CHAPTER V

FINDINGS AND CONCLUSIONS
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FINDINGS AND CONCLUSIONS

Learning a language is acquiring the four basic skills involved in it i.e., listening, speaking, reading and writing plus using the language in day to day life situations. When a student is seen employing all the four skills, than one can say that the objectives of teaching English are achieved. The objectives of teaching English can be achieved only by adopting suitable methods in specific classes for specific aspects of language. It is true to say that there is no-perfect method or 'the' method of teaching English. All the methods have their plus points and disadvantages. No method can suit all circumstances. The choice of a method depends on number of factors. Teacher is one of the most important factors in using any method and helping in achieving the objectives. Wrong methods employed by teachers can result in loss of time and energy. The researcher conducted a survey to investigate the methods used by teachers of English. In the last chapter we have analysed responses to the questionnaire. We come to the following conclusions.

1. It was observed that 75% teachers who teach English had English as one of the optional subjects at the graduation level or had opted English as one of the methods of teaching at the B.Ed. level. But 25% teachers were either S.S.C, D.Eds., (7.51%) or
Science or Commerce graduates. This situation should be of concern as such teachers can not give proper justice to teaching of English. (Table No. 4)

2. The 75% teachers who had done their graduation with English as one of the optional subjects or those who had also done B.Ed. with English as one of the methods of teaching could not necessarily be good teachers or right persons for teaching English as a foreign language. The responses of these teachers to the methods they employed while teaching prose, poetry, grammar or composition, (Table No. 10) show that either they are not aware of proper methods of teaching these or they know these but do not use them because of hard work these demand from them.

The other 25% teachers who were trained but were either Science or Commerce graduates. They teach the subject because they were asked by heads of schools to do so. This may be due to non-availability of English teachers or because these teachers were good in spoken English. Such teachers can not serve the cause of efficient teaching of English. In the absence of good teachers one can not even imagine of motivating pupils for learning English let alone acquiring proficiency in language skills.

Many teachers ask for teaching this subjects on their own because of prestige an English teacher
holds in school society or due to monetary considerations like tutions.

3. 75% teachers were experienced but out of remaining 25% some were newly appointed teachers who did not have enough teaching experience and some were near their retirement who must have lost vigour, enthusiasm and stamina for teaching. Such a group of teachers can not give justice to their work. (Table No. 6) since Proficiency in all the English language skills is not necessary for all sorts of jobs, the main thrust of teaching is passing the examination. The methods adopted by the teachers are not appropriate to achieve all the objectives and therefore, not suitable. Such teachers fail to create interest in the subject.

4. Generally there were only two English teachers in a school to teach from standard V to X. Some times the time table was so that most of the teachers had to teach classes from middle school as well as of high school. Some teachers had to teach VIII, IX, X. This is definitely a burden for teachers of English. Teaching as well as correction of home work becomes trouble some and some times impossible. Heavy work load was one of the causes for not giving proper justice to their job. More than 60% teachers were assigned work load between 20 to 30 periods of English per week. In addition to this they were expected to teach some other subjects also (Table No. 7).

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5. About 80% classes were having the strength of 50 and above. It means the classes were over crowded and in such a situation it is not possible for any teacher to pay individual attention which language teaching requires. They felt satisfied by reading and explaining the contents in mother tongue. Practice or drilling which is must in developing skills is not possible. The teachers definitely must have hard time for giving exercises for writing or helping pupils speaking the language. (Table No. 8)

6. The aspects other than prose were neglected by majority of teachers. More than 75% teachers did not prefer to teach other aspects like poetry, grammar and composition. They only preferred teaching of prose. (Table - 9). They considered other aspects difficult for them to teach. They felt these aspects were not of much importance in teaching of L2 or L3 and many did not know to teach these aspects. (Table - 10).

7. All the teachers agreed that listening, speaking, reading, writing and translation should be the objectives of teaching English from V to X but they could not decide as to how much weightage they should give to these. (Table - 12).

