Chapter - 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter includes summary of the research, verification of hypothesis, conclusions, recommendations and the areas for further research.

Chapters I to IV of this research report include the following contents.

The very first chapter of the study includes the introductory part i.e. need of the study, statement of research, objectives of the study, hypothesis, scope and limitations of the study, significance of the study and design of the research report.

The second chapter of this research is “Review of Related Literature.” It consists the studies and survey conducted in the field of teaching English i.e. in Communicative Language Teaching in India and also in other countries.

The third chapter entitled as “Methodology of the Research” includes method of the research, different research tools, sampling design, procedure of the research and flowchart of the research design.

The fourth chapter under the title “Data Analysis and Interpretation” is comprised of types of data collected from the teachers, presentation of data collected through the questionnaires, statistical analysis and interpretation of data collected through lesson observations, the headmasters' views about Communicative Language Teaching and the renowned persons' views about Communicative Language Teaching.
The fifth and the last chapter entitled as “Summary, conclusions and Recommendations” contains the summary of this research as follows.

5.2 SUMMARY OF THE RESEARCH

5.2.1 INTRODUCTION

Language is a basic tool to all the range of human activity. The whole education begins with language teaching. English is an important language for worldwide communication. It is also important as –

a) A library language,
b) A language of trade,
c) National and international link language,
d) As a language of advanced technology, medicine and computer literacy. In a way, English is called as a language of a global village.

Due to such importance, it seems that, without the knowledge of English communication we cannot progress in different fields.

Before 1995, English was taught for literary purpose at school level. Therefore, different stories, dialogues, poems were included in the syllabus and main focus was on teaching and learning literature.

In the last decade, a new approach was introduced to teach English in which practical use of English language is emphasized. This approach is called Communicative Approach. As per this approach the main focus is to teach communication to the students. It implies that the English teachers should make the students able to use different communication skills effectively, i.e. listening, speaking, reading, writing and interacting. Therefore, when we adopted this approach for teaching English, it was assumed that the teachers
should mainly concentrate on teaching English as a language of communication and not as a language of literature. The teachers tried for the same. Thus, we can say that it is the need of the time to teach English communication. If a student of English language doesn’t know Tennyson or Wordsworth will do but he must know how to speak English in different day-to-day situations. Therefore, the present curriculum has been framed according to Communicative Approach.

As a social animal, human being has to communicate with others. Hence, one has to develop communication skills. Language is a proper tool for communication and therefore, it should be taught as a tool for communication. This Communicative Approach helps to develop language for communication.

While using this Communicative Approach, the teachers of English language face many difficulties. Even it is observed that the concept of Communicative Approach is not clear to teachers. Hence, there are so many problems in teaching English by this approach. These problems are looked upon in this research.

5.2.2 STATEMENT OF THE RESEARCH

A study of problems of teaching English by Communicative Approach in higher primary schools of Nashik District.

5.2.3 EXPLANATION OF THE PROBLEM

Teachers of English language face many problems while using Communicative Approach for teaching English. Their problems are mainly regarding the concept of Communicative Approach, textbooks, classroom situation and management, use of teaching aids, pupils' participation and their
role in CLT (Communicative Language Teaching.) The researcher has tried to find out such problems.

5.2.4 OPERATIONAL DEFINITIONS

(i) Communicative Approach

Communicative Approach apparently means teaching English with the help of different Communicative activities. These activities are related to different Communication skills and language abilities. Listening, speaking, reading, writing, interacting are the skills whereas abilities include application of acquisition of the skills in various situations in our life.

The following definitions would clarify what exactly Communicative Language Teaching is –

“One of the most characteristic features of Communicative language teaching is that it pays systematic attention to FUNCTIONAL as well as STRUCTURAL aspects of language, combining these into a more fully COMMUNICATIVE view.” - Littlewood.

“One Communicative language teaching as one which recognizes the teaching of Communicative competence as its aim. It is on this level of AIM that such a language teaching distinguishes itself from more traditional approaches where the emphasis is heavily on structural competence.” – Johnson and Morrow

(ii) Higher Primary Level

According to the educational policy of 1986, there are three phases of primary education.

a) Pre-primary Level - It includes education before std. I
b) Primary Level - It includes education from std. I to V.

c) Higher Primary Level - It consists of education from std. VI to VIII.

