Board of Studies and other concerned bodies should take measures to minimize the constraints teachers face while they implement CLT in the actual classrooms.

4. Especially communicative tasks require more time for learners to figure out what to do than that syllabuses required by. This will be particularly problematic in programs with limited time for reaching oral skills objectives. For this reason, it is essential that teachers and materials designers do not design communicative tasks uncritically, but continually monitor how their materials are functioning with respect to their learners, teachers, and the goals and objectives of program as a whole.

5. Different colleges will use different teaching materials, at the same time, the level of the students' linguistic competence are also different, so the teachers should analyze their courses and their learners, and then design communicative tasks based on their courses and their learners. The communicative tasks design is not always used for every class hour, so that it can leave enough time to do exercises of learning tasks.

6. The time-table should have space for remedial teaching so that the teacher can give extra attention to weaker students. Remedial teaching needs to become a regular part of the program so as to avoid fossilization of errors.

7. Considering the rich input we experience and are exposed to while developing our native tongue, growing up speaking in our native languages means that we are exposed to a plethora of language patterns, chunks, and phrases in numerous contexts and situations.
over many years. Such a rich exposure to language ultimately allows us to store language in our brains that we can retrieve and access as whole chunks. Hence attempt should be made to extend language exposure.

8. The subject of Communication Skills and Personality Development should be incorporated for the entire course of four years. It is high time that we understand the importance of communication skills these services sectors (namely Hospitality and Tourism).

9. The language classroom should be spacious enough to facilitate language game and equipped light and mobile furniture where learners are able to see each other during activities.

10. The language course should aim at making the students real users of the language. Hence, the syllabus must be design in accordance with needs of the students.

11. Keeping in mind the communicative approach, the present evaluation system has to be changed and formative evaluation should be introduced, instead of conducting examination at the end of the academic year.

12. Students pursuing Honours courses are exposed to only those expressions which their teachers use during the practicals. This minimizes their language exposure. Hence, activities like debate, elocution, group-discussion, seminar, exhibitions, quizzes, skits, dramas, creative writing club, reading circle etc.

13. Language teacher needs to have proficiency in language, he/she must keep on enriching his/her social and pragmatic use of language.

6.6. Conclusion

As an English Language Teacher, it is disheartening to accept the fact that the students especially doing a specialization treat English and Communication Skills as an additional subject. They sit in the class because they need sufficient attendance to be eligible to appear in examination. When the reason for such an attitude is asked, the most common reply is that they have are overloaded with their specialization subjects. Even amongst the
colleagues we are termed as "general subject teachers". On the other hand, the same students who are reluctant to attend the English classes are ready to pay a fortune to learn English from private coaching classes. Why so? We need to question ourselves and find out where we went wrong.

We need to analyze each and every component of teaching in order to find the root cause of this intimidating situation. Let us first see the objective of our current education system. It is said that the ends justify the means; so whatever way the learners were taught if they could fulfil the ultimate aim then we can claim that goals were accomplished. The purpose of our present day educational system is to produce graduates or post graduates eligible for highly paid jobs. Today we claim to be the biggest human resources supplier for the world, but are we concerned what quality of human capital we are building? Education goes way beyond simple "reading, writing and speaking". These constitute what we call "qualification" and not "education" as such. Education comes from the Latin educare which means "to lead out or to bring out" the inner potential of pupils. An educated person is not simply a person with class XII or a university degree. It is a person with knowledge, and with the ability to apply that knowledge thoughtfully and wisely.

Our education system is largely drawn from the British Raj which was designed to produce clerks and administrators for the British Empire. But while even the Indian education system has evolved, ours has remained virtually static. Our children continue to learn everything by 'rote' without understanding its application in the real World; questions remain the prerogative of teachers, and curiosity, critical thinking and inquisitiveness are slammed as being a nuisance.