8. They were of the opinion that text books of English were difficult, not scientifically prepared and some even felt that the printing of these books was not up to the mark. Due to these drawbacks
they found the text books difficult to use and to achieve the objectives. 40% were of opinion that the text books were not suitable. There seems to be no justification in these statements. Text books in Maharashtra are prepared and reviewed by experts and then they are sent even to experienced teachers for try out. They said so probably because they did not have proper orientation in handling these books. Their own deficiencies in language skills like spoken or written English, are due to the fact that they did not want to exert themselves as they should to teach a foreign language. Blaming text books and using it in a way they do it is like a bad workman quarrelling with his tools.

9. Teaching methods are also very much responsible for good learning of English. It was observed that only translation method was employed by a large number of teachers. About 70% teachers employed Translation method while 12% teachers adopt Direct method and 18% teachers used structural approach while teaching English (Table 18). Translation Method is used when a teacher has inadequate proficiency in different skills. Learning a language means making it a habit. This can be achieved by practice. When one uses Translation Method he employs reading and translation of the text most of the times, other skills are neglected. It is a lopsided method.
It is a lopsided method. New text books for teaching English for standards V, VI and IX prepared by Maharashtra Text Book Bureau demand much more beyond reading and Translation. If this is the state affair of teaching one can easily guess as to how these books would be handled.

10. Teachers resorted to explaining words, phrases, idioms, proverbs, sentences and even contents of text books in mother tongue. More than 80% teachers used mother tongue to explain anything related to teaching of English (Table 15, 16).

Not much attention was paid to all the aspects or skills of teaching of language. Adequate practice is not given to pupils to listen, to speak or to write English. In learning such skills exposure is must. Teachers were more concerned about finishing the course than developing necessary skills in the pupils. Thus their methods of teaching can not be termed as effective.

More than 35% teachers used most of their time in translation and 35% teacher used their time and energies in teaching from examination point of view. (Table-20). Examination system can not be ignored. This has made both the administrators and teachers conscious of examination. A teacher is good or bad because his results are good or bad. The responses of heads of schools is an indicator of this. 54 (32.53%) percent heads of schools were found
satisfied with the performance of their English teachers because their results were good.

11. When we teach a target language like English, it is to be borne in mind that the whole course from standard V to X is integrated. It is a slow and gradual developing of vocabulary and structures during the years. The responsibility of teachers of English at all these levels should be to see to this so that teachers in high school do not blame middle school teachers. The other dimension of language teaching that is developing of language skills must also be gradual. One can not achieve these in one year. It is, therefore, a teacher, if teaches English from V to X or VIII to X would be a good arrangement so that he has enough time to help pupils learn the language. He would know the weaknesses of his pupils. He would finish the required language items in each class.

12. The teachers found it difficult to check the assignment properly because of the large number of students in classes and too much of work load. This results in developing in pupils taking home work lightly. Teachers did not correct all the mistakes and some mistakes are repeated again and again. These are established. It is our observation that many students were very poor in writing English. The teacher's excuse seems to be genuine. Only 23% of the teachers assigned home work every day. Where as
76\% gave home work every week. They, adopted different methods of correction like simply signing the note books (22.22\%), underlining the mistakes (54\%), or correcting the mistakes (24\%). About 70\% of the teachers were satisfied with their correction work but 27\% were not (Table No's 22, 23).

13. Adequate and appropriate teaching aids were not available in schools. Very few schools had pictures and radio. The teachers were not trained in preparing or using teaching aids. This is the reason why teachers made use of pictures only. Very few used audio-visual aids. In many schools teaching aids were available but they were not used as they were kept in cupboards. The teaching aids should be handy and easily available and heads of schools should insist on the use of teaching aids.

