CHAPTER VII
DISCUSSION AND CONCLUSION

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CHAPTER VII
DISCUSSION AND SUMMATION

7.1 Discussion

There is an old proverb which states: “Give a man a fish and he eats for a day. Teach him how to fish and he eats for a lifetime”. Applied to the language teaching and learning field, this proverb might be interpreted to mean that if students are provided with answers, the immediate problem is solved. But if they are taught the strategies to work out the answers for themselves, they are empowered to manage their own learning.

English is an International Language and is one of the most popular and most spoken in the world of technology. Students need to know English language in order to study any science subject or any Computer language. They need to know English to communicate effectively too many developed countries. English is very much important in our life...it is necessary in each and every field. English is in India today a symbol of people’s aspirations for quality in education and a fuller participation in national and international life. Its colonial origins now forgotten or irrelevant, its initial role in independent India, tailored to higher education (as a “library language”, a “window on the world”), now felt to be insufficiently inclusive socially and linguistically, the current status of English stems from its overwhelming presence on the world stage and the reflection of this in the national arena.

Nowadays students think that if they go for a spoken English course, they will start to speak English. But nobody realizes it is a skill and it should be practiced. They do not have interest. Though they have interest. They do not mulish. Really it
is a tricky task for teachers to make interest on the subject. Strategies will motivate them to learn the subject with interest.

Seliger (1984) says Strategies –

“basic abstract categories of processing by which information perceived in the outside world is organized and categorized into cognitive structures as part of a conceptual network” (p. 4).

Tactics – “variable and idiosyncratic learning activities, which learners use to organize a learning situation, respond to the learning environment, or cope with input and output demands” (Ellis, 1994, p. 532) Specific actions, behaviours, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self directed involvement necessary for developing communicative ability” Oxford (1992/1993 (p. 18).

“specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” Oxford (1990) (p. 8).

Analyses of English language corpora, as noted earlier, have been able to identify the specific lexical and grammatical features that distinguish, for example, oral and written discourse, or casual conversations and formal speech. Noticing and analyzing divergent linguistic features frequently encountered in, for example, conversations or university lectures are useful in teaching both speaking and listening for interactional, academic, or vocational purposes (see also Celce-Murcia & Olshtain, 2000; Master, 2005, 78). In fact, curricula that attend to the distinctions
between conversational and formal oral production can prepare learners for real-life communication in EFL and ESL environments alike (Lazaraton, 2001, 66).

7.2 Teaching Speaking Skills

In the view of Tarone, (2005).

The complexity of learning to speak in another language is reflected in the range and type of sub skills that are entailed in L2 oral production. Learners must simultaneously attend to content, morph syntax and lexis, discourse and information structuring, and the sound system and prosody, as well as appropriate register and paralinguistic features (p.23)

In an interaction that typically involves speaking and comprehending at the same time, L2 speakers need to self-monitor so that they can identify and correct production problems at the fast pace of a real conversational exchange. Research on the characteristics and development of L2 oral skills has shown conclusively that communicating in L2 is a cognitively demanding undertaking, not to mention that the success of an interaction often depends on production quality (e.g., McCarthy & O’Keeffe, 2004, 56-59). Thus, speaking in L2 requires fluency, accuracy, and a sufficient lexico grammatical repertoire for meaningful communication to take place.

In the 1990s, many researchers concluded that exposure to and communicative interaction in L2 enables learners to attain L2 speaking fluency. However, the extent of fluency development was not matched by learners’ syntactic and lexical accuracy in oral production (e.g., Lightbown & Spada, 1990; Schmidt, 1993; Swain, 1991, 112-116). These and many other studies demonstrated that although, for example, immersion learners can speak fluently and with ease, their speech contained numerous grammatical, lexical, and pragmalinguistic errors.
Within communicative and task-based approaches to teaching, various methodological modifications in L2 speaking pedagogy have been proposed that permit an integration of fluency and accuracy foci (e.g., Fotos, 2002, 12). For instance, according to Ellis (2003, 14), the task-based teaching of L2 speaking skills has built-in opportunities for online planning that results in more accurate and complex uses of language.