Further, the present day syllabi are unable to keep pace with the demands of the students. At some places the syllabi are modified but could make much of a difference. It is time we must realize that unless teachers are ready to adapt to change, no syllabus can help. Because ultimately it is in the hands of the teachers, they are the actual executioners. A teacher has to fit in the changed role and keep pace with the changing times. In changing scenario, the impact of English is not only continuing but increasing. English in India is a legacy from the British who colonized the country and their language permeated through some of the most important parts of society: the government, the media, the education...
system, the legal system, and gradually the social sphere as well. Careers in any area of business or commerce, or within the government, or in science and technology require fluency in English. It serves as the connector between people speaking different mother tongues.

English continues to play the role of a link language and is the language of wider communication. Most educated Indians communicate with one another in English rather than in an Indian language, even if they have one or more in common. It is thus also a power language and a language of the Indian elite. The elite in India send their children to English-medium schools and even the poorest of the poor aspire to send their children there too, as English is seen as a language that provides upward economic and social mobility. Even though in statistical terms English is spoken by a relatively small number of the Indian population, there are many more 'knowers' of English and in terms of number of English speakers, it ranks third in the world after USA and the UK. The Indian middle class is today approximately million and most of this class is to a greater or lesser extent conversant with English, given the fact that their children are the ones who receive higher education, which is still almost entirely imparted in English.

So more than two hundred and fifty years later, the number of Indians who wish to learn and use English is growing at a rapid speed. Having realized the potentiality of English as an earning tool, many English coaching classes claiming to teach English in three months otherwise fees will be returned are mushrooming at every nook and corner. It has now become a big industry and people are in a hurry to sell whatever little knowledge they have about this foreign language. Because of this, a lot of misconception is prevailing about learning and teaching of this language. It is now the call of the day that good teachers come forward and take the responsibility of changing the deplorable situation.

It is said that a school/college is a miniature society where the teachers have to mould the future citizens of the country to become free-thinking, open minded and compassionate independent individuals. The teachers possesses tremendous power, they can perform miracles and can turn a classroom to a living society.
Teachers should be given free hand to design and develop their own teaching materials in accordance to the existing syllabus. Instead of prescribing a fixed text, teachers should be made free to choose or produce materials on their own which are more relevant and deal with current issues, and can interest students. This will solve the problems of ‘guide’ and the ‘ready-made’ materials which students inherit from their seniors. This is one of the reasons why the students keep away from the class. They always know even if they keep away from the classes they are not going to lose anything. They can always copy the notes from their friends. Teachers should be trained to use new teaching methods, techniques and strategies to make learning an enjoyable experience for both the teacher and the learner.

The classroom becomes student-centred rather than teacher-centred; the students do most of the talking and the role of the teacher is to facilitate advice, assist and offer direction. As the students most often work in small groups the teacher will observe the activities, noting problem areas for future work. During these activities, the teacher will interrupt to correct students only if the errors are so serious as to block communication.

The role of the teacher must undergo fundamental changes as the classroom moves from teacher-centred to student-centred and from a language-based to a needs-based approach; the teacher’s responsibilities also change. It is the teacher who acts as facilitator, resource person and language model for the second-language classroom. It is one of the teacher’s greatest responsibilities to develop in the students a positive attitude to learning. A healthy classroom climate promotes risk-taking and allows the students to experiment. Positive experiences in the classroom lead to an excellent attitude toward language and culture.

The fact that the English Language is the key to learning all other subjects cannot be denied. With the rapid development in all the fields, our policy makers, syllabus makers and teaching fraternity must be open to adopt the new ways of imparting education. But the Language teacher has to shoulder the biggest share of responsibility. While remaining the person with whom the students will communicate most often, one of the main functions of the teacher will now be to discover or invent ways to encourage students to communicate meaningfully with each other. Instead of actively directing and controlling all activities the teacher will aim to set up conditions for meaningful practice and then take on...
the role of a resource person. As the teacher moves toward being a facilitator of language learning, the students acquire skills that will enable them to be independent language learners. This thesis is an attempt in this regard. I would like to sum up by quoting the lines of a famous writer named Doris Lessing

"THAT IS WHAT LEARNING IS.
YOU SUDDENLY UNDERSTAND SOMETHING YOU'VE UNDERSTOOD ALL YOUR LIFE,
BUT IN A NEW WAY."