14. All the teachers did not have inservice training. Only 35\% of them were deputed for such trainings but 65\% of teachers were not deputed for such training (Table 25). In service training is must for all the teachers to update their knowledge or skills or to know the modern trends in teaching English language. Now it is expected of every teacher that he should attend at least two courses within eight years of service to qualify for the next grade. It is a sad state of affair that a large number of teachers about 65\% did not attend any of

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the courses. Many heads of institutions consider such courses as waste of time or intrusion in finishing the course. Many a times they have genuine reasons for not deputing teachers. Where there is only one division of each class number of teachers on the staff is not much and they find it difficult to relieve teachers for such courses. Teachers are many a times reluctant to go for such courses during vacations or in holidays.

15. Many teachers (40%) do not use teacher’s hand book. This may be because these are not available or made available by the heads of schools. Where these are available teachers do not feel the need of using them as they preferred to follow their own method. The recent books prepared by Maharashtra Text Book Bureau provide guidance to teachers, pupils and parents. We should hope that teachers, would now use these books as it guides. Teacher’s Hand book is also available.

16. Some schools subscribed for English newspapers and a few teachers read this but a large number was not in habit of reading either newspapers or books in English other than the text books. Heads of schools accepted that they had English books in library ranging between 50 to 300. Unless these were used by pupils or teachers how could more books were added to the school library. Reading habit can help teacher to improve his knowledge as well as language.
17. On the basis of facts and figures gathered through the survey it can safely be inferred that Hypothesis -1 i.e. "The methods of teaching English as a second or third language employed by teachers of English are not appropriate", is correct (Table 18). Only Grammar Translation method is employed by maximum number of teachers irrespective of consideration of objectives to be achieved, the level of achievement, the class or the level of school.

18. From the analysis and conclusions it is obvious that Hypothesis - 2 i.e. "Teaching of English is more examination oriented than objective based", was found to be true. (Table 20). It can be easily concluded that the teachers were not concerned with proper teaching and learning of language but were only interested in achieving the target of passing the students, i.e. 20 % result otherwise their increments can be withheld by the department.

19. The third Hypothesis also proved positive. i.e; "Teachers teaching English are ill equipped and therefore teaching is ineffective". (Table Nos. 24,27) The teachers were not provided the opportunity to attend the refresher/orientation courses. They are not provided latest teaching aids and they were not trained in using them. Most of the teachers were found unaware of the objectives of teaching English. (Table Nos. 25,14,15). A large
number of them were not in habit of using teacher's hand book. Books for further enrichment were not available. Some schools did not subscribe to any newspaper. Most of the teachers were not interested in teaching other aspects than prose. Therefore teaching is ineffective.

20. The upshot of the above leads us to conclude that (i) Teachers by and large, are not aware of the objectives of teaching English as L3; (ii) They employ such method which helps them to achieve one objective i.e., examination; (iii) Inadequate training facilities or no training in teaching of English as L3 reflects badly on the performance of teachers and in achieving proficiency in language skills by pupils; (iv) The schools do not have necessary teaching gadgets for teaching a foreign language. In the absence of teaching aids the teaching of language becomes dull and less motivating; (v) There is less motivation on the part of teachers for learning on their own. Ill-equipped libraries and non-use of the books already available are indications of this.

Suggestions

Keeping in view the prevailing educational conditions in general and the teaching of English in particular a few suggestions are offered. Testifying by the data gathered these suggestions can act as corrective measures.
1- Untrained and unqualified teachers should not be given the subjects like English to teach. Being ill equipped with knowledge of the subject matter and language teaching skills, they can not deliver the desired output. It will be better to continue one teacher to carry same class from V to VII standard for teaching English. He will easily come to know the shortcomings of the students as well as shortcoming of his own teachings. There will not be any question of blaming others for poor performance. The same procedure will be benificial in High School section (VIII to X) too.