Ellis explains that carefully designed tasks can foster the development of various aspects of L2 oral production: Narratives and descriptions can be effective in fluency-focused teaching, and, for example, debates and problem-solving tasks can promote increased grammatical and lexical complexity in learner language use. Another advantage of using tasks in L2 oral instruction is that rehearsal (or task repetition) affords learners an opportunity to accommodate the competing cognitive demands of fluency, accuracy, and linguistic complexity. For example, advance planning and rehearsals of content and formulation, that is, what to say and how to say it, lead to substantial improvements in the amount of spoken discourse and in grammatical, lexical, and articulatory accuracy.

In content-based and task-based instruction, contextualized uses of specific grammar structures and vocabulary can be emphasized to connect the subject matter and language learning activities (for a thorough overview, see Snow, 2005, 32).

7.3 Speaking and Pronunciation

The rapid pace of the internationalization of English has led to changing perspectives on the teaching of pronunciation.
In general terms, as Tarone (2005) points out,

The goal of pronunciation teaching has shifted from targeting a native like accent to targeting intelligibility, that is, the degree to which the listener understands the speaker’s utterance. (p.12)

In an age when English has become a primary medium for international communication, most cross-cultural interactions take place between nonnative speakers of English rather than between native and nonnative speakers (e.g., Canagarajah, 2005; Jenkins, 2000, and this issue, 14-16).

Thus, today, L2 pronunciation pedagogy has the objective of helping learners achieve overall intelligibility rather than drastic accent modification (e.g., McKay, 2002, 25). To this end, teaching has to address the issues of segmental clarity (e.g., the articulation of specific sounds), word stress and prosody, and the length and the timing of pauses.

The current approach to teaching pronunciation is generally based on three principled criteria: (a) Pronunciation and Intonation are taught in context and in conjunction with speaking skills, (b) instruction in pronunciation serves broader communicative purposes, and (c) the teaching of pronunciation and intonation is based on realistic rather than idealistic language models (e.g., Chun, 2002, 37).
7.4 The Problems of Speaking English

The following are the students’ problems to learn and communicate the language.

They are

- Hesitation
- Stress
- Intonation
- Rhythm
- Pronunciation and vocabulary power
- Involvement of teachers and students
- Fear of committing errors in the construction of sentence and articulation of words

The researcher would like to categorize their problems under these major heads:

- Psychological problems
- Involuntary hurdles
- Subject oriented problems

7.4.1 Psychological Problem:-

The major problem faced by rural learners is a psychological problem. Hesitation and fear psychosis come under psychological problems. The first and
The foremost problem is hesitation. This is a state of doubt or uncertainty. Strategies can only act as a pill to motivate the students to come out from their hesitancy.

To overcome hesitation, broken English can be allowed in the classroom. Make them to have fluency than accuracy. Then circumstances, in which rural learners are placed a misfortune. Like the Urban students, they don’t get suitable surroundings. So it is the duty of a teacher to create conducive environment for the students. Teachers should encourage the rural learners to be confident and feel that English is also a language like their mother tongue.

Introduction to the use of LLS is essential to the learners’ achievement in language learning. Learners are being encouraged to learn and use a broad range of LLS that can be tapped throughout the learning process. This approach is based on the belief that learning will be facilitated by making learners aware of the range of strategies from which they can choose during language learning and use them (Cohen, 2003, 49). Cohen states that providing strategy training with explicit instruction in how to apply LLS as part of the foreign language curriculum is the most efficient way to heighten learner awareness.

Rather than focus on students’ attention solely on learning the language, teachers can help students learn to think about what happens during the language learning process, which will lead them develop stronger learning skills (Anderson, 2002, 46-48).

**7.4.2 Involuntary Hurdle:-**

There are two kinds of involuntary hurdles. One is teacher-centered and the other is student centered.
Over the last two decades, there has been a growing body of research evidence suggesting that the elementary school children derive benefit from their educated parents by means of their support, encouragement and direct instruction in the home. But for the rural learners, that is also an obstacle. So the only main source is their teacher.

