

Chapter VI

CONCLUSION

6.0 Review of the Study

The present study has attempted to explore the role of English in tourism with special reference to Assam and Meghalaya. The feedback from the tour operators, the learners pursuing tourism course and the teachers teaching English in the tourism course in both the states has helped the researcher to draw the conclusion that the English language competency is an indispensable asset for the professionals associated with the tourism sector. However, majority of the tour operators in Assam are hesitant speakers in English compared to the tour operators of Meghalaya, whose confidence level in English communication is rather high. Further, it is also observed that a majority of the tour operators in Assam are not confident in designing websites, publishing pamphlets, brochures etc. because of their lack of competency in writing skill in English. Similar to the tour operators, majority of the learners pursuing tourism course in Assam are also hesitant speakers in English compared to their counterparts of Meghalaya. The researcher has drawn the conclusion that adequate practice is not given in English for tourism during the tourism courses of both the states. The researcher has also found that the present English paper in the tourism course is not facilitating specific learning in English. Hence, the tour operators, the learners and the teachers of both the states have expressed an urgent need of a specific communicative English paper in the tourism courses. Consequently, a manual has been designed by the researcher as a supplementary material for pupils who are interested in developing the English language skills for a career in the tourism industry. The manual includes four modules. All the four modules focus on developing the communicative skills in English through the themes related particularly to tourism. Each module has two exercises: Exercise-1 and Exercise-2. The exercises try to assess the performance of the learners through pre-test and post-test. Without giving any prior training to the learners, pre-test is used to check the learners' communicative skills in English with reference to the domain of tourism. Post-test is conducted to check the learners' communicative skills in English for tourism, after the learners receive training for one week on the modules. The test answers are evaluated statistically using T-test. The result of the pre-test and the post-test proves that in the post-test, the learners of both the states perform more consistently. It is also observed that as the learners of Meghalaya are mainly from the

English medium schooling background, due to their longer exposure to the English language, the learners show more consistent performance in the pre-test than the learners of Assam, who are mostly from the vernacular schooling background. Further, the results of the two tests show that despite the fact that the learners of Assam are from the vernacular schooling background and the learners of Meghalaya are from the English medium schooling background, their performance in the post-test is almost similar. Once again, the interpretation is that after receiving one week training on the manual, the learners of both the states, irrespective of their medium of instructions at their respective schools, have shown a better performance in the post-test. The findings adequately answer all the four research questions.

6.1 Suggested Remedial Measures

In this section, the researcher makes an analytical observation on the responses of the tour operators, the learners and the teachers and suggests some remedial measures for developing prospective tourism professionals' specific communicative skills in English for tourism.

- It is observed that inadequate practice is responsible for the tour operators' and the learners' lack of required specific communicative skills in English. To bring about a change in the existing situation, firstly, the teachers teaching English need to be trained in ESP. Secondly, the colleges need to provide adequate teaching aids to the teachers. Thirdly, proper planning should be made and adequate teaching time should be allotted, so that the teachers and the learners can focus on each skill. Finally, the formal tests need to be conducted on all the four communicative skills so that, the learners can use these skills in a real life situation quite efficiently.
- A comparative study of the course content of the English paper in the tourism courses of the two states, i.e. Assam and Meghalaya (as shown in chapter 3) reveals that the present English paper in the tourism course of both the states are not facilitating specific learning in English. To meet the specific needs of the learners of tourism, the English papers of the respective states do not contain tourism related theme-based situational activities. Therefore, it is suggested that tourism related theme-based supplementary materials need to be designed, can be

kept in the college libraries and can be borrowed by the learners to practice at home or to use in a language class.

- Accordingly, as a remedial measure a manual has been designed by the researcher for pupils who are interested in developing the English language skills for a career in the tourism industry. This manual can be further developed and used as a supplementary material for the English component in the tourism course. In absence of a regular English paper in the tourism course, this manual can be used to enhance learners' language skills in English for tourism.

6.2 Limitations of the Study

- Due to time and space constrain the tour operators and the institutes offering tourism course of entire Assam and Meghalaya could not be considered
- The focus is laid only on the major cities/towns and institutions

6.3 Suggestions for Further Research

The topic has the potential to attract more in-depth investigation of the role of English in tourism in other Indian states. The subject of the present study has been the tour operators, the learners pursuing tourism courses and the teachers teaching English in the tourism courses of Assam and Meghalaya. A similar research can be carried out on the other north-eastern states.

6.4 Summary of the Chapter

This chapter has made a review of the study. It has also suggested some remedial measures for developing specific skills in English for the pupils aspiring to work in the tourism sector. At the end of the chapter, the researcher has also pointed out some of the limitations of the present study and some related areas for further research.