Knowing a language involves more than knowing a set of grammatical, lexical and phonological rules.

- Dell Hymes
7.0 Findings, Discussion, and Suggestions for further Research:

7.1 Opinion of Teachers of English in Secondary Schools Regarding Methods of Teaching English in Secondary Classes:

1. A particular method of teaching English in classroom teaching is not always effective because effective teaching depends on various other factors like number of students in the class, atmosphere, availability of resources and equipments, sufficient number of trained teachers etc.

2. The Grammar-translation method is useful for students who learn English only as a second language and whose exposure in English from the early childhood is not good enough due to poor socio-economic conditions.

3. The Grammar-translation method is the most practical method in respect of limited resources available in the classroom and it is used even today when the Functional Communicative approach or the communication aspect becomes prioritized globally.

4. The reading skill should be developed along with the other skills (listening, speaking and writing). Thus Dr. West's method of loud and silent reading has some sort of relevance and importance in today's classroom.

5. The current method (CLT) or the Functional-Communicative approach becomes effective if it is used properly. Trained teachers, adequate resources, proper atmosphere in the classroom etc. are needed for its successful implementation.
6. In ‘Learning English’ (text book for Secondary students), based on the current method (CLT), different skills get due importance. But more exercises on writing skill should be incorporated.

7. Some of the features of the Functional Communicative approach like, group work, self-learning, activity-based learning, avoidance of lecture method etc. are well-accepted, adopted and liked by the teachers but less importance on teaching of Grammar and vocabulary annoyed the teachers.

8. Combination of different methods like the Grammar-translation, the Direct method, Dr. West’s New Method, Bilingual Method etc. along with the current method (CLT) or the Functional Communicative approach as and when necessary, would be more effective teaching methodology in today’s classroom teaching in changing social scenario instead of using a particular method through out the course of the study.

9. In-service training and up-gradation training to equip the teachers with the proper way of teaching are necessary for the able-dealing with the current method (CLT) of teaching English in Secondary schools.

10. More funds should be allocated for the infrastructural development so that teachers of English can use necessary teaching aids to make the teaching more interesting, entertaining and real. Thus, the fear of learning a foreign language can be reduced.

11. Every method of teaching English has its own merits and drawbacks. It can not be said that any one method is perfect or effective in classroom practice. Methods should be used according to the necessity of the situation and always for the betterment of the pupils.
7.2 Opinion of Teachers in Teacher's Training Collages in this State Regarding the Use of Different Methods of Teaching English as a Second Language in Secondary Classes:

1. Teaching methods of English as a second language should be adopted on the basis of the requirements of the students in the classroom.

2. New methods are emerging globally in the field of second language teaching like the eclectic method that might be useful and can be applied along with the Functional Communicative approach as in the experimental basis in our classroom.

3. The development of communication aspect or speaking skill is very much important in today's world where English is accepted as a primary communication language in changing social scenario and the current method (CLT) is effectively focussed on this.

4. Teaching methodology could more effectively be utilized if teachers in the classroom are trained teachers.

5. Traditional methods can be useful if they are used along with the current method (CLT) as and when necessary.

6. Mother tongue can be used in the Communicative Language Teaching, but the use should be minimized. Students should be encouraged to guess the nearest meaning of the unknown words contextually instead of using the translation method randomly and try to communicate with themselves ignoring a little bit of grammatical errors.
7. More and more researches and studies should be made on the use of the proper methodology in the field of second language teaching for the development of appropriate method or methods.

8. Practical experiments in the classroom are more important for the development of effective teaching methodology than theoretical studies based on paper works.

9. Teaching methodology should not be fixed or stereotyped. Flexibility and variation should be there so that the teachers can feel free to adopt it for the sole purpose of improving the levels of the students. For this, the scope of experimentation is needed.
7.3 Findings: for Objective I and II:

Criticism of Data: After analyzing the data, collected through Primary and Secondary sources and studying the Opinionnaires of the teachers in Secondary schools and Teachers' Training Colleges, the researcher found that-

1. Most of the books on language teaching listed the various methods that have been used in the past, often end with the author's new method. It cannot be said that the older methods were completely ineffective or have died out completely when even the oldest methods are still used (e.g. the Berlitz version of the Direct method or the Grammar-translation method).

2. The Grammar-translation method was practiced widely in Secondary schools since the British rules in this country till today because of its popularity among the teachers as well as the students.

3. The Grammar-translation method was most widely used method in teaching English in Secondary schools because teachers adopted it instantly without much preparation and training and he/she can control the teaching process according to his/her wishes through this method. Besides these, it took less amount of time and students can use mother-tongue frequently as per their wishes. Their fear regarding the use of the foreign language can be subsided in this way.