2- Teacher should make the act of teaching English more creative and interesting. This can be done by giving appropriate weightage to different aspects of the language. They should plan their work and work on their plan i.e. daily plan, weekly plan, half yearly plan and yearly plan, as well as unit plan scientifically. These plans should be followed religiously. The head of the institution should check their work regularly.

3- Teachers should use appropriate method of teaching in a particular class. Structural Approach will be suitable from class V to VII. It will help students acquire the language in live situation. They will be able to use the language in their day to day life. This will motivate the pupils for further learning of the language.
Translation method should be avoided as far as possible. The help of mother tongue should be taken only when it is unavoidable and that too sparingly. Teachers should always use English in English classes. Direct Method can be used in higher classes (VIII to X). Other methods can also be used when needed. Nowadays communicative approach is being emphasised. This will be fruitful in teaching English at middle and secondary schools.

4- It may be suggested that inservice trainings should not be neglected because these trainings help in keeping the teachers abreast with latest trends and can play remedial role. They provide opportunities to teachers to analyse their own short comings and to improve their classroom performance. Government should look into this matter seriously. It may sound slightly harsher, nonetheless these sort of training should be made obligatory. Teachers have expressed their indifference towards teaching of grammar, composition and poetry. This is because they find it difficult to teach these. In-service training courses should be organized to help them to clear their concepts as well as to know proper methods of teaching these.

Maharashtra state institute of English (MSIE) conducts short term course for teachers of English.
It should be made obligatory for all heads of schools to see that their English teachers attend such a course and acquire proficiency in language teaching.

5- Schools should be furnished with necessary equipments. The best teaching aids available should be employed regularly. Unlike most of the subjects English language teaching is a difficult subject. It is teaching a foreign language. The use of teaching aids facilitates the task of both the teachers and the taught. Besides this, effective teaching aids add meaningful and colourful dimension to the learning-teaching activity. In this regard government grants, budgets allocations and funds should be properly planned and provided to schools.

6- Adequate reference material and books in English language should be provided in the libraries. Library is a place where students can form self study habits. After the class room exercise, it is only in the library that a student can develop self-reliance, acquire reading skills on his own broaden his perception, sharpen his critical acumens and enrich his personal vision.

7- Heads of institutions, instead of being authoritative and critical, should be democratic and co-operate their colleagues in making the best of their potentials. They should be kind and
considerate, keeping in view their wants and weaknesses. They should endavour to see whether the equilibrium between the efforts of the teachers and their gains, is kept up or not. It should never be forgotten that education after all is not a mechanical activity. It is an effort to bring out the best in the pupils.

8- Students should be made habitual to do home work and assignment from the begining. This can be done only when the given work is corrected properly. If work load or the strength of the class is too much than monitorial system should be adopted for correction work. Groups can also be made of mixed students and good students should be asked to check the assignments. Mutual correction system will also be helpful in correction of work. Students should be habituated to work on their own to arouse their curiosity and interest. They should be directed towards further studies in their leisure time. Reading habits can be inculcated among the students. All these things can be done only if the teacher is interested, trained and well equipped. He should have desire to do something for the students. He should not have negative attitude towards the subject and his job. The analysis and conclusions drawn, prove beyond doubts that methods of teaching English as L3 employed by teachers are not what they should be and that teachers are not well
equipped with the necessary knowledge of language and teaching skills. We therefore suggest the following for general improvement in teaching/learning situations.

General Suggestions

Non-fulfilment of objectives of teaching English:-

The objectives of teaching of English have been narrowed down. It is considered enough to teach the students for proper understanding, reading, writing and speaking of the language. Even such limited objectives could not be achieved after teaching six years in schools. Students after leaving the schools, are not able to read English properly what to talk of writing and speaking. Their vocabulary is also poor. It is not possible for them to explain the passages of the text books. They do not know the proper use of the words. Lack of practice in writing is responsible for all these defects. The students are made to learn by heart the words and their meanings, But they are not taught application of these words in appropriate situations. This is generally due to two factors (a) lack of time and (ii) shirking of teachers from correction work.

