CHAPTER V

CONCLUSIONS AND SUGGESTIONS
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CONCLUSIONS AND SUGGESTIONS

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5.1 INTRODUCTION

As the research is like a large journey or the path of finding a new knowledge, it’s last stage is conclusions.

After interpretation of the data the findings were recorded by the researcher. The statistical tools like percentage, mean, standard deviation and coefficient of correlation are used by the researcher to test the hypothesis.

5.2 TABLE WISE CONCLUSIONS FROM QUESTIONNAIRE

5.2.1 Questionnaire

1) The subject training is organized by zilha parishad in vacation.

2) 90.90% teachers in rural area have attended the training 5 to 6 times and 81.81% teachers in urban area have attended the training 6 to 7 times till this year.

3) The training is given to develop teaching skills in teachers, to know how to take activities to refresh knowledge of teachers, to know LSRW pattern of syllabus and to know new methods of teaching.

4) The nature of the training is lecture based.

5) 50% mother tongue is used in training by trainers.
6) Experienced teachers in that subject who get training at regional level are the trainers.

7) Hand books are provided to all the teachers at the time of training.

8) 90.90% teachers in rural and urban area prepare for teaching by reading lessons at home.

9) 100% teachers in rural and urban area give clear suggestions about activity to do in the class.

10) 31.81% teachers in rural area and 72.72% teachers in urban area encourage the students by asking questions.

11) 81.81% teachers in rural area tell importance of English language orally and 77.27% teachers in urban area use language game and activity to make aware the students about English.

12) 100% teachers in rural area and urban area do not provide self learning material.

13) 72.72% teachers in rural area and 45.45% teachers in urban area take active participation of students by asking questions in teaching learning process.

14) 100% teachers in rural area and 90.90% teachers in urban area use personal response technique for interpersonal relationship in students.
15) 81.81% teachers in rural and urban area use teaching aids and discussion for explaining content.

16) 81.81% teachers in rural area and 100% teachers in urban area arrange group activities one to two times in a week.

17) 54.54% teachers in rural area do not take revision regularly words used in day to day life but 63.63% teachers in urban area take it regularly.

18) 77.27% teachers in rural area and 68.18% teachers in urban area expect and accept answer in full sentence from the students.

19) 90.90% teachers in rural area and 100% teachers in urban area give 5 minutes daily to develop listening skill of students.

20) 63.64% teachers in rural area and 54.54% teachers in urban area provide good English for listening by teacher reading.

21) 5 minutes is the time spent for speaking by students daily in a period in rural & urban area.

22) Question answer technique is used to develop speaking skill in students in rural and urban area.

23) 20% students in rural area 30% students in urban area actively participate in actual communication in activity.
24) 80% students in rural area and 70% students in urban area do not actively participate in actual communication in activity because 
a) English is not mother tongue of student.
b) Students are afraid to talk.
c) Students cannot understand English.
d) Students have not courage to speak.
e) Students have not confidence.

25) 5 minutes is the time spent for reading by students daily in a class in rural and urban area.

26) 90.90% teachers in rural area and 100% teachers in urban area take loud and silent reading according to situation.

27) 81.81% teachers in rural area and 90.90% teachers in urban area use self reading to develop reading skill in students.

28) 100% teachers in rural area and 81.18% teachers in urban area use loud reading of prose and poetry by each one for giving maximum opportunities to students for reading.

29) 90.90% teachers in rural area and 81.81% teachers in urban area spent 15 minutes daily in a period for writing skill.

30) 100% teachers in rural and urban area take dictation to develop writing skill in students.
31) 100% teachers in rural and urban area introduce English words by telling meaning of it in Marathi.

32) 100% teachers in rural and urban area adopt grammar translation method for teaching English.

33) 100% teachers in rural area and 77.27% teachers in urban area use visual aids.

34) 90.90% teachers in rural area introduce teaching aids by explanation of it and 100% teachers in urban area ask questions on teaching aids for introducing it.

35) 60% students in rural and urban area actively participate in teaching learning process.

36) 100% teachers in rural and urban area evaluate students by written exam with oral exam.

37) 90.90% teachers in rural area and 81.81% teachers in urban area give feedback to students by re-teaching.

38) 70% students get 80% to 100% marks in rural and urban area.

39) 20% students get 40% to 50% marks in rural and urban area.

40) 22.72% teachers in rural area and 45.45% teachers in urban area read Lokmat times daily.
41) 100% teachers in rural and urban area do not read any periodical.

42) 100% teachers in rural and urban area are not member of English teacher association.

43) 45.45% teachers in rural area tell importance of English language orally and 45.45% teachers in urban area use language game and activity to create interest in students about English language.

44) 100% teachers in rural and urban area use practice and communication to develop confidence in students.

45) 100% teachers are satisfied in this job in rural and urban area.

46) 100% teachers in rural and urban area update their knowledge by reading newspaper and periodicals.

47) 100% teachers in rural area and 68.18% teachers in urban area use teaching aids with simple English to make English teaching effective.

48) 