4. In a developing country like India, lack of infrastructural facilities and economic resources prompted teachers to adopt the Grammar-translation method as a suitable and viable option in the classroom of English as a second language through the ages and even in the age of globalization its use is almost unavoidable.
5. The Grammar-translation method focuses mainly on reading and writing skills and it is argued, that through the practice of these skills, students will be able to appreciate literature and literary writings. This is the main point of departure from the argument in favour of the current method (CLT or Functional Communicative approach) that essentially focuses on the concept of 'communication' and development of Communicative Competence in the foreign language teaching.

6. The Direct method is a Direct departure from the traditional Grammar-translation method as it promoted the concept of using a foreign language from the very beginning which is the foundation of the Functional Communicative approach and both these methods upheld the principles of speech and listening.

7. Appropriate teaching aids and equipments like charts, pictures, models etc. are necessary for the successful implementation of the Direct method in the classroom of the second language which was not always available in all Government aided Secondary schools in this country, especially in rural areas, for lack of infrastructure and economic resources.

8. The main argument of the Direct method to communicate in the target language gets impetus in the use of the current method (CLT) in the classroom.

9. Dr. West's 'New method' of teaching English mainly concentrated on the reading skill (loud reading as well as silent reading) out of four skills (reading, writing, listening and speaking) of teaching English and neglecting other three skills especially the speaking or the communication aspect which occupies the centre stage of today's global scenario of language teaching.
10. The Bilingual Method gave full freedom to the teachers of using the mother tongue in the second language classroom but restricted students to use it indiscriminately, which in reality, is very difficult to follow.

11. The Structural-Situational Approach—breaking of sentences, arrangement of words, and analysis of sentence patterns: as a whole development of the oral activity of the language through exercises on structural patterns, repetition, drills etc. more or less occupies the middle position between the Direct method and the current method (CLT), though more in a grammatical way. Situations motivate the students to use the target language spontaneously, has certain reasons to follow in the classroom.

12. Child learns the language as he/she hears it from his/her mother—this is the basic concept of the Aural-Oral method that developed at the time of the necessity when American military personnel tried to learn as many as foreign languages as they can in the period of Second World War mainly through imitation like child imitates his/her mother. As an institutionalized method, this method was not as successful in India as history told that the language practice was not wholly dependent on a single language instructor from whom the students can learn only by imitation.

13. Audio-lingualism helped to teach language Directly without using explicit Grammar and vocabulary and with positive and negative reinforcement. But experts opined that the individual student will be benefited instead of large number of students in the classroom through this method.

In Audio-lingual method, linguistic competence is the desired goal, but in CLT, the communicative competence is the desired goal Audio-lingual method encouraged students to interact with the language experts, or auditory machine, but CLT encouraged students to interact with each other, through pair or group work.
Over the last two decades, Communicative Language Teaching (CLT) has prevailed over traditional methods such as the Grammar-translation method or the audio-lingual method in English as a Second Language (ESL) or English as a Foreign Language (EFL) classroom.

CLT has no monolithic identity and has been implemented by many different instructors in different ways (Li, 1998). It is generally believed that CLT focuses on more learner-centred instruction or learner-centred communications and interactions than teacher-centred instruction as in the Grammar-translation method. It is an attempt to create a secure, non-threatening atmosphere (Li, 1998, p. 679).

Communicative Language Teaching uses almost any activity that engages learners in authentic communication. Littlewood (1981) distinguishes between 'Functional Communicative activities' and 'social interaction activities' as two important activities of CLT. Functional-Communication includes such tasks as learners comparing sets of pictures, monitoring similarities and differences, working out sequence of events in a set of pictures, discovering missing features, communicating to another learner, solving problems etc. Social interaction activities include conversation and discussion sessions, dialogues, role-plays, simulations, improvisations and debates.

Larsen-Freeman (1986) and Galloway (1993) suggested that the classroom-teacher requires less talking and more listening, that is, becoming an active facilitator of her students.

Today, the Functional Communicative approach is the popular and practical method of teaching English as a second language in this country, especially, in this state for various reasons:

i) In-direct way of teaching: teachers are not the supreme authority in the classroom. They are more the guide, and the managers with whom students can
participate in the discussion process and exchange views. They will supervise the students’ activity in the classroom;

ii) Group works or pair works are encouraged against the individualized system of learning;

iii) Communication in the target language; active oral participation of students from the very beginning is the primary objective in this method;

iv) Development of oral skills or communication skills in the target language is today’s need when the whole world becomes a global village and every citizen wants to connect himself/herself in every nook and corner of this village.