1. Importance of Habit Formation:-

One of the difficulties in learning a second language is that one has to keep at bay the habits of the first language which continually get in to his way. The implication of this principle for the teacher of English is that he should provide ample
opportunities to the students to practice the foreign language. The student must be able to make the patterns of English as automatic habits.

2. Importance of Oral Work:

Modern techniques of teaching language emphasise the importance of oral work. It is because of the following reasons.

i. When a person learns his mother tongue he masters speech first, it is at the age of five or six years that he begins to learn reading and writing. It is, therefore, in the learning a second language a pupil should start with speech and then learn reading and writing.

ii. Language is primarily spoken, the written representation is secondary. Even the literate people know the language although they can not read or write it.

iii. Oral practice is the quickest way of learning a language because the pupil has simply to imitate the utterance of others. The learner gets a sense of achievement which is an incentive for further progress.

iv. Two aims of teaching English are to enable the pupil to understand English when spoken and to enable him to speak English. These aims can be fulfilled only if due importance is given to oral work.

v. Oral work provides the most economical way of
learning a language. As E.C. Kittson says:

"Learning to speak a language is always by for the shortest road to learning and to read it and write it." (1). The implication of this principle for the teacher of English is that a lot of oral work by way of drills, dialogues etc should be done in the class. Students must be provided opportunities to speak the language.

Mistake in Speaking and Writing English:-

Generally we see that students in the schools are not able to express their ideas in correct English, orally or in writing. They also do not have right pronunciation. Sometime even teachers commit these mistakes. These mistakes, if not corrected at the lower level, are carried over through out life. Hence, it is necessary to correct such mistakes right from the lower stage.

Spelling, Punctuation and Correct Use of the Words:-

Generally, we find that the students commit spelling mistakes. They also are not good at punctuation. This defect persists even with students of higher classes. Even those students who are aware of the general principles of all these things, are not able to make proper use of these principles. It is so because proper opportunity for practice is not given to them. Even the teachers do not devote enough time on it.
Wrong use of the words is another defect with the students. This defect creeps in because the students acquire the knowledge of the words by rote memory and are not given practice in the use of the words.

**Spelling Mistakes:**

These mistakes are generally caused by vowel confusion. Generally, the students add vowels or consonants to them. They sometimes even replace these vowels. These are called, omission, additions, replacement, transposition of letters, phonic affinity.

All these five types of mistakes are spelling mistakes. These mistakes can be reformed and corrected, but the process of correction should start from the lower classes. In order to give the students proper knowledge of the spelling it is necessary to give them the knowledge of the spelling in a direct manner. Generally the students do not attend to the spellings consciously. They should be encouraged to attend to the spellings of the words by paying proper attention to the pronunciation. It is possible to correct the spelling mistakes. It should be remembered that spellings are caught and not taught.

**Mistakes of Punctuation:**

"Students fall prey to the mistakes of punctuation because the teacher does not attend to them from the very begining. Some times the students do not know even the use of fullstop. Mistakes of comma, apostrophe, semicolon, interrogation, mark etc. are
quite common. Microscopic minority of the students know the correct use of these punctuations, Besides those who know these, are not able to use these properly.

The mistakes are of varied nature. They deal with sentence pattern, word order, tense, number etc; such as; wrong use of a, an, the (articles), wrong use of interrogatives, wrong use of tenses etc. Grammar teaching is either neglected or taught from examination point of view. Students are taught rules and then are asked to apply these rules. Inductive method of teaching grammar can greatly help in correct use of language. It should also be borne in mind that language teaching is more important than teaching of grammar.

Some Other Mistakes:-

Students fall prey to certain mistakes other than those enumerated above. These mistakes are caused by use of wrong methods. Translation method creates certain drawbacks in the use of language by the students. They are not able to acquire a thorough knowledge of the principles of English language. For instance most of the students would write writing increases' while the correct use would be 'writing develops'. It is because writing is an intellectual capacity.