The present research has considered above mentioned higher primary level.

5.2.5 NEED OF THE RESEARCH

As Communicative Language Teaching is a new trend in teaching English Language, a few researches have been conducted in this field in India. But no such type of survey has been conducted in finding out teachers' difficulties while teaching with Communicative Approach. Hence, the researcher decided to study the problems of the teachers by conducting survey.

The researcher is a teacher educator and basically interested in the field of teaching and working in the same field and research work. Naturally, the researcher has to teach English language and methodology of the same subject.

The researcher is always in contact with the students, teachers, administrators and the people studying English Language as well as the persons working in this field. The researcher discussed the difficulties faced by these people in teaching of English and realized the main problems of Communicative Language Teaching. Therefore the researcher decided to work upon them in detail.

As, Communicative Language Teaching is a newly emerged trend in teaching English, the teachers of English, face many problems while teaching English. Before adopting this approach, English was taught by using structural approach and now our focus is to teach English by Communicative Approach. So, the teachers face problems while teaching English in the classroom.
Therefore the researcher found it necessary to locate the problems faced by the teachers of English language.

The researcher has observed that the teachers have many problems regarding teaching methodology, classroom management, implementing communicative activities, pre-service and in-service training. The researcher also noticed that the teachers find themselves very inconvenient to cope-up with this transit stage of shifting from one dimension to the other. Due to this, they also have not developed innovative and broad outlook towards the new approach. Therefore, they face difficulties in their day-to-day teaching. Therefore, the researcher found it necessary to study critically about their specific problems.

As a teacher educator, the researcher has to train her student teachers to teach English by Communicative Approach. For this she has to consider the problems faced by the teachers of English. Hence, the researcher has selected this problem for the study.

5.2.6 SIGNIFICANCE OF THE RESEARCH

Significance of the research is nothing but the explanation of the contribution of the present study to improve the present educational scenario to lessen the problems in present education and to promote overall quality of education.

The present study is useful from the following points of view –

a) This study will help the teachers to understand their problems while using Communicative Approach for teaching English.

b) This research will be useful for the teachers to overcome the problems faced by them while teaching English by Communicative Approach.
It will serve as a guideline for teacher educators in pre-service training.

c) The study will advocate the educational department for arranging in-service training programmes for the teachers.

d) It will help the teacher educators to find out the drawbacks in the text-books of higher primary level.

e) The research will be useful for effective classroom teaching with the help of Communicative Approach.

f) The study will guide to make suggestions to Maharashtra State Bureau of textbook.

5.2.7 OBJECTIVES OF THE RESEARCH

The following objectives were framed for the research -

(i) To study the background characteristics of teachers of English, their training views and opinions, qualifications and practices followed by them to teach English by Communicative Approach.

(ii) To identify the present status of teaching English by Communicative Approach through observation of teachers’ performance in the class.

(iii) To identify the practical difficulties of teachers and schools in teaching English by Communicative Approach.

(iv) To study strengths and weaknesses in teaching English by Communicative Approach.

(v) To try out effectiveness of teaching English by Communicative Approach.

(vi) To suggest the remedial ways for improving teaching English by Communicative Approach.
5.2.8 SCOPE AND LIMITATIONS

Scope and limitations of the present study were as follows –

(i) The research was limited to Nashik district only.
(ii) The study was related to stds. VI, VII and VIII only.
(iii) The study was related to Marathi medium schools only.
(iv) The study was related to three strata viz. urban, rural and tribal.