Teacher should treat their students as their children and share the need of English language. Teachers should understand the difficulty of rural learners and give them good input. Because of some uninterested teachers, the innocent rural learners will be affected. On the other hand, whatever the teacher says, some irregular students never consider. They don’t have involvement. What teachers can do for them? Counselling is the best tool to get such students involved. It is better to be a good friend of such students and make them get interest. Teaching is a two way traffic, both the students and teachers should have involvement.

Teachers should encourage their students to speak English by providing helpful criticisms and not the damaging ones. They should make constructive criticisms of their students’ work. Over-insistence on ‘correctness’ hinders the learning process. The right attitude of the teacher is important for students who are grappling with the complexities of English speaking and pronunciation. The language is difficult; Let not the teachers make it more difficult for the learners. the majority of teachers of English are non-native speakers. English is not the first language. Consequently, there is a likelihood of students going wrong in some aspects of the English language. In order to upgrade the teachers professionally as good models of the language taught, the teachers have to try to approximate native speaker’s competence. Students should emulate the way the teacher speaks or writes the language.
Not only do students need more exposure to the language, but also the teachers too need to be well-exposed. The teachers need to keep themselves abreast of the current issues by reading books and journals related to the profession. Unless teachers take a more professional interest in their work, they may lag behind their more professional counterparts in the domain of the English language teaching.

Teachers should advise the students to listen to good English from the sources like, the radio, the television, native speakers and good local speakers of the language. They should listen to correct their pronunciation. They must also be encouraged to speak in English with their peer groups and create an atmosphere in the class that is conducive to learning the language.

The innovative strategies will instill confidence into the minds of students and give more learning responsibility to the students. Repeated and regular practice leads to the success of effective communication in English.

7.4.3 Subject oriented Problems:-

English is a stressed language. The first problem is stress. A stressed syllable is one that is given more strength, length, loudness and prominence than the other syllables. In contrast, unstressed syllables receive shorter, unclear and weaker voice. Stressed syllables should be spoken slowly and clearly but unstressed syllables should be spoken quickly and less clearly. However, in many other languages, stress does not exist. That is why students in many countries find it difficult to master the acoustic properties of the English stress system.
In English, stress can fall on any syllable of word, and there is no orthographic indication to learn about English stress. Furthermore, the place of the stress of a word, as the researcher has mentioned before, can be changed when we add prefixes and suffixes are added. This causes a lot of difficulties to the students.

According to Avery, P. and Ehrlich, S. (1992, 45), rhythm and intonation are also common problems for students in the world when they learn English. Furthermore, intonation plays a very important role in English language. With the same lexical items, the meaning of a sentence undergoes a change with different intonation but this feature does not exist in many languages. That is why many English second language learners fail to give the correct intonation that can otherwise cause misunderstanding to the listeners.

Then pronunciation and vocabulary are their problems. Pronunciation depends on their vernacular. So it differs from people to people. Good pronunciation should be one of the first things to be learnt in English. Students can use simple words to say what they want to say. They can live without advanced grammar — they can use simple grammatical structures instead. But there is no such thing as "simple pronunciation". No good pronunciation means, bad pronunciation. As said earlier pronunciation is important because it makes the first impression.

The next problem of the students is fluency or accuracy. Communicative competency is the correlation between fluency and accuracy and refers to the ability of a speaker to communicate effectively in the language; this ability is based on more than just grammatical knowledge and the concept is derived from the general desire of
language learners to be able to communicate proficiently, not to use the language exactly.

To be able to communicate in English fluently means that the speaker is comfortable using the language and can be reasonably understood by other speakers of English. This does not necessarily mean that the speaker is free of errors in their communication, but that the errors they make do not obstruct the message. Accuracy refers to the correctness of the language being produced by the speaker. Just because a speaker focuses on accuracy. It does not mean they will be capable of producing effective communication.