Defects in Reading:-

We find a good deal of defects in the reading by students. Among the faults commonly noticed in this regard are unrubling, excessive speed, wrong emphasis,
phrasing and incorrect pronunciation. Ideally students should not make such mistakes and if they do, removal of these defects should start from an early stage in the classroom in teaching English as L3 reading ability acquires prime importance. Students must know how to read silently with efficiency. He must also know reading the lines, reading between the lines and reading beyond the lines.

English is taught as a foreign language. Its teaching is not so easy as that of mother tongue. Hence it is necessary that the teachers who teach English should be quite efficient. They should be well aware of with the principles of teaching a foreign language. They should not only be acquainted with the principles, but they should also be aware of the importance and objectives of the teaching of English.

Unfortunately most of the teachers of English in India are not well aware of the basic principles of the teaching English. They do not bother to find out the objectives on which the teaching of English should be based. The teachers should be made aware of the following situations, if the teaching of English has to be done efficiently. All the jobs that are performed in teaching English should be purposeful. Teaching as well as studying without aim is useless. It does not serve any purpose. The teachers as well as the students should be well aware of the importance of English language. They should also be well aware of the aims
and objectives of the language without proper knowledge of these aims and objectives, they shall neither be able to organise the teaching nor shall they be able to create proper interest in it.

The educational authorities should endeavour to render every possible help to the teachers and the students in teaching or learning of language.

It is not proper to neglect the teaching of English. In fact English can be of great use to the people of this country. Teachers, students, the educational authorities, the guardians should make a collective effort to raise the standard of acquisition of the language.

The English Teacher:-

All the so called teachers of English can not teach English and all the good teachers of English may not be successful in teaching students at all the stages. A teacher who is successful in teaching lower classes may not be successful in higher classes and Vice-Versa.

A teacher must have different qualifications for different stages. However, there are certain qualifications which all the good teachers of English must possess.

Qualities and Qualifications of Teachers Teaching English

The following are the qualities and qualifications of an English teacher irrespective of the class he teaches:
1- He must have a thorough knowledge of English.
2- He must be a passionate lover of English so that the subject lives in him and his enthusiasm for it is unbounded.
3- He must know the scientific methods of teaching and must be able to handle the subject methodically and systematically.
4- He must know the art of dramatization.
5- He must know the mother tongue of the pupils equally well.
6- His own language must be correct, simple and of practical use to the pupils.
7- He must have a good knowledge practically of all the subjects.
8- He must be gentle and sympathetic.
9- He must be hardworking, well dressed, punctual and mannerly.
10- He must be a good counsellor.
11- He must have good knowledge of educational psychology.

At the early stage:-

The early stage begins with hearing and speaking English, leading on to reading which is mostly oral and then to writing. The language lessons are drawn up on a dramatic plan but little or no theoretical or formal grammar is taught keeping all this in view, we can say that the teacher of English should posses the following qualities and qualifications:

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1- He must have a good knowledge of the Direct Method.
2- He must be a good speaker.
3- His pronunciation and enunciation must be correct and clear so that no wrong impression may be formed in the minds of the pupils.
4- He must be good at conversation.
5- His handwriting must be good.
6- He must have good knowledge of the teaching aids to be used.
7- His attitude must be sympathetic. He must encourage the students.
8- He must be a man of good temperament and has sense of humour.
9- He must be able to guide his students in speaking English.
10- He must have knowledge of basic English.
11- He must not feel shy of language drill. In making his pupils repeat some new words or fresh sentences over and over again.
12- He must be very ambitious.

