Chapter – 5

Conclusions and Suggestions

In the previous chapters, it has been discussed that the present experiment was designed and planned to evaluate Interactive Language Teaching as classroom pedagogy at undergraduate level. In keeping with the hypothesis (stated in chapter I) and as per the plan (discussed and detailed in chapter III), the experiment was conducted. The results of the experiment have been reported in chapter IV. It will not be out of context to look at the Experiment in nutshell.

5.1.1 Hypothesis

It is assumed that the use of ILT at the undergraduate level will bring elements of interest and liveliness in the ESL classroom. This will promote the interactive skills of the learners and enhance their communicative competence. It is also assumed that the preparation of the teaching materials in accordance with the features of Interactive Language Teaching will create readiness to learn among the learners, boost their motivation, and increase their comfort level with the teacher and with each other. This will lead to the promotion of language practice and language use within the classroom. Moreover, such an environment will encourage the involvement of the whole class in the classroom tasks and activities. It is further assumed that the timely feedback to the learners will correct their errors in language usage and enforce the earlier input. This will in turn promote natural conversational abilities among the students and help them function efficiently in day-to-day rhetorical situations. Some of these situations are giving introductions, leave taking, making and granting/refusing requests, making enquiries, complaints and suggestions, giving/refusing information, offering excuses, expressing consent and dissent and apologizing formally and informally. The present study aims at meeting the requirement mentioned in the review of the available literature and is an experimental verification of the assumptions detailed above.
5.1.2 Design of the Study

The study was designed to enable the students to function effectively in the different rhetorical situations. The study started with a Diagnostic Test, which was exploratory in nature as it aimed to explore the entry-level behaviour of the learners with the focus on their speaking skills. The aim of the test was to examine learners’ ability to exhibit their linguistic and communicative skills in a rhetorical situation so that their present competence could be gauged and they could be trained accordingly. The interactive teaching of 10 situations (formally and informally) was done thrice a week (2 days for teaching and 1 day for testing). The formal and informal situations integrated with the prescribed syllabi were taught in the alternate weeks. In all the experiment took 66 hrs. wherein 60 hrs. were devoted to teaching and interim testing and 6 hrs. were devoted to Diagnostic and End-term Achievement Tests. At the end of 63 hours, the students were given Achievement test.

5.1.3 Sample

The present study was conducted on a sample of 100 students (in two sections) of the first year class of B.A.L.L.B. (Hons.) Course. All the students were selected for the study. The students were taught and tested for 66 hrs. At the end of the course, all 100 students appeared in the End-term Achievement Test.

5.1.4 Data Collection

The sample group was given the Diagnostic Test to determine their overall proficiency in spoken English at initial stage. Each student was assessed on a scale ranging from 20 to 60 and the scores of the students were considered as the base line for further investigation. During the interactive teaching of rhetorical situations, the students were tested from time to time in formal and informal situations. In all, 22 tests were conducted out of which 10 were for formal situations and 10 were for informal situations.

5.1.5 Tools of the Study:

The various tools that were used during the conduct of the experiment have been discussed in detail in the third chapter. The tools included, Diagnostic Test,
5.2 Conclusions of the Experiment

As discussed in detail in the third chapter, the teaching of every rhetorical situation was taken up in one formal and one informal situation. The students were tested in these situations by means of 22 tests (consisting of 1 Diagnostic and 1 End-term and 20 based on rhetorical situations). The students were evaluated on the scale of 20-60 (as detailed in chapter-3). The results of students in 20 tests were analyzed at five levels. These levels are 20-28 (level-I), 28-36 (level-II), 36-44 (level-III), 44-52 (level-IV) and 52-60 (level-V). The overall results of the experiment were quite encouraging. These results supported the expectations with which the whole the experiment was visualized and planned. The performance of the students in formal and informal situation was analyzed at various progressive stages. The scores of the students in formal and informal stages and their average scores in the distinct stages were considered in order to monitor the gradual improvement of the students in these stages. These stages are Formal Test Stage I (FTSI) [TF1 to TF3], Informal Test Stage I (InFTSI) [TInF1 to TInF3], ATSI (Average Scores in FTSI & InFTSI) Formal Test Stage II (FTSII) [TF4 to TF6], Informal Test Stage II (InFTSII) [TInF4 to TInF6], ATSII (Average Scores in FTSII & InFTSII), Formal Test Stage III (FTSIII) [TF7 to TF10], Informal Test Stage III (InFTSIII)[TInF7 to TInF10] ATSIII (Average Scores in FTSIII & InFTSIII). The summary of the results is as follows:

5.2.1 When the scores of the students in the Diagnostic Test are contrasted with the scores of the students in the End term-achievement test, it is observed that there is a noticeable progress in the scores of the students. At the end of the experiment, no student remained at the same level at which s/he was in the beginning of the experiment. In addition, in the Diagnostic Test no student could touch the maximum score level i.e. 52-60 whereas in the terminal test as many as 46 students scored in the level of 52-60. In the Diagnostic Test majority of the class, i.e. 44% scored in the level of 36-44 while in the terminal test majority of the class i.e. 46% scored in the highest level i.e. 52-60. In the
beginning of the experiment, only 08 students were above the mean level of 40 in the Diagnostic Test and 92 students were below the mean level of 40. In other words, only 08 students had scored more than 40 in the Diagnostic Test. At the end of the experiment, 84 students had 40 or more than 40 marks in the End-term Achievement Test while 16 students scored less than 40 marks in the test. Going by these figures, as many as 76 students crossed the mean line performance of 40 marks in the End-term Achievement Test. Since the lowest score in the Terminal test was, 40 and the highest score was 60 so the mean point also rose up to 50. From this, one can conclude that all the students made significant progress at the end of the experiment.

5.2.2 When the scores of the students in the Diagnostic Test are contrasted with the scores of the students in ATS I, it is observed that as many as 7 students reached the proficiency level of 52-60 which was not touched by anyone in the Diagnostic Test. In addition, maximum number of students i.e. 35 scored in the level 44-52. In the Diagnostic Test maximum number of students had scored in the level 36-42 which is reduced to 13 in ATS I. The number of students in level two also dropped from 35 to 30 while the number of students in level one is same for both Diagnostic Test and ATS I. Also, 08 students were above the mean level of 40 in the Diagnostic Test and 92 students were below the mean level of 40. In other words, only 08 students had scored more than 40 in the Diagnostic Test. Moreover, 49 students had 40 or more than 40 marks in ATS I while 51 students scored less than 40 marks in the test. As many as 41 students crossed the mean line performance of 40 marks in ATS I.

5.2.3 At the end of the Average Stage II of the Experiment, it is observed that as many as 14 students reached the proficiency level of 52-60. In addition, maximum number of students i.e. 37 scored in the level 44-52. The number of students in level two had fallen from 35 to 13. While the number of students in level one which was same for both Diagnostic Test and ATS I i.e. 15 is now reduced to only 03. From this one can infer that at the end of stage – II maximum progress is observed in level one and level two.
5.2.4 At the end of the **Average Stage III**, it is observed that no student remained on level one i.e. 20-28. Also, only two students were on second level ranging from 28-36. While 14 students were on the third level i.e. 36-44, 39 students reached the level of 44-52. The biggest jump made by the students is at the fifth level. This is evident by the fact that as many as 45 students reached the fifth level ranging from 52-60. A large number of students i.e. 83 improved so much that they jumped two levels at the end of ATS III while 16 students progressed by one level and one student even moved three steps higher.

5.2.5 At the end ** Formal Test Stage I**, as many as 42 students crossed the mean line performance of 40 marks in FTS I. This was the improvement in the performance level of the students at the end of FTS I.

5.2.6 At the end of the **FTS II** of the Experiment, as many as 13 students reached the proficiency level of 52-60. In addition, maximum number of students i.e. 38 scored in the level 44-52. The number of students in level two is reduced from 35 to only 13. While the number of students in level one which was same for both Diagnostic Test and FTS I i.e. 15 is now reduced to only 03. From this one can infer that at the end of stage – II maximum progress is observed in level one and level two.

5.2.7 At the end of the **Formal Test stage III** (conducted when ten weeks of Experimental teaching were over), it is observed that no student remained on the first level i.e. 20-28. Also only two students were on second level ranging from 28-36. While 14 students were on the third level i.e. 36-44, 39 students reached the level of 44-52. The biggest jump made by the students is at the fifth level. This is evident by the fact that as many as 45 students reached the fifth level ranging from 52-60. A large number of students i.e. 83 improved so much that they jumped two levels at the end of FTS III while 16 students progressed by one level and one student even moved three steps higher.

5.2.8 At the end of the **Informal Stage I**, it is observed that as many as seven students reached the proficiency level of 52-60, which was not touched by anyone in the Diagnostic Test. Also, maximum number of students i.e. 40 scored in the level 44-52. In
the Diagnostic Test maximum number of students had scored in the level 36-44 which is reduced to 18 in InFTS I. The number of students in level two has also fallen from 35 to 20 while the number of students in level one is same for both Diagnostic Test and InFTS I.

5.2.9 At the end of the InFTS II of the Experiment, it is observed that as many as 21 students reached the proficiency level of 52-60. In addition, maximum number of students i.e. 33 scored in the level 44-52. The number of students in level two is further reduced to only 13. While the number of students in level one which was same for both Diagnostic Test and InFTS I i.e. 15 is now reduced to only 02. From this one can infer that at the end of stage – II maximum progress is observed in level one and level two. A large number of students i.e. 71 improved so much that they jumped one level at the end of InFTS II while 18 students progressed by two levels. Going by the above table, as many as 73 students crossed the mean line performance of 40 marks in InFTS II.