The study investigated the effectiveness of using innovative strategies in developing speaking skills among Engineering students. The four strategies advocated by the researcher have significantly developed cultivation of English-speaking skill at Engineering college level.

‘Voice for Clips’ strategy used by the investigator has significantly made the students come out from their diffidence and developed students’ ability to frame sentences according to situations.

‘Story on Photos’ strategy implemented by the researcher has motivated the students to speak English. ‘Act upon Story’ strategy which is implemented by the researcher has improved students’ ability to construct sentences with coherence and their imagination will be developed.

Ad Arbitrium strategy implemented by the researcher has developed students’ Stress, intonation and rhythm. It also develops students’ thinking skill. Finally all the above four strategies implemented by the researcher has developed students’
speaking skill at Engineering college level. The findings also indicate that students prefer strategies.

In the investigator’s experience, teaching language skills through perfunctory exercises and conventional fill-in-the-blank, true/ false, and multiple-choice assessments do not interest students as much as expected. This fact inspired the researcher to consider lively, interesting, and meaningful contexts and materials.

Although the mechanical exercises and supplementary materials in resource books are useful—and the researcher has used herself—they do not energize her students. But when the researcher goes creative, especially when teaching speaking skills, in a way students do not expect, she can clearly see the difference.

7.5 Suggestions for Further Research:

The following are a few suggestions for extending the line of investigation:

1. Studies may be carried out to teach other components of four skills such as Listening, Reading and Writing using the same or other strategies.

2. A similar study can be done to enhance the learning of speaking skill at Engineering College level with different strategies.

3. The present study was done on engineering college students. The study may be extended to post graduates level at engineering and arts and science colleges.

4. A similar study can be undertaken on the students whose native language or mother tongue is not English in other parts of the world.
5. Case studies identifying specific difficulties in speaking English with appropriate remedial teaching strategies may be carried out.

6. Sub skills of speaking English may be considered for further research.

### 7.6 Language Skills

A picture may be worth a thousand words, those words will no doubt come in handy if the picture is distorted or poorly understood. The best way to communicate is through speech.

The four language skills of listening, speaking, reading, and writing are all interconnected. Proficiency in each skill is necessary to become a well-rounded communicator, but the ability to speak skillfully provides the speaker with several distinct advantages. The capacity to put words together in a meaningful way to reflect thoughts, opinions, and feelings provides the speaker with these important advantages.

We need to promote this skill among our colleagues and persuade more environmental health professionals to actively participate in events and gatherings, get acquainted with the idea of participation, be willing to share their thoughts, and contribute in any way possible. To enunciate well, perform professionally, and satisfy an audience, one should become familiar with the elements of communication and use them in one's presentations.

### 7.7 Students’ motivation to participate in a speaking lesson

When students learn a foreign language, they very often accumulate a lot of knowledge (grammatical rules, lists of vocabulary items), but then they find out that they can not actually use this language to communicate when they want to.

Scrivener (2005) claims that
there seems to be some difficulty in moving language from passive knowledge into active usage. Without experience in using the language, learners may tend to be nervous about trying to say things. (p.147)

Partly they may fear seeming foolish in front of others, they may worry about getting things wrong they may want to avoid teacher’s comments or correction and so on. It takes quite a long time for some students to express themselves, which leads to long embarrassing pauses while learners are trying to find out how to say what they really want to say.

One of the best ways of helping learners to activate their knowledge is to put them in “safe” situations in class where they are inspired and encouraged to try to speak a foreign language. Teachers should try to create such activities in which learners feel less worried about speaking and less under pressure.

Nevertheless, the teacher is not the only one whom the students’ success in speaking is based on. There are also motivational factors, differing from student to student, which influence his progress in the spoken language.