Dr. Bruton says, "The too ambitious teacher forgets that framing of a simple sentence involves for the child at least three simultaneous processes, reproduction of the correct sounds, recall of correct vocabulary and the correct synthetical construction". (2)
At the Middle stage:-

In the middle stage, the language teaching centers largely round a reading book, which supplies most of the matter of speech and writing. Rapid silent reading is practised. Written work is developed and definite instruction in practical grammar is given. Keeping all this in view, we can say that the teacher of English should possess the following qualifications:

1- In the early middle stage, the teacher should follow the principle that the choice of vocabulary depends upon its present utility to the pupils.

2- Another principle is that words should be taught because the pupil is frequently thinking of the ideas which correspond to them and can thus be missing them as soon as they are taught to him. In other words, the teacher should present his subject in such a way that it may appeal to his pupils as a part of real life.

3- Where pictures are available, the teacher should use them to arouse children's interest. The children will have a spontaneous interest in the scenes of other lands and at the same time will prepare themselves for understanding the life and customs of these lands.

4- Since the language studied and used by the pupils will become more complex in point of idiom and structure, the teacher must be able to grade the phrases according to difficulty.
5- The teacher should have enough knowledge to consider the different senses in which a word may be used, and what order the senses are to be presented to the pupils.

6- In reading, the teacher should aim that the pupils cultivate good pronunciation, articulation correct intonation, right emphasis, tone and speed, etc., so that the voice may correctly interpret the sense.

7- The teacher should not lose sight of intensive and extensive reading. Intensive reading develops a deeper knowledge of the language and its powers of expression. Extensive reading helps the pupils to extract quickly and efficiently the meaning of what is read.

8- The object of the teacher should be to get the book into the memory of children as living material which they can use.

9- The matter used by the teacher must be intelligible to pupils. He should not present ideas which are abstract or have an unfamiliar background.

10- He should know that there are three stages in teaching middle classes-reading, speaking, and writing.

11- He should know how to teach grammar inductively. He should also know that only functional grammar is to be taught.

12- He should be able to give enough practice to the students in written work.

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3- Situational Approach in Language Teaching:

A child learns his mother tongue in situations so also he learns any foreign language. A teacher should create opportunities, and appropriate situations to teach the language. For example, while teaching certain words like, box, watch, mango, etc., the teacher may show the objects to the students. He can use pictures, he may draw match stick figures on black board. The teacher should follow the same approach in teaching sentence patterns.

4- Selection and Gradation of language Material:

We cannot teach the entire system of language in the years earmarked for its study. So selection and gradation of language, material is essential. The teacher should aim at teaching about (250) structures and 2500 words in a six years course.

5- Multi skill Approach:

Language learning consists in mastering the four basic skills - Listening, speaking, reading, and writing. The teaching has to ensure that all these skills are properly developed. Some teachers are in the habit of stressing speaking and ignoring reading and writing. There are others who emphasise reading but ignore speaking and writing. A teacher must see that all these skills are properly developed. It does not mean that all the skills are given the same amount of time. This would depend on
objectives of teaching the language at certain levels. In the first three years more stress should be paid on listening and speaking, later on reading and writing receive more attention.

Thompson and Wyatt have suggested the following rules to co-ordinate the different types of work in language teaching. (3).

1- Practice in hearing should precede and provide matter for practice in speaking.

2- Speaking should precede and provide matter for writing.

3- Speaking should precede reading in the way that pupils first attempt at reading should be certified to language and matter that has already been spoken.

4- At a later stage, reading may provide both language and matter for practice in conversation and continuous speaking and this again would help in written exercises.

Suggestion for Further Research

The researcher has gone for a survey of methods of Teaching English as L3 in Aurangabad District. The district no doubt represents the Marathwada region and other variables like male, female or rural and urban population. However, it will be worth while to undertake such a study in other districts of the region.

There are many other aspects which contribute towards low achievement in language, like the nature of training available to teachers of English. This is
another area in which there is need for research.

It was not within the purview of the researcher to find out correlation between methods of teaching English and language competence of pupils. We suggest such a study would be of great help in improving the standard of teaching/learning of English.
REFERENCES