5.2.9 ASSUMPTIONS

With the experiences and observations in this field the researcher has made following assumptions –

(i) Most of the teachers, teaching English in higher primary schools of Nashik District are applying Communicative Approach to teach English in their classes.
(ii) Textbook bureau of Maharashtra has prepared textbooks of English according to Communicative Approach.
(iii) The English teachers at higher primary level in Nashik District are well qualified.
(iv) The teachers are not given proper in-service training for teaching English by Communicative Approach.
(v) The teachers are facing a lot of problems while implementing this approach.
(vi) Modern teaching aids are not available in higher primary schools of Nashik District.
(vii) The teachers' attitude towards adopting Communicative Approach seems to be rigid.
5.2.10 HYPOTHESIS

A well designed programme arranged to teach English by Communicative Approach makes significant difference in teachers' performance.

5.2.11 PROCEDURE OF THE RESEARCH

The procedure of the research consists of following important parts –

(1) Method used for the research.
(2) Sampling design
(3) Survey part.
   (i) Preparation of questionnaire for the teachers.
   (ii) Try out of the questionnaire.
   (iii) Data collection with the help of research tools –
      - Questionnaire
      - Interview
      - Observation
(4) Experimental part
   (i) Selection of teachers for lesson observation.
   (ii) Preparation of observation schedule and applying it for lesson observation. (Pre-observation)
   (iii) Development CLT package for the teachers.
   (iv) Distributing CLT package for the teachers.
   (v) Planning, organization and implementation of training programme for the teachers.
   (vi) Second observation of the lessons.
   (vii) Discussion with teachers and guidance to them for using CLT
   (viii) Post-observations of lessons.
   (ix) Comparison of pre-observation and post-observation of the classroom lessons.
(1) Method used for the Research

The researcher has mainly used Descriptive Survey Method for conducting this research. Some part of this study is conducted by applying Experimental Method.

(2) Sampling Design

Sample for the present study was selected by stratified random sampling. It consisted 15% schools of each area of Nashik District viz. urban, rural and tribal.

All the teachers of English were selected from the schools in the sample. The headmasters of 15 schools were selected randomly for interview. 30 teachers from the schools in the sample were selected for their lesson observation.

Ten well-known personalities in the field of English were selected for interview.

(3) Survey Part

(i) Preparation of Questionnaire for the Teachers

By studying necessary reference material, the researcher prepared a questionnaire for the teachers. The researcher had informal discussion about the nature of questionnaire with the teachers, headmasters, teacher educators as well as experts' guidance had also been received to prepare the questionnaire.

(ii) Try out of the Questionnaire

For the pilot study of the questionnaire, the researcher typed 5 copies of
the questionnaire and were sent to the teachers to fill in and point out the difficulties they faced in filling in the questionnaire. The researcher made necessary changes accordingly. After that the final draft of the questionnaire was prepared. It had two parts –

- General information of teacher
- The procedure of classroom teaching.

(iii) Data Collection with the Help of Research Tools

Before sending the questionnaires to the teachers, the researcher acquired the approval from the Education Officer of Secondary Section of Zilla Parishad and then started the survey by distributing the questionnaires.

(a) Questionnaire

The researcher has sent total 507 questionnaires to the teachers of the selected sample. They were given enough time to fill in the same. Some of the questionnaires were distributed personally by the researcher. The information about the teachers’ qualification, their knowledge of CLT, their views about pre and in-service training, ideas to develop linguistic skills, difficulties faced by them while using Communicative Approach for teaching English was collected through the questionnaire.

Out of 507 questionnaires the researcher could get 325 (64%) questionnaires duly filled in. This is more than 60% proportion. Therefore the researcher analyzed the data collected from those 325 questionnaires and has drawn the conclusions.

(b) Interview

The researcher prepared an interview schedule and interviewed some headmasters and experts and obtained information about the present status of
CLT, views about teacher training, barriers in CLT and the role of the school in using Communicative Approach for teaching English.

(c) Observation

Observation was related to the actual teaching of the teachers in the classroom. For that their lessons were observed with the views of aims and objectives of CLT. The procedure of pre-observation and post-observation has been followed.

This is related to experimental part of the research. Therefore it is well discussed in the experimental part which is followed hereafter.

(4) Experimental Part

It was single group design. A well designed training package was independent variable and Teachers' performance of teaching English through CLT was dependent variable.