5.2.10 At the end of the Informal Test stage III (conducted when ten weeks of Experimental teaching were over), it is observed that no student remained on levels one and two. While 16 students were on the third level i.e. 36-44, 39 students reached the level of 44-52. The biggest jump made by the students is at the fifth level. This is evident from the fact that as many as 45 students reached the fifth level ranging from 52-60. A large number of students i.e. 85 improved so much that they jumped two levels at the end of InFTS III while 14 students progressed by one level and one student even moved three steps higher.

5.2.11 If the performance of every student in formal tests is compared with his performance in the informal tests, it is observed that the target group improved in terms of spoken English more as regards informal than formal situations. It might be because there is more extent of relaxation and less amount of shyness or hesitation among the participants when the situation is informal, i.e. the participants are related on personal rather than non-personal side. However, what needs to be noticed is that this was a role-play situation. The participants and the peer group were the same; it was only the role
that they were playing whether formal or informal that was different. If the performance of same person dwindles when he is related to the other person in a formal situation, then it indicates that the performance has something to do with the state of mind. He does acquire the same level of linguistic competence but his role relationship in the situation in which he is functioning influences his performance.

5.3 Limitations of the Study
5.3.1 On the basis of the results of the experiment, one can comment only on the improvement in the overall ability of the learner. Since every learner made gradual progress in the experimental, one cannot specify whether there was any particular rhetorical act to which the learners are likely to respond well.

5.3.2 As regards the devotion of time to individual rhetorical act is concerned, it is conceded that each act was not given sufficient time. Only two sessions were devoted to the formal or informal situational aspect of one rhetorical act. Thus, the students were not given intensive exposure and practice in one particular rhetorical act.

5.3.3 The teaching sequence of the number of rhetorical situations left a very little scope for the reinforcement of the input given to the students at the earlier stages of the experiment. In addition, there was no provision for the surprise performance tests, which could gauge the improvement in the spoken proficiency of the learners.

5.4 Suggestions for Further Study
The researcher had undertaken the present study in a highly controlled situation in terms of the target-learning group, duration of the course and content of the course. On the surface, the results of the experiment seem quite encouraging and the experiment seems to have yielded desired results. However, the following suggestions need to be given a thought before one can recommend such a course with confidence and ease:

5.4.1 This study was undertaken with the students of B.A.I.L.B. (Hons.) 1st semester course who had almost uniform social, cultural, linguistic, and academic background.
Thus, it was limited to the students of uniform academic background. Further study can be undertaken in both academic as well as non-academic set ups. As regards the academic set up, an experiment can be conducted with the students from Science, Commerce, Nursing, Engineering and Journalistic background. Moreover, for non-academic background, one can take up a similar study with target group consisting of students who are either preparing for the professional or competitive examination like IELTS or TOEFL, or are preparing for jobs in call centers or even homemakers (especially from metropolitan cities) who wish to start their entrepreneurial projects.

5.4.2 The researcher was committed to finish the prescribed syllabi of the students of BALLB (Hons.) course in the stipulated time. Therefore, the teaching of the rhetorical situations was integrated with the teaching of the prescribed textbook. This was done in the following manner:

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<th>Units</th>
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Table 5.1 Integration of text with rhetorical situations

The above table clearly reflects that the components of the text were combined with the rhetorical situations in such a manner that every unit contained both poetry as well as prose. However, this was also the limitation of the study because it cannot be ascertained whether there is any particular literary form or genre to which the students are likely to respond in a better and fast way. Further study can be undertaken with a
particular literary form to which the students might respond in a better way. Furthermore, since the textbook did not contain one-act plays, so they were not taken up in any of the combinations. Nevertheless, play, as a genre, can be adapted for role-play situations in an easier manner. Therefore, further studies can experiment the combination of plays with the rhetorical situations.

5.4.3 Since the Experiment was limited to only one academic session, the study was undertaken with limited number of rhetorical situations. There is a scope of further study with more number of situations. However, this is possible only if there is increase in number of teaching situations. This also means that there should be an increase in the duration of the experiment so that students have even more exposure and practice in Interactive Language Teaching. Therefore, a longer course can be planned wherein each student is made to practice in different formal and informal situations. This will add to his confidence and add naturalness to his performance.

5.9.4 C.B.S.E. has already introduced interactive English for various classes. Further study can be undertaken with the students of different academic level i.e. students of upper/lower secondary school. There is also a scope of similar study with students from non-uniform social, cultural, and linguistic background.

5.4.5 The present study was an experiment on the interactive teaching of rhetorical situations in order to increase the proficiency of the students in speaking. In further studies, Interactive Language Teaching can be exploited as a classroom methodology for other skills including writing, listening, and even reading.

With all its limitations as pointed out in this chapter, the results of the experiment are quite encouraging. If all the above-mentioned suggestions are incorporated, this can be safely recommended for further research in this area. However, before it is prescribed, it needs to be pedagogically tested and verified on a larger scale and in an intensive manner.