Harmer (1991) distinguishes extrinsic and intrinsic motivation. He claims that Students’ attitude to speaking the language may be affected by different factors from the outside, such as people in close surroundings, previous speaking experience in a foreign language or the job opportunities offered after mastering foreign language communication. All of these represent extrinsic motivation. Although extrinsic motivation is nowadays a driving force for most students, without intrinsic motivation no goal in improving the speaking skill could be achieved. Success is also based on students’ willingness to learn to speak a foreign language, which may be influenced by the teacher’s methods used in teaching communication and, above all, his or her personality. (-4-7)
Considering these, teachers should realize how important role they play in encouraging the students to learn to speak a foreign language.

Students’ personalities also play an important role in determining how quickly and correctly they will manage a speaking task. Those students who are risk-takers, unafraid of making mistakes, are generally more talkative but usually make many errors. Those who are shy may take a long time to speak confidently, but when they finally manage it, their English contains fewer errors. The aim of both types of students is the same, indeed – to use the language correctly and fluently. To achieve this goal the teachers should try as much as they can to break the silence in the classroom and get the students speak no matter how many mistakes they make or how long it takes them to produce sentences. In order to decrease shyness while speaking in front of the whole class, students may be offered the opportunity to work in groups or pairs, which is a suitable approach for enhancing the active language use.

Harmer (1991, 7-9) points out different motivational factors depending on the age and level of the students. Ur (1991, 274-280) declares that “motivation is very strongly related to achievement in language learning.” This statement results from teaching practice showing that eager learners willing to invest effort in speaking activities are likely to make greater progress. On the contrary, those sitting silently at the desk without desire to be involved in these kind of strategies, may find themselves stuck to be able to improve their speaking skill. Having noticed this,
teachers should encourage low-motivated students to develop the interest in communicative activities.

Ur (1991, 281) describes some strategies to enhance students’ motivation to speak in a lesson.

Varied tasks are also suggested for a successful and efficient speaking lesson as well as using visuals to enhance students’ motivation to speak. Average pictures copied from different sorts of textbooks and workbooks do not encourage adult learners to speak anymore. Based on the researcher’s teaching experience, adult learners prefer to be set into real situations, dealing with real and current news items concerning today’s world and society.

To satisfy students’ expectations, teachers should be supplied with sufficient amount of authentic materials, such as newspapers and magazines. The speaking tasks could be based on describing the photos to each other and guessing the place in the world where the action has happened. Connection between the picture and reality makes it even more tempting for students to express their points of view to a particular event and, at the same time, the teacher’s goal is achieved as well – getting students to speak and communicate with each other.

7.8 Accuracy versus fluency

Accuracy and fluency are terms characteristic for a successful and fecund conversation.

Scrivener (2005) declares that
accuracy is the ability to speak correctly without making serious mistakes and therefore a greater use of instant teacher’s correction within a speaking activity is appropriate. On the contrary, fluency is the ability to speak confidently without irrelevant pauses or hesitation, however, often with making major mistakes. (p.160-162).

In this case, instant correction may be inappropriate and could interfere with the aims of the speaking activity.

Teachers should be aware of whether their main goal in a speaking activity is accuracy or fluency and adapt their role in class eligibly. If the main aim is to get students to speak, then one way to achieve that would be reducing teacher’s contribution. It is supposed that the less he or she speaks, the more time and space it will allow the students to. If the main aim is accuracy, the teacher should concentrate on students´ mistakes and devote time to their correction.

However important speaking without mistakes is, a promoted trend at present seems to be to lead students to a fluent conversation in every day situations. Taking this into consideration, this approach best fits the needs of today´s society which is based on fast exchanges of information. Nevertheless, it would be injudicious to qualify accuracy as less important in communication and underestimate its importance. It is also essential for the ability to speak a foreign language well.

In a fluency activity the teacher is expected to monitor the class and encourage the students to speak with minimum interfering and correction. This technique is called scaffolding.