(i) Selection of Teachers for Lesson Observation

As it was not possible for the researcher to observe the lessons of many teachers selected in the sample, the researcher observed lessons of 30 teachers in total. These thirty teachers were from the schools selected as sample for the study. It consisted 5 schools of each strata i.e. urban, rural and tribal.

(ii) Preparation of Observation Schedule and Pre-observation of the Lessons.

For lesson-observation the researcher prepared a specially designed observation schedule, consisting 10 different components of CLT. It was
designed by discussing it with the experts. It consisted 5 point rating scale and the marks for the observation were given as per the schedule.

The researcher, by taking consent of the headmasters of concerned schools, observed the lessons of 30 teachers, without giving them prior suggestions. This was the pre-observation of lessons.

Through this pre-observation, the researcher could understand the status of teacher centred non-communicative class.

With the pre-observation, she could also understand the drawbacks of the teachers which led her to think of developing a special training programme about CLT to be given to the teachers.

(iii) Distribution of CLT Package to the Teachers

The researcher developed a well designed CLT package and sent it to the teachers for self-study and requested them to be prepared, so that they could have proper background of Communicative Language Teaching and could participate in the discussion and activities. This self-study material had following aspects –

(a) Concept of Communicative Approach.
(b) Characteristics of Communicative Approach.
(c) Principles of Communicative Language Teaching.
(d) Communicative activities.
(e) Role of teacher in Communicative class.

(iv) Planning, Organization and Implementation of Training Programme for the Teachers

A training programme for the teachers was developed by the researcher after having discussion with the experts and proper guidance regarding it. It
was a five days training programme for the teachers. With the help of some experts and experienced teachers this programme was organized and implemented.

This training programme comprised following aspects –

(a) Theoretical aspects of Communicative Language Teaching.
(b) Teachers’ problems in teaching English by Communicative Approach.
(c) Demonstration of lessons using Communicative Approach by the experts, experienced teachers and the researcher.
(d) Discussions on the lessons in the light of CLT
(e) Communicative activities – theory and demonstrations.
(f) Use of instructional material and realia for CLT

(v) Second Observation of the Lessons

It was a second attempt by the researcher to observe the lesson of the same group of teachers, to find out how much the training affected their classroom teaching. But the researcher noticed that there was a very less improvement in their classroom teaching. Therefore the researcher thought it necessary to discuss with them about the exact difficulties and extra guidance to be given regarding CLT

(vi) Discussion with the Teachers and Guidance to them to use CLT

The researcher personally contacted some teachers and had discussion with them, also guided them about engaging communicative classes effectively and undertaking communicative activities. Sometimes telephonic counselling was also used by the researcher.
(vii) **Post-observation of the Lessons**

The researcher allowed a period of one month for the teachers to practice CLT as per the training given to them and also the guidance given by her. After that she made the post observation of the lessons. Through this post-observation the researcher found the expected change in the teachers’ performance. Some of the teachers could teach very effectively and some tried to use CLT for teaching English. Overall the teachers’ performance was found improved and it was upto the expectations.

**5.2.12 ANALYSIS AND INTERPRETATION OF DATA**

Data collected with the help of tools used for survey part (i.e. questionnaire and interview) was analyzed and interpreted by the researcher. from which interpretations and conclusions were drawn.

Data collected through the lesson observations which was related to the experimental part of the research, was calculated by the use of statistics. Means, standard deviation were calculated. Then ‘t’ value was calculated to test the significance of difference of means of pre-test and post test.

**5.3 VERIFICATION OF HYPOTHESIS**

As the calculated ‘t’ value (21.41) is greater than table ‘t’ value (2.76) at 0.01 level. The difference between the means of pre-observation and post observation of the lessons is significant. Therefore, the hypothesis of the research i.e. ‘A well designed programme arranged to teach English by Comunicative Approach makes significant difference in teachers performance’, is proved to be right and therefore, it is accepted.
5.4 CONCLUSIONS

Conclusions drawn from the findings are presented in following four categories as follows :

(A) The conclusions drawn from the teachers' questionnaires.
(B) Conclusions derived from the lesson observations.
(C) Conclusions drawn from the discussion with headmasters.
(D) Conclusions derived from the experts' interviews.