CLT has led to the task-based language learning which has practiced globally. In this approach, Grammar and linguistic elements are not the focal points, but rather the ‘task’ that needs to be realized in the interactive situation. Task-based language learning is a refinement of the CLT approach, emphasizing the successful completion of tasks as both the organizing feature and the basis for assessment of language instruction.
7.4 Findings: for Objective – III

The researcher found the following points through statistical analysis of data:

1. In Pre-test, the difference of the average marks of students due to type of school was found significant. But there was no significant difference in the average marks of boy and girl students. Presence of strong interaction between the two factors- sex and type of school was evident, in the sense, that the extent of difference in the performance (in pre-test) in co-ed school and single- sex school was widely different for boys as compared to that of girls.

2. In Pre-test, the average performance of boy students in single sex school was the least. On the other hand, the average performance of girl students in single sex and co-ed school and boy students of co-ed school were found not significantly different from each other. But the average performance in each of these categories was found almost equally better than boy students in single sex school.

3. In post-tests, there were no significant differences observed in the average performance between boy and girl students as well as single-sex and co-ed school students.

4. The overall variation in performance due to three methods of teaching was found significant. In particular, Method-I (Functional Communicative approach) was found superior in performance than Method-II (Direct method). However, Method-I did not differ significantly from Method-III (Grammar-translation method) and Method-III also did not differ significantly from Method-II. The average marks of students under Method-I was found to be the highest.
5. Overall, there was no significant difference in the average performance under the three topics taken for post-tests.

6. In post-tests, it was observed that the difference of the performance between the girls of co-ed and single-sex schools was highest followed by difference between single-girl and single-boy and co-ed boy and co-ed girl. The performance of single-sex school girls was found best, followed by performance of co-ed school boys. Presence of strong interaction between the two factors—sex and type of school was also evident, in the sense, that the extent of difference in the performance in co-ed school and single-sex school was widely different for boys as compared to that of the girls.

7. There was no significant difference observed in overall performance of students belonging to single and co-ed school in relation to three methods of teaching.

8. The average performance of girl students was the best under method-I (Functional Communicative approach) and was the least under method-II (Direct method). Method-III (Grammar-translation method) was found almost equally good as method-I (Functional Communicative approach) for girl students. On the other hand, the average performance of boy students under method-I (Functional Communicative approach) was the best and under method-III (Grammar-translation method), it was the least. The highest difference in performance was observed in the average performance of girl students between method-I (Functional Communicative approach) and method-II (Direct method) followed by that between method-II (Direct method) and method-III (Grammar-translation method). Presence of strong interaction was also observed between the two factors—sex and teaching methods, in the sense, that the relative effectiveness of the three methods is quite different in boys as compared to that in the girls.
9. There was significant difference in performance of co-ed and single-sex schools students in relation to three topics of teaching in the form of strong interaction between the factors- type of school and topic. Thus the relative performance in three topics was found to be widely different for co-ed school as compared to that for the single-sex school.

10. The performance of boys was found to be the best in topic-I while it is least in topic-III, while the girls performed the best in topic-II and the least in topic-I. Presence of strong interaction between the factors- sex and topic was observed and the relative performance for three topics was widely different for boys as compared to that of the girls.

11. There was no significant difference in overall performance of boys and girls in co-ed and single-sex schools in relation to three topics of teaching, in the sense, that the three factors interaction among sex, type of school and topic was found to be non-significant.

12. The average performance of girl students in single gender school was found best under method-I (Functional Communicative approach) and this was followed by method-III (Grammar-translation method).

13. The average performance of boy students in single gender school was found best under method-I (Functional Communicative approach), followed by method-II (Direct method).

14. The average performance of girl students in co-ed school was found best under method-I (Functional Communicative approach), followed by method-III (Grammar-translation method).
15. In contrary to the performance of other groups of students, the average performance of boy students in co-ed school was found best under method-II (Direct method), followed by method-III (Grammar-translation method).

16. The highest difference in average performance was found between girl students in single gender school under method-I (Functional Communicative approach) and girl students in co-ed school under method-II (Direct method).

17. The best performance was delivered in post test by the girl students in single gender school under method-I (Functional Communicative approach). This was followed by the performances of boy students in co-ed school under method-II (Direct method) and girls students in single sex school under method-III (Grammar-translation method).

18. The lowest performance was delivered by girl students in co-ed school under method-II (Direct method) and boys students in single gender school under method-III (Grammar-translation method).

19. Presence of strong interaction-effect among the three factors- sex, type of schools and methods was observed. It was seen that the type and extent of interaction between sex and methods differ widely for the co-ed school as compared to that of single-sex school.
7.5 Discussion:

1. In the present investigation, it was observed that though the Functional Communicative approach is officially the current method of teaching English, the Grammar-translation method was found most widely used method of teaching English in Secondary schools in this state. In a study, conducted in Gujarat (Jain, 1987), similar type of findings were noted where seventy percent of teachers still used lectures and translation methods.

