CHAPTER V

SUMMARY, FINDINGS, IMPLICATION AND SUGGESTIONS FOR FURHER STUDY
CHAPTER – V

SUMMARY CONCLUSIONS IMPLICATIONS AND SUGGESTIONS FOR FURTHER STUDY

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CHAPTER V

SUMMARY, FINDINGS, IMPLICATION AND SUGGESTIONS FOR FURTHER STUDY

5.1 INTRODUCTION

Teaching has been described as an art in the sense that it takes imagination to transfer knowledge. It has been described as a profession, learned through practice under stressful conditions. (Steeves 1962). Teachers work under constantly changing conditions, responding to students' social, emotional, and intellectual challenges. Teachers provide opportunities for students to deepen their understanding of the natural and social worlds by building on the student’s knowledge and beliefs (Reynolds, 1950).

Communication in teaching as in any other situation is a process. It involves activity in producing messages, whether verbal or non-verbal, by the teacher; it actually involves perceiving and understanding the message sent by the students, and most important, it involves activity by the teacher. It involves activity by the teacher in understanding the student’s activity and adapting her own activity with the feedback provided by the students.

Successful communication occurs, when students understand the messages the teacher produces. There are various factors, which make communication successful. One such factor is language. Communication is a complex process which demands linguistic and general cognitive skills, the obvious difficulty in teaching is that the producer and the receiver are usually at different stages of development of these skills. These differences are not only due to the different levels of development in students and teachers, but they are also due to the amount of feedback obtained from the students, the environment in which communication takes place and the nature of change in the receiver which it causes.

Communication is between people and therefore, the skills they employ, the way they think, the relations between them and the environment in which communication occurs are all vital. However, the emphasis of this study was on language. Firstly language is the human mode of communication...
and secondly it relates with thinking and therefore in education it is of primary importance.

5.2 STATEMENT OF THE PROBLEM:-

MAKING TEACHING OF ENGLISH MORE COMMUNICATIVE AT THE PRIMARY LEVEL – A STUDY.

5.2.1 DEFINITION OF THE TERMS:-

The operational definition of the terms used in the statement of the problem is given below for the sake of clarity and also for delimiting the scope of the study.

1. MAKING TEACHING OF ENGLISH: - The term making includes, planning designing, constructing and testing of communicative skills for teaching of English. In standard VI teaching of English as the third language in the Marathi medium Primary Schools level in Kagal, Maharashtra.

2. MORE COMMUNICATIVE :- Making use of Linguistic items in English language essential for standard VI effectively to relate structure to their communicative functions in real situations.

3. PRIMARY LEVEL :- Standard VI class of Marathi medium schools attached to High school under Board of Secondary and Higher Secondary Education Divisional Board Kolhapur, Maharashtra.

5.2.3 OBJECTIVES OF THE STUDY:-

The following objectives has been stated for the present study:

1. To find out the views of experts in English from the educational levels secondary higher secondary, graduation and post graduation and post graduation about the linguistics items essential for VI standards respectively for developing communication skills in the students

2. To analyze the English textbooks of VI standards according to the views of experts essential for improving students communication skills.

3. To study the Teachers Training Module especially prepared by MSCERT, Pune for Primary School level teachers depending on the new communication approach and to identify the linguistic items
included in it for improving standard VI students’ communication skills.

4. To prepare a English Communication Skill Package (ECSP) for teachers to improve their linguistic ability for teaching English in standard VI based on objectives 1,2,3, above.

5. To administer the English communication Skill Package (ECSP) to teachers of VI standard and conduct an orientation programme for them.

6. To observe the classroom teaching to find level of acquisition of language component essential for teaching English communication skill to VI standards students.
   i) To observe the classroom teaching using the OSECC (Observation Schedule of English communication Components) to find out the level of the acquisition of language components essential for teaching English communication skill to VI standards students.
   ii) To observe the classroom teaching using FIAS (Flanders Interaction Analysis) tools to find out the classroom interaction of VI standards students.

7. To find out the VI standard students achievement in English communication skills after administration of ESCP to the teachers.

8. To suggest guidelines based on the outcomes of the study for proper use of language components and linguistic items by teachers to effectively develop English communicative skills in students of standard VI.