(A) Conclusions Drawn from the Teachers' Questionnaires.

i) There are 92% qualified teachers to teach English at higher primary level and 94% have English as their principal subject.

ii) 53% teachers use grammar translation method along with Communicative Approach to teach English.

iii) Teachers are not much aware of Communicative Approach and they don’t have adequate knowledge about CLT.

iv) 42% teachers have experience of very less duration (years) to teach English by Communicative Approach.

v) 60% teachers use few communicative activities like ‘group work’ and ‘pair work’.

vi) No teacher has ‘very good’ or the ‘best’ response from the students to communicative activities used by him in the class.

vii) According to 80% teachers Communicative Approach is useful for developing listening, speaking and talking (interacting) skills.

viii) 71% teachers did not get adequate pre-service training.

ix) 56% teachers do not get adequate in-service training.

x) Effectiveness of in-service training is very less.
xi) According to 39% teachers in-service training should be given by experts and provision of extra training should be there for rural area.

xii) More than 70% teachers reported that the textbooks are prepared to fulfil maximum objectives of CLT.

xiii) More than 50% teachers use Oxford Dictionary.

xiv) More than 90% schools don’t have any other teaching material than pictures, charts and tape recorders to teach English.

xv) Teachers expect that the schools should have modern instructional material to teach English.

xvi) 64% teachers reported that teaching English with Communicative Approach is time-consuming.

xvii) More than 60% teachers seem to be very pessimistic while using Communicative Approach for teaching English.

xviii) According to more than 60% teachers the basic English teaching is ignored at primary level and so they face difficulties at higher primary level.

xix) There are difficulties in completing vast syllabus as there is a large number of students in the class and due to time consuming approach. It is reported by more than 60% teachers.

xx) In tribal area, students cannot even speak mother-tongue properly, as they have their own tribal dialect. Therefore using English for their teaching is a very hard task.

xxi) According to some teachers the Communicative Approach must have proper weightage in examination.

xxii) Many teachers fail in using English for teaching and they could not motivate the students through English.
xxiii) Many teachers expressed that there should be the use of various teaching aids to teach English.

xxiv) According to the observations it is clear that the concept of CLT is not clear in pre-service training.

xxv) Pre-service training did not have the emphasis on practical work for English subject.

xxvi) More than 90% teachers suggested that duration of in-service training should be more.

xxvii) Teachers expected that in-service training should be given at taluka place also.

xxviii) Teachers' problems to teach English by Communicative Approach should be discussed in in-service training programme.

xxix) Textbooks are not up to the mark and as per the aims and objectives and are not based on Indian surroundings.

xxx) More than 90% teachers have said that they can’t increase pupils’ participation and moreover they don’t use handbook and other supplementary material for classroom teaching.

xxxi) In rural and tribal area teachers face many problems in teaching English by Communicative Approach.

xxxii) Some teachers expressed the opinion that there should be a language laboratory in each school for improving English pronunciation.

(B) Conclusions Derived from the Lesson Observations

Conclusions derived from lesson observations are divided in three parts—

B-1 : Remarks on lessons' pre-observation (Drawbacks in teaching)

B-2 : Changes observed in post observations of lessons.

B-3 : Effect of training package on the teachers' performance.
B-1 : Remarks on Lessons' Pre-observation

Followings drawbacks were noticed in pre-observation of lessons-

i) It was observed that teachers did not have knowledge of CLT

ii) Classes were mostly teacher centred.

iii) One-way teaching process was going on.

iv) Most of the teachers used translation method for teaching.

v) Pupils' participation was taken very less in teaching learning process.

vi) No communicative activities were undertaken by the teacher.

vii) It was noticed that teachers did not use teaching aids.

viii) Teachers did not use any real material (realia) in the class.

ix) Congenial atmosphere was not observed in the classes.

x) Teachers were less enthusiastic.

xi) Drilling occurred but it was very less.

xii) In some rural and tribal schools it was noticed that the teachers taught English through Marathi and it seemed to be a Marathi period.

xiii) Most of the teachers failed in establishing good rapport with the students.