2. Rajendran (1992) did not find any significant difference between the activity-centered approach and conventional methods of teaching English as a foreign language. In the present investigation, the current method was compared with two conventional methods, namely, the Grammar-translation and the Direct method. Taking all the students as a whole, no significant difference was observed between the Functional Communicative approach and the Grammar-translation method of teaching, though the Functional Communicative approach differed with the Direct method of teaching.

3. It was observed that the girl students always gave their best scores under the Functional Communicative approach, but it was not always true for boy students. Though boys in single gender school gave their best performance under the Functional Communicative approach, in co-ed school, they gave their best performance under the Direct method.

4. In the present investigation, the Functional Communicative approach was found most effective method of teaching English with little exception.

5. Teaching in co-ed school was found much complicated as girl students performed best under the Functional Communicative approach and boys
under the Direct method. Therefore, the combination of different methods could be practiced in co-ed schools for more effective teaching. The similar type of opinion has been given by senior faculties of English in Secondary schools.

6. The Grammar-translation method was found equally effective like the Functional Communicative approach for girl students in both co-ed and single-gender schools. This was also found effective for co-ed boys. Therefore, this method could also be considered as effective as the Functional Communicative approach, especially, where limited resources were available for teaching English. Similar type of opinion was expressed by the English teachers in Secondary schools.

7. The Direct method was not found effective in most of the cases as performance of students under the Direct method was not as good as the Functional Communicative approach and the Grammar-translation method. Pradhan (1990) also found that, though in the Direct method, teachers took less amount of time in planning and teaching, the Grammar-translation method was much better while considering the amount of learning and retention. Therefore, it can be said, that the proper infrastructural facilities that are necessary for the effective implementation of the Direct method, are not adequately provided in schools.

8. Mora, J. K. (2007), found that different methods applied in the language classes will be catering to a wide variety of students' needs, than a single approach. Thus, different methods adapted and applied will be useful for Secondary school students. Similarly, in this research, three methods have different usefulness and they are useful for different categories of students in different ways. No particular method becomes effective for all categories of students. Mochida, A. (2002), also argued that CLT is not
the final answer regarding the selection of appropriate method in the classroom. Various other factors like learner’s attitude, language level, expectations, learning environment are also essentially related to the effective teaching methodology.

9. Murali, M. (1999), opined that in this country, majority of school students are coming from rural areas and regional language medium schools. So, methods and syllabus should be adapted and designed on the basis of this background in mind. If this study is conducted in the rural areas, students may not score as good as here in respect of recent methods like the Functional Communicative approach.

For successful implementation of the Functional Communicative approach, teachers should talk less give more space and opportunities to students to participate in communicative activities, suggested by Galloway (1993). Decket, G. (2004), also believed that teacher’s control in classroom setting should be less, for helping students to participate in purposeful communication.

Allen, J. D. (2001), argued for using variations in the teaching process like use of teaching aids, out of class learning etc. Hiep, P. H. (2005), opined that the local settings, culture, values, beliefs should be examined and d before applying CLT in the classroom.

Current literatures on English Language Teaching (ELT) criticize the transfer of communicative Language Teaching (CLT) from English-speaking Western countries to other developing contexts. This transfer is seen as problematic since pedagogy imported from abroad conflicts with the social, cultural and physical conditions of the recipient countries (Holliday, 1994, Pennycook, 1989). However, abandoning CLT in the English classroom in countries such as Vietnam or China seems not to be a viable measure, given that the ultimate goal of English teaching in
these countries is to help learners acquire a good working command of English. The solution, therefore, appears to be a modified version of CLT, made appropriate to the local condition. For this, a deep understanding of CLT theory and its implications for classroom practice is important (Thompson 1996, Sato and Kleinsasser 1999).
7.6 Suggestions for Further Research:

The present study raises a number of questions and relevant issues that might be interesting and important topics for future researches. Researchers can proceed and handle different topics on the basis of this study. Some of the relevant areas that might be helpful for future researchers are –

i) A comparative study about the effectiveness of the Grammar-translation method and the Direct method in teaching English in Secondary schools;

ii) A study of the methods of teaching English as a second language in higher Secondary classes.

iii) The effectiveness of the Functional Communicative approach among the students belonging to schools in rural areas.

iv) The attitude towards the Functional Communicative approach among the students belonging to lower income group and low intelligence level.

v) Only communication skill should be developed among the students instead of developing other important skills like reading, writing and listening in the present perspectives of language teaching in the era of globalization and modernization.

vi) Combination of various methods and approaches, i.e. eclectic approach, can only provide a systematic methodology in the level of application instead of using a particular method or approach through out the course of the study in the classes of English as a second language.