Scrivener (2005) states that
It is a way a competent language speaker helps a less competent one to communicate by encouraging and providing possible elements of conversation.” In practice it means to encourage the weaker one by nodding, eye contact, repeating the last word in order to encourage the speaker to continue, asking tag questions, etc. The aim of this encouragement is to make a student speak as much as he or she is able to.(p.163)

In an accuracy based activity the teacher is required to correct students’ mistakes whenever possible. While practising accuracy, students become aware of their own mistakes in speaking straight away because the teacher does not wait until finishing the task. This approach is suitable while focusing on grammar mainly and enables the students to realize and correct their mistakes and also prevent their recurrence.

7.9 A Need of Qualified Teachers and Teaching Strategies

A large number of people with a good command of English are greatly needed, particularly in Asia (Ma, 2006,12). In order to meet the demand of modern society, English teachers are supposed to pay more attention to learners’ development in their competence and focus on a more effective and successful method.

However it is obvious that the traditional approaches to English language teaching still dominate our classrooms. As language teachers, they should not focus on reciting anymore, but focus on teaching learners from their own understanding of language learning and help them acquire increased confidence and competence.

From the research study, the investigator has recommended that as far as teachers’ English proficiency is concerned, teachers of English should work out the qualifications for learners and require the minimal level at least in a period of given time. Teachers should provide learners with various types of courses to enhance their
English proficiency and promote familiarity with good approaches in the teaching of phonetics. If it is boring the learners will not study pronunciation diligently because it requires a lot of hard work in drilling and training.

Therefore positive and interesting measures must be taken to attract their attention educationally (Ma, 2006, 14). Therefore the teachers’ own enthusiasm is what motivates learners the most (Laidlaw, 2005,45).

7.10 Summation

Language serves as a tool to convey functional meaning through interaction and communication. It constitutes four skills (listening, speaking, writing, and reading); however, oral communication is the most complicated one.

Broughton et al. (1980, 75) points out that

In the process of spoken communication, the speaker comes up with a thought and transforms it into language; the listener recognizes and identifies the sequences of voices from the speaker; as a result of which the listener comprehends the thought.(p.75)

To enter global markets, international enterprises require their employees to learn spoken English, so they will be capable of handling business affairs with foreign companies. Therefore, business employers provide professional development both in enhancement of their employees’ professions and in their spoken English competence.

In schools and colleges worldwide, English communication skills are one of the most important subjects highlighted and emphasized. The Educational Testing Service (ETS) has redesigned the TOEFL test to improve the speaking section of the test (which evaluates the competence of non-native English speakers) for those who want to study in English speaking Countries and who desire to communicate effectively in those countries.
Salinger (1984) talks of Strategies “Basic abstract categories of processing by which information perceived in the outside world is organized and categorized into cognitive structures as part of a conceptual network” (p. 4).

Tactics refer to “variable and idiosyncratic learning activities, which learners use to organize a learning situation, respond to the learning environment, or cope with input and output demands” Ellis, (1994, p. 532). Speaks of “specific actions, behaviours, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language.

Strategies are tools for the self directed involvement necessary for developing communicative ability” Oxford (1992/1993 (p. 18). Also it is said “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” Oxford (1990 p. 8).

According to Thomas Moore(1779-1852, 45-48),

Education is not the piling of learning, information, data, facts, skills, or abilities—that’s training or instructions—but is rather making visible what is hidden as a seed—and to be educated, a person doesn’t have to know much or be informed, but he or she does have to be exposed vulnerably to the transformative events of an engaged human life… and one of the greatest problems of our time is that many are schooled but few are educated. (p.45-48)

Language teaching, using activities and supplemented intrusion strategies will surely bring about adequate teaching outcome. The investigator strongly reckons that the outcome of this study will definitely help the students of Engineering to develop
their speaking skills in English. The findings of the present study offer useful and practical information to the technical Universities and to the AICTE to improve the competencies of the students in English in Engineering Colleges by giving a fair tryout to the activities developed and successfully tried out by the investigator. The students with their proficiency in the set of competencies identified by the study would be able to function more efficiency in their great future prospects that await them.

To conclude, the role of the language teacher is to plan and practise new and innovative educational techniques in his/ her classroom teaching for an effective teaching- learning process, as proved from this study.