B-2 : Changes Observed in Post-observation of Lessons.

After the training programme, guidance and counselling to the teachers, following improvements were noticed in post-observation of lessons.

i) It was observed that teachers' interest in teaching English was developed to some extent.

ii) Most of the teachers developed the level of confidence while teaching English.
iii) Some of the teachers used more communicative activities like pair work, group work, role play and some language games.

iv) Use of translation method was reduced to some extent and teachers started using English for classroom teaching.

v) Teachers used different teaching aids.

vi) The development was observed in the level of pupils’ participation.

vii) The post observation suggested that teachers started motivating the students to use English language.

viii) Post-observation also denoted the positive change among the teachers towards using Communicative Approach for teaching English.

ix) In tribal and rural area also teachers became fearless and interested in teaching English.

x) There was a satisfactory improvement in the level of pupil-teacher rapport in the class.

**B-3 : Effect of Training Package on the Teachers’ Performance**

Due to the training programme of CLT the teachers showed significant change in their performance of lessons. The lessons conducted after training programme were more effective than the previous one. The lessons’ post-observation were based on CLT. As these lessons showed remarkable achievement in their performance, it was considered to be a positive step towards the use of CLT.

**(C) Conclusions Drawn from the Discussion with the Headmasters.**

Head masters’ remarks were as follows –

i) Most of the headmasters expressed that the teachers of English follow traditional translation method and a very few know about Communicative Approach.
ii) Teachers should be innovative in preparing teaching aids and should go beyond textbooks.

iii) Use of mother-tongue should be avoided by the teachers.

iv) Teacher-training should be arranged at school level. In fact it is not arranged.

v) The teacher himself is a barrier in CLT as he does not want to change his typical traditional mindset.

vi) Teachers should study and prepare well to use CLT

vii) Schools don’t have adequate teaching aids to provide them to the English teachers.

viii) Sometimes teachers feel themselves inferior to speak English.

ix) In urban area teachers can use English while teaching English.

x) In rural area teachers can’t use English due to the maximum impact of mother-tongue upon the students and the teachers.

xi) Headmasters in the tribal schools expressed their remarks that the teacher has to use mother-tongue throughout the period due to the background of the students.

x) Teachers should be confident while using English language.

(D) Conclusions Derived from the Experts' Interviews

The experts' remarks were as follows –

i) Teacher should accept his changed role as a manager, organizer, guide, planner in CLT.

ii) Traditional, one-way classroom teaching is a barrier in CLT.

iii) Teachers are reluctant to increase pupils' participation because they feel it as if inviting trouble to them.
iv) Learning should occur with 'trial and error' but it doesn’t happen so in the class.

v) There should be modification and redesigning in pre-service training.

vi) Proper equipments and audio visual aids should be used for in-service training.

vii) Teachers should develop their own reference material.

viii) Schools should be training centres for the teachers.

ix) In the beginning of in-service training, teachers pre-test should be taken and adequate training should be provided accordingly.

5.5 RECOMMENDATIONS

Reviewing all the conclusions, the researcher has made following recommendation to –

a) The teachers
b) Headmasters
c) The textbook bureau
d) Education Departments of Maharashtra
e) The University

(A) Recommendations for Teachers

i) Teacher of English subject should thoroughly study Communicative Approach and use it for classroom teaching.

ii) Teacher should use various communicative activities while teaching.

iii) Teacher should be optimistic while using CLT

iv) Teacher should prepare teaching aids on their own.

v) Maximum reference material and realia should be used for teaching.

vi) Teacher should accept their changed roles in CLT i.e. planner, manager, guide, diagnostician.
vii) The teachers should avoid using mother-tongue every now and then and use maximum English for teaching.

viii) The teachers should have English conversation among themselves to motivate the students.

ix) The teachers should give a lot of exposure for listening to good English, speaking and interacting English in the class and outside the class.

x) Teacher should be innovative and self-motivated to use CLT.

xi) Trained teachers to teach English should be there at primary level so as to help effective teaching at higher primary level.

xii) Teacher should create interest among the students to use English and also should motivate them.

xiii) They should also use advanced technology like computer for teaching English.

xiv) Teacher should counsel the parents to give proper atmosphere to their children at home to read, listen and use English language.

xv) Teacher should tolerate students’ mistakes and should encourage them to speak English without hurting them.

xvi) Teacher should emphasize the use of dictionary in the class.