5.2.4 ASSUMPTIONS:-

The study is based on the following assumptions.

1. Teachers of Standard VI are not aware of the English linguistic items essentials for making teaching of English more communicative at the primary school level.

2. Teachers use the devices, strategies and techniques while teaching English communication skills.
3. Teachers follow the communicative approach in teaching English.
4. They follow the communicative language testing in order to know the students performance in written English.
5. Students of standard VI have a communicative base for English as they are taught in English communication skills earlier classes, I and VI.
6. Students are acquainted with the format of question paper provided by Maharashtra State Bureau of Text Book Production and Curriculum Research, Pune(MS).
7. Students actively participate in Communicative Language Teaching (CLT) activities.

1.16 HYPOTHESIS:-

Directional hypothesis have been formulated for the present study as follows:

DIRECTIVE HYPOTHESIS

1. The ECSP (English communication Skill Package) contributes to the enhancement of communication skills by making proper use of linguistic among teachers of standard VI making teaching of English more communicative at the Primary School level.

NULL HYPOTHESIS

1. There is no significant difference between low, middle and high level teachers, teaching performance in teaching VI standard students English linguistic items sixth standard students

2. There is no significant difference in the VI standards English teacher on Flanders Classroom Interaction Analysis
3. There is no significant difference between the mean performances in general skill based achievement test of the standards VI student on pretest and post test.
4. There is no significant difference between VI standards general skill based on achievement in English written test taken in time series.
1.2.6 DELIMITATIONS OF THE STUDY:-

1. The study is limited to English teachers of VI standard from Marathi medium Primary School, attached to High school in Ichalkaranji City, Maharashtra for the academic year 2007 -2008 where English is taught as the third language.


3. Experts in the subject English with minimum ten years teaching experience at the secondary, higher secondary, graduation and post graduation levels of education.

5.3 SIGNIFICANCE OF THE STUDY

Effective communication is necessary for success in life. In the field of education, during teaching and learning process, in the classroom, proper communication is necessary for the development of language skills of the student. If communication is effective learning takes place easily and systematically. Effective communication is distorted by lack and mastery over the language components, linguistic items and it is necessary to find ways of avoiding it teaching items.

Abilities like listening, speaking, reading, writing and talking need to be developed in students through language learning. To develop these abilities, subject communication should be meaningfully imparted. The present study had identified 50 language components and linguistic items classroom teaching when the teacher communicates English. Proper feedback will enable them to avoid these factors and make the communication effective.

5.4 TOOLS

As standardized readymade tools were not available for the study, it was planned to prepare and standardize the tools. The tools administered were:

i) Observation Schedule (OSECC)

The schedule was prepared for observing the English teachers lessons in standard sixth for identifying the existence or not of the
elements essential for communication and teaching (50 elements) and it’s the frequency in existence of the language mastery. Its content validity was established.

ii) Observation schedule (FIAS)

This is ready made observation schedule used for to measure the classroom interaction within teacher and student while teaching communication skills to VI standards.

iii) General communication Skill Achievement Tests (CSAT)

Communication Skill achievement Tests was based on five communication skills. They were administrated to find the acquisition level of five skills in English of standard sixth students (the tests were standardized using the test-retest method). The reliability coefficient is given below. (appendix-)


5.5 RESEARCH METHODOLOGY

The methodology of the present study involves utilization of both the Survey and Experimental methods and hence it is discussed as Part –I and Part-II of the report.

Part – I The Survey method has been effectively used for collecting all data pertaining to the indentification of the elements and preparation of the ECSP package (English Communication Skill package) and OSECC (Observation Schedule of English communication Components).

Part –II the Experimental Method has been effectively used for collecting data of classroom observation and students achievements in English communication skill after administration of the ECSP to their teachers.

5.6 POPULATION UNDER STUDY

The selection of an adequate sample from the universe is an essential and important step in the conduct of research.
According to Garrett, H.E. (1979), the most trustworthy way of securing representativeness is to make sure that, the sampling should be random. Random sampling design has been used for this study.

5) 10 experts having minimum 10 years teaching experience in the field of Education were selected for discussing and finalizing the language components and linguistic Items.

6) The experimental study being restricted to Ichakaranji city in Maharashtra where out of 14 High schools 6 were selected through the lottery method.

7) From Ichalkaranji city 4 high schools were selected and from kabnoor area 2 high schools were selected for the study.

8) All 15 English teachers teaching in the 6 high school were selected, 640 students were selected for the present study from the selected 6 high schools.

The research was conducted on four types of samples.

1) Teachers with English as their major subject.
2) Marathi medium secondary schools in Ichalkaranji (Maharashtra) area wise and standard VI student
3) Units and subunits for classroom teaching from class VI English textbook.
4) Lessons observation

5.7 ANALYSIS AND INTERPRETATION OF DATA

This research is related to the present condition therefore SurveyMethod and Experimental Methods One Group Time Series Design was used. The data was collected with the help of OSECC ObservationSchedule EnglishCommunication Componenets and Flanders Interaction analysis system (FIAS). The collected data was analysed with the help of following statistical techniniques.

1. Percentage
2. Mean
3. ‘t’ test
The analysed data has been presented with the help of tables, graphs, and interpretations and results have been drawn in chapter V.

5.8 PROCEDURE OF DATA COLLECTION

1. Objective No. 1 was to find out the views of experts from the educational levels secondary, higher secondary, graduation and post graduation about the linguistic items essential for VI standards students for developing Communication Skill in English. For fulfilling this objectives a list of linguistic items and language components (Appendix A) was given to the 10 experts from the field of education (Appendix B) for identifying the linguistic items and language components essential for standards VI data was analyzed and linguistic items and language components were finalized.

2. Objective No. 2 to analyze the English textbook of VI standards according to the view of expert’s essentials and identify linguistic items and classroom activities for improving student’s communication skill. Hence the VI standard text was analyzed 2007-2008 for identifying and selecting activities by suggesting the experts and it was found that all the linguistic items are useful for promoting communication skills.

3. Objective No.3 to study the Teachers Training Module especially prepared by MSERT, Pune for primary school level teacher (VI standards) depending on the new communication approach and to identify the linguistic items and teaching activities included in it for improving standards VI students communication skills. In the academic year 2005-2006 VI standards English syllabus was revised and MSERT prepared the Teacher Training Module. It was studied for identifying activities suggested for teacher. It was found that all suggested activities are useful for promoting communication skill in VI standards students.

4. Objective No.4 was to prepare an English Communication Skill Package for teachers to improve their Linguistic ability for teaching English in standards VI based on objectives 1, 2, 3, above

To fulfill the objective no.4 following steps were used.

Development Procedure of ECSP. The ECSPackage was prepared with the help of the following steps.

1. Key Words-
2. Target Audiences-

3. Perspective
   a. Planning
   b. User-friendly

4. Sequencing

5. Participation

6. Redrafting
   a. Showing the Prepared Package to Research peers

7. Orientation Programme of ECSP for teacher

8. Evaluation stage

Objective No. 6 was achieved in the Evaluation Stage was to observe the classroom teaching to find level of acquisition of language components essential for teaching English communication skill to VI standards students. The 2 minor objectives were fulfilled as follows.

4. To observe the classroom teaching using the OSECC (Observation Schedule of English Communication Components) to find out the level of acquisition of language components essential for teaching English communication skill VI standard students.

For fulfilling this objective, the data regarding the teacher was collected through observation. Data was analyzed with the help of tables and graphs. However, for fulfilling this objective, the following variables were taken into consideration.

1. Sex Gender -- i) Male ii) Female
2. Qualification -- i) Undergraduate ii) Graduate iii) Postgraduate
3. Schools type -- i) Aided ii) Non-aided
4. Residential Area wise -- i) Rural ii) Urban

In the context of above mentioned demographic variables, the collected data was analyzed to find out the usefulness of ECSP package among teacher and also identify their level of acquisition of language components.

To fulfill the second minor objective of objective 6 is
To observe the classroom teaching using FIAS (Flanders Classroom Interaction Analysis) observation tool and find out the classroom interaction of VI standard students and teachers.

The collected data with the help of OSECC and FIAS was analyzed according to each sub components. (Results have been presented in chapter V)

7. Objective No.7 to find out the VI standards students achievement in English Communication Skill after administration of ECSP to the teacher.

For fulfilling this objective the data regarding the student was collected in year 2007-2008.

The ECSP package was divided into four sections depending on the syllabus of standard VI and planed for implementation as per table No. 5.1.

Table No. 5.1 ECSP Package Planning:

<table>
<thead>
<tr>
<th>Section</th>
<th>content</th>
<th>Time period</th>
<th>Achievement Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I</td>
<td>Unit no. I Activity no. 1to22 Unit no II Activity no1to5</td>
<td>June 07 to Aug. 07</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Achievement test</td>
</tr>
<tr>
<td>Section II</td>
<td>Unit no. I Activity no.6to12 Unit no.III Activity no.1 to 12</td>
<td>Sept.07 to Nov.07</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Achievement test</td>
</tr>
<tr>
<td>Section III</td>
<td>Unit no III Activity no13 to21 Unit no. IV Activity no.1 to 9</td>
<td>Dec.07 to Jan.08</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Achievement test</td>
</tr>
<tr>
<td>Section IV</td>
<td>Unit no. IV Activity no.10 to 12 and Revision of unit III and IV activities.</td>
<td>Feb.08 to March 08</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; Achievement test</td>
</tr>
</tbody>
</table>
In this period classroom observation and four achievements test on English communication skill were conducted. The collected data was analyzed according to each sub components. (Results are presented in chapter V) The study was conducted according to the above time schedule.

5.9 PLAN AND PROCEDURE

The present part of the study involving evaluation of the ECSP entails the Experimental stage.

The earlier stages of the study are more or less preparatory which were study was undertaken systematically, where in the communication components and linguistic items, components, paralanguage, non verbal communication were identified with the help of experts. Fifty components necessary for classroom communication while teaching English as a second language were identified. The absence of these components was found to lead to lack of language mastery of teachers in the classroom, which obstruct the VI standard student’s acquisition of communication skills. These fifty communication components were measured with the help of 196 sub factor.

Two types of observation Schedule were prepared to observe the classroom teaching by teachers. The Observation Schedule contained all 196 sub factors of 50 communication component. To find the extent of the each communication components in detail OSECC observation schedule was used. The observation schedule comprising of fifty communication components was used to find the extent to which the communication components were present which lead to lack of language mastery. Second observation schedule namely (FIAC) was a standered tool by Flanders. It is used to find vout the nature of classroom interaction. Lesson plans were prepared according to the new communication approach which consists of fifty components, in order to make the teachers aware of the need of communication components while teaching communication skill lesson.

Four general communication skill tests based on communication skills were made to test VI standard students acquisition of communication skills.

Through classroom observation of the teacher’s language teaching their acquisition of communication components was found out using the
Observation Schedule (OSECC), which had 196 sub factors of fifty classrooms communication components. Each teacher was tested according to sub factor and placed in the category of high, middle and low. The acquisition of teacher’s communication components in the five levels was measured. The percentage of teachers belonging to the three levels is given in table No.4.1.

The orientation was conducted for 15 teachers selected for the study concerned with language components and linguistic items. They were given the detailed information about the study and direction for the implementation of the new communication approach. Fifty communication components were introduced to teachers, to prepare lessons on communication skills. Once again the lessons were observed to find the extent of the fifty communication components. 75 lessons of 15 teachers were observed to find the total score of the components under the head communication component.

Four communication skill achievement tests (100 marks) were administered to 640 students, to find their acquisition of communication skill. Each test was administered after two months as per the time series design. Each test was of maximum 100 and minimum '0' score. Thus, the total score of each student on four communication skill was collected.

\(t\)-test used to find difference between the score of the language teacher according to the demographic variables.

\('t\)-test was used to find the difference in the mean score of the communication

Skills of the students taught by teachers with high, medium and low levels of language components.

The data consisting of teacher’s geographical region and school wise was collected from school authority.

5.10 CONCLUSIONS

The conclusions of the study are given below.
5.10.1 CONCLUSION RELATED TO OBJECTIVE NO.6 (i)
TEACHERS ACQUISITION ON COMMUNICATION COMPONENTS

There were fifty English language components of communication, which a teacher is required to master the conclusion based on table No.4.1 reveal the mastery of 15 teachers on communication elements. Only the high and low achievements of teachers on the 50 English language componenets has been discussed. The remaining teachers fall in the medium level being they have not discussed here.

1) 4 (26.66%) teachers should high level pronunciation and 1 (6.66) teacher showed very high level pronunciation. Teachers are found to mispronounce consonants like Diphthongs.

2) 1(6.66) Teacher showed prefect mastery on words stress, 2(13.33%) teachers were unable to put correct stress on the teaching word stress.

3) 4 (26.66%) Teachers’ have shown high level prefect mastery on English accent.

4) 8 (53%) Teachers were not aware of intonation and use of intonation. In connected speech 1 (6.66%) teacher showed high level mastery in this component.

5) 4 (26.26%) Teachers used correct pitch in their classroom teaching

6) 2 (13.33%) teachers read the unit at proper speed.

7) 1 (6.66%) teacher showed perfect mastery in talking, correct pause while speaking and reading.

8) 2 (13.33%) teachers did not show any awareness about strong and weak forms in connected speech. 2 (13.33%) teachers showed high level acquisition in using strong and weak forms.

9) Only 3 (20%) teachers showed fluency in English language.

10) 2 (13.33%) teachers made correct gesture, 4 (26.66%) teachers did not use gestures while teaching

11) 3 (20%) teachers showed high level acquisition in performing non-verbal expression.
12) 1 (6.66%) teacher did not show any awareness of important proximics in communication, while only 1 (6.66%) teachers showed very high level awareness in proximics.

13) 3 (20%) Teachers used the correct words for the notion of space.

14) 2 (13.33%) Teachers showed very high level acquisition in using correct time in various situations.

15) 3 (20%) teachers showed high level knowledge, in using the articles correctly.

16) 2 (13.33%) teachers showed high level acquisition, in use of vocabulary. 8 (53.33%) teachers are found to have problems in using phrases in their classroom communication.

17) 2 (13.33%) teachers showed high level acquisition in using proper sentences.

18) 2 (13.33%) teachers did not use idioms / phrases, in their classroom teaching. Only 1 (6.66%) teacher was found to have very high level mastery, in using idioms / phrases.

19) Some teachers frequently used some auxiliary verbs like can, will, do etc. even in unnecessary situation. They did not show acquisition of different kinds of structural words in various situations. Only 1 (6.66%) teacher did not show repeated use of important words. 3(20%) teachers’ stressed important words frequently.

20) 2 (13.33%) teachers showed high level mastery and 1(6.66) teaches showed very high level mastery in questioning. Teachers concentrated on using lower order question and neglected higher order question, (analytical, reasoning, logical questioning).

21) 1 (6.66%) teacher did not show any application of suasion in classroom teaching and 2(13.33) teachers showed very high level mastery application of suasion.

22) 3 (20%) teachers showed high level acquisition in drilling techniques.

23) Only 1 (6.66%) Teacher showed very high level mastery in giving proper instruction in the classroom; they need to acquire the competency in evaluative and argumentative types of instruction.

24) Only 1 (6.66%) teacher showed accurate time management in the classroom.
25) 2 (13.33%) teachers did not give proper examples in the classroom. 4 (26.66%) teachers showed high level mastery in giving proper examples.

26) Only 1 (6.66%) teacher showed poor quality of interpretation. Whereas 3 (20%) teachers used different types of interpretation in their teaching.

27) 3 (20%) teachers showed high level acquisition, in presenting the ideas in sequences.

28) 2 (13.33%) teachers showed very high level acquisition, in using various methods of interaction. Questioning and reinforcement are commonly used modes of interaction.

29) Only 1 (6.66%) teacher was not aware of verbal and nonverbal focusing. 2 (13.33%) teachers showed very high level acquisition in focusing.

30) The study revealed that only 1 (6.66%) teachers possess high level acquisition, in pronunciation of mother tongue and the data shows that those teachers who showed high level acquisition in Marathi also exhibited high level acquisition in English.

31) 5 (33.33%) teachers showed high level acquisition, of fluency in mother tongue. Those teachers who were fluent in English were found to be fluent in their mother tongue.

32) 3 (20%) teachers showed high level acquisition; in correct translation. 3 (20%) teachers did not show any awareness about accurate translation.

33) 3 (20%) teachers showed high level acquisition, in translation of new concepts into mother tongue and concepts from mother tongue to English.

34) 2 (13.33%) teachers were not able to translate phrases into Marathi.

35) Only 1 (6.66%) teacher could not translate the sentences conveying correct meaning. 1 (6.66%) teacher translation of sentences from English to Marathi was correct.

36) Only 1 (6.66%) teacher did not use the idioms in the class. 4 (26.66%) Teachers used idioms only once.
37) Only 1 (6.66%) teacher could translate the structures correctly. (Table No. 4.1%)

38) Though all teachers used bilingual method but 2 (13.33%) teachers showed high level acquisition in using bilingual method.

39) 2 (13.33%) teachers did not use any other language, but their mother tongue Marathi while explaining the unit, 3 (20%) used other languages accurately in the class.

40) Only 1 (6.66%) teacher did not use black board accurately. 4 (26.66%) teachers showed high level accuracy in using black board.

41) Only 1 (6.66%) Teachers did not use the methods of teaching words/spelling correctly. 4 (26.66%) teachers showed very high level in various methods for teaching spelling of words correctly.

42) Only 1 (6.66%) teacher planned the black board work well.

43) 11 (6.40%) Teachers did not plan black board work 2(13.33%) Teachers showed very high level of planned black board work.

44) 2 (13.33%) teachers did not show any mastery in illustrating the new concepts, ideas etc. Only 1 (6.66%) teacher showed high level acquisition of verbal and non verbal illustration.

45) 1 (6.66%) teacher did not use black board very frequently it was used black board for writing new words from the present syllabus. Teacher made use of black board very frequently.

46) 2 (13.33%) teachers did not use proper pictures, while teaching new words and concepts. Only 1 (6.66%) teacher used proper pictures in all suitable situations.

47) 2 (13.66%) teachers did not use good quality pictures and drawings, only 1 (6.66%) teachers used good quality pictures.

48) 4 (27%) teachers did not use tape recorder which is very necessary for teaching communication skills very few teachers 3 (20%) showed middle level acquisition in using tape recorder properly. and 5 (33%) teachers used tape recorder properly

49) 5 (33%) teachers showed high level in using teaching aids properly.

50) 3 (20%) teachers did not use any articles, 3 (20%) showed, middle level acquisition in using articrafts, and 3 (20%) teachers used articraft properly.
5.10.2 CONCLUSION BASED ON DEMOGRAPHIC VARIABLES AND LANGUAGE BARRIERS OF TEACHERS

Two minor objectives were formulated to fulfill objective No.6 the minor objective (ii) was to find out the classroom interaction among the students and teachers.

To fulfill this objective the data was analysed and discussed in the chapter IV. The conclusions drawn regarding this objective have been discussed in view of the findings.

1) Gender Wise

Gender wise was also one of the features of profile of the teacher. It was found that score of female teachers as per Flanders Interaction Analysis is not high as compared to male teachers.

From the finding of the study by Rio (1978) there is similar support to the present finding with a suggestion that females should get same opportunities as males. However the present study is based on less number of females as compared to male students.

2) Qualification Wise

Remarkable increase in classroom interaction was found after the implementation of ECSP package. Post graduate teachers are fresh and more keen in learning and teaching new concepts compared to under graduate teachers.

3) Type of School.

The institutions environment influences the person qualifies. It means that the ECSP Package is useful for teachers of both the type of school (rural & urban). But the comparison between the teachers and the students belonging to aided urban schools and rural school showed that there is remarkable increase in the marks and teachers classroom interactions in aided urban school belonging to the rural schools.
This may be due to the fact that students and teachers belonging to aided urban schools receive more facilities than the rural aided schools. Therefore there is less interaction and achievement.

4) Residential Wise

The geographical areas (rural –urban) were found to be determining factor of classroom interactions. The score on achievement tests of rural area was less than urban areas. The reasons for this could be that the students from rural areas were found more in number. Today urban area students receive more exposure, opportunities, and educational facilities in comparison to students from the rural area.

5.10.3 Conclusion related to objective No.6 minor objective (ii)

Out of 15 teachers, 14 teachers are found to provide the ample opportunity to students for teachers talk.

This may be due to the awareness of education and the workforce skills needed to become successful in every field of education.

1. Balance between teachers talk, pupils talk and silence

There is need to maintain proper balance. This is simply the proportion of the total amount of interaction time that is taken by the teacher, by pupil and silence time. Flander argues that established norms are 80% teacher’s talk 20% pupil’s talk and 11-12% silence. Observation data suggest that after implementation of the ECSP package classroom interaction contain higher percentages of pupil talk and teachers talk.

2. Balance between teacher and pupil initiation response.

Percentage of pupil talk and teachers talk may not be significantly different between the rural and the urban school student and teacher. The Teachers Response Ratio (TRR) is an index of the teacher’s tendency to react to the idea and feelings of pupil. A high TRR indicates that teacher is highly responsive to pupils talk. It is anticipate that after implementation of the
package TRR will be high. A high TRR (34) indicates that the pupil show a lot of initiative in introducing their own ideas into classroom discourse.

3. Teachers reaction when pupils stop talking.

It is taken for granted that the teacher’s reaction at a moment when a pupil stops talking is critical because each communication re-entry of the teachers sets the expectations of what will follow. The pattern of teacher talk at this movement might also be more revealing as spontaneous impulses of the teacher are more likely to emerge. The observation data suggests that 5 teacher (TR 89) was above average. It showed the tendency of the teacher to praising or integrates pupil’s idea and feelings in to the classroom discussion at the moment the pupil stops talking.

4. Teacher diverted emphasis on contact.

The Content Cross Ratio indicates the degree to which the discussion was diverted to content by the teacher. The observational data suggest that most of the teachers give greater emphasis on process in the curriculum generally and on the teacher as a facilitator of classroom processes.

5. Sustained expression in the same category.

The pupil steady state ratio(PSSR) is an index of the rapidity of teacher pupil intraction,flanders argues is more sensitive when the pupil talk is average or above average observational data suggest that pupil talk above average.

6. Analysing the transition from teacher centered to student centered pattern of interaction.

The percentage of teachers talk, pupils talk, teachers response ratio, pupils initiation ratio and teachers immediate ratio formed increased after the implementation of the ECSP package. Teacher are trying to bring this about they are doing so by different methods and varying degrees of success. ECSP package make claim to use students centered approach.
Conclusion related to the objective no. 7

**Objective No. 7 to find out the VI standard student’s achievement in English communication skills after administration of ESCP to the teachers.**

To fulfill this objective the data was analyzed and has been discussed in IV chapter. The conclusions drawn regarding to this objective was discussed in detail as based on findings conclusions indicate that ECSP is useful for promoting the students achievement in skills.

1) Out of 15 divisions of standards VI scores of 10 divisions students were below 50% in the pretest before paired t-test.

2) After implementation of part-I ECS Package scores of students of four divisions from 2 schools were found to the below 50. Showing no improvement in average marks where as 6 division show good improvement in average marks.

3) After implementation of part-II ECS Package significant improvement in the scores of all school divisions is visible.

4) After implementation of part-III ECSP package very significant improvement in the marks of the students was seen as compared to the marks before implementation.

   1) Male teachers were found to have lack of language mastery as compared to female teachers.
   2) Urban teachers were found to have more language mastery than rural teachers.
   3) UG qualified teachers were found to have more language barriers than PG qualified teachers.
   4) Rural student were found to have more low scores as compared to urban students.
5.11 IMPLICATIONS

Based on the conclusions of the study specific recommendations are made for Education Administrators, schools, Training colleges and secondary and Higher secondary teachers.

5.11.1 IMPLICATIONS FOR EDUCATIONAL ADMINISTRATORS

The trend in language teaching has changed, since the Educational Policy 1986 perceived the importance of communication aspect of language teaching. The communicative approach was introduced and the curriculum was framed accordingly from standard I to the university level. This change has made the second language teaching more demanding and effective. The quality of education needs to be improved to meet the new situation.

Few recommendations are put forth keeping in mind the importance of improving quality of second language teaching and learning.

1) Communication skills are an activity oriented programme, which demands more time for practical performance. But in the present school time table there is no provision for such activity.

2) To teach the second language from the view of communication purpose, the number of students in each class should be limited.

3) Time table should be flexible.

4) Competent teachers with correct pronunciation and accent of English should be appointed as communication approach focuses on these aspects.

5) D.Ed. teachers who are ignorant about the various aspect of language teaching should be given training in spoken aspects of language.

6) Teaching programmes conducted by DIET should be made for a longer time period, as language habits cannot be acquired in a shorter period

5.11.2 IMPLICATIONS FOR SCHOOL TEACHERS AND STUDENTS

1) Students spend most of their time on school campus, nearly 6 hours per day, where second language learning takes place, through teachers, peer group or through the media. Language learning is habit formation; to form a habit the activity should be continuous and constant. Therefore the school should provide maximum opportunity to the students to listen, speak and converse in the second language.

2) Listening comprehension tests should be made compulsory, even in the higher classes.
3) The school authority should be guided to provide facilities like playing records of songs and conversation, and stories that involve listening. Listening and speaking periods should be provided in the school time table.

4) At present all the extracurricular activities take place in student’s mother tongue. If these activities like recitation, dramatization and elocution programs are conducted in English, students will get more opportunity to listen to and speak English.

5.11.3 IMPLICATIONS FOR TEACHER TRAINING COLLEGES

1) The B.Ed., Colleges, provides 1 year training programmes for their student teachers, to develop their teaching skill, where in communication skill development is an integral part of teaching skill development. Therefore, specific learning programmes should be provided in B.Ed. training programme to develop communication skills.

2) The Colleges of Education should provide facilities like T.V., V.C.R., video cassettes, tape recorder, language Laboratory, to improve student-teachers language skills.

3) Workshops should be conducted to develop conversational skills.

4) The teacher educators should be made aware of new communication approach to change the guidance and evaluation methods.

5) Teacher educators should attend awareness programmes about new trends in language education.

6) Maximum opportunity should be provided to student-teachers to express their views in second language.

5.11.4 IMPLICATIONS FOR UNIVERSITY EXAMINERS

Teachers play an important role in the development of the students. Student’s development in communication skills depends to a large extent upon the development of the teacher’s communication components.

The selection of B.Ed., students is done by a central admission committee on the basis of the candidate’s achievement in B.A. /B.Com. /B.Sc. degree. This study has shown that, though the student-teachers belong to an academically homogenous group, their communication levels differ. The criteria for selecting the candidates for B.Ed. training should not only be based on their academic achievement, but also on their skill in communication. It is recommended that, the Committee should take care while selecting candidates
based on their teaching performance evaluating their language and aptitude skills towards the teaching profession.

Students learn a second language (English) with the help of the prescribed curriculum. University has introduced the communication approach in the new syllabus but unfortunately more stress is given on written skill. Achievement plays a central role in the evaluation of pupil learning. However, a university examination gives little provision to test student’s oral demands in language. That is why the objectives of teaching according to new approach have not been fulfilled. Introduction of a practical oriented evaluation pattern will be very useful in this direction.

As the teachers lack mastery over the language, it is found that, the guidance programme in B.Ed., is not successful in training about necessary change in student-teachers good command on language.

5.11.5 IMPLICATIONS FOR FELLOW TEACHERS/STAFF MEMBER

Communication skills are the basic components of a person. Staff members should create enough opportunity for their partner to listen, speak, write, read and talk in the second language. This can be done with the help of TV, tape recorder, VCR, etc. Beside making it compulsory to communicate in English on certain days in a week. Staff members should develop reading, listening and writing habit, forming school clubs also can contribute to develop communication skills.

5.11.6 IMPLICATIONS FOR TEXTBOOK WRITERS

Textbooks provide information to the students. A textbook is a very good friend of students. The information provided in the sixth standard textbook should be more relevant and interesting. Proper evaluation is not possible with the help of current textbook. The textbook provides monotonous activities like drilling. More meaningful situations should be provided, the selected lessons should provide opportunity to facilitate various learning experiences among students.

5.12 SUGGESTIONS FOR FURTHER RESEARCH

The following suggestions are made to researchers who would like to pursue research in this area.

1) This study may be replicated in different groups of students.
2) Each communication component considered for this study can be studied in detail.

3) Development in each communication skills can be studied separately.

4) Each communication components can be studied in detail, on students from various standards for various subjects and at different levels.

5) The study can be conducted in a different geographical area and in different types of educational institutions.

6) Study can also be conducted to prepare a Language Communication Components Package to overcome and prevent deficiency in communication.