(B) Recommendations for Headmasters

i) Headmasters should frequently observe English lessons and confirm whether the teachers use Communicative Approach for teaching English or not.

ii) Various English programmes like guest lectures, English movies, educational video and T.V. programmes should be arranged in the schools
for the teachers to improve their level of interest to use English while
teaching in the class.

iii) Teacher should be motivated to arrange English quiz, oratory, debate,
essay, story telling, drama competitions in the schools by the
Headmasters.

iv) Extra teaching hours should be given for English teaching.

v) Schools should provide various teaching aids to the teachers for teaching
English.

vi) Headmasters should arrange special English training programmes for
their English teachers.

vii) Headmasters must pay attention to correct English teachers’ lesson
planning thoroughly.

viii) Headmasters should make their schools as counselling centres for the
English teachers.

ix) Schools should develop a language laboratory to improve English
pronunciation.

x) In rural and tribal areas, more attention should be given to the teaching
of English.

xi) Workshops, seminars for English subject should be arranged periodically
by the schools and more teachers should be encouraged for
participation.

(C) Recommendations to Maharashtra State Board of Curriculum

Development and textbook bureau

i) The English textbooks should be more illustrative, colourful, appealing
at higher primary level.
ii) The textbooks should give motivation to encourage picture discussion in the class.

iii) Important words, new vocabulary, phrases and scientific terms should be given at the start of the lesson.

iv) Textbooks should stimulate the children for activities, communication and discussion.

v) The board should prepare handbooks with proper guidelines and extra care should be taken to make them easily available for the teachers and teacher educators.

vi) A textbook should be an activity oriented, interesting, self-learning device for the students.

vii) Textbooks should have contents based on Indian surrounding.

viii) Separate supplementary booklets and teachers' handbook should be prepared which is based on CLT for the English teachers.

ix) Textbooks should be supported with interactive CDs.

(D) **Recommendations to the Education Department of Maharashtra**

i) The education department should include some Communicative Language oriented part in the examination.

ii) Periodical in-service training for English subject should be arranged at Taluka place also.

iii) The subject experts should be there in the programme of in-service training.

iv) In service training should be vigorous for the teachers.

v) There should be an emphasis on new trends and techniques of English language teaching in the in-service training programme.

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(E) **Recommendations to the University**

i) University should redesign the syllabus of English Methodology for B.Ed. degree which would be based on Communicative Approach.

ii) In service training programmes for secondary teacher or past students should be organized.

iii) University should develop and arrange short term courses.

iv) The University should arrange practicals, seminars, workshops for the teacher educators to revise their knowledge to up to date level.

**5.6 AREAS FOR FURTHER RESEARCH**

The present study was an investigation to find out teachers' problems while teaching English by Communicative Approach.

After reviewing related literature for the study, it was observed that a very few studies in CLT have been conducted, especially in our country. Hence, there is a lot of scope for further study in this area.

The results of the present research has put forth following areas for further study. They are as follows -

(1) To develop a CLT package for the teachers and study its effects at secondary level.

(2) A critical study of the textbooks based on Communicative Approach at higher primary level.

(3) A critical study of the textbooks based on Communicative Approach at secondary level.

(4) To study the effects of students' family background on their vocabulary and language acquisition.
(5) To find out the problems faced by students when English is taught by Communicative Approach at higher primary level.

(6) To study the problems faced by the students when English is taught by Communicative Approach at secondary level.

(7) To investigate the students' communicative needs in spoken English.

(8) To design a programme for developing communicative competence among the students.

(9) To prepare a bridge course for the learners of English language.

(10) To study the effect of in-service training on the teachers classroom teaching.

5.7 SUMMARY

Chapter wise summary of the research, verification of hypothesis, conclusions, recommendations are discussed in this chapter. Areas for further research are also given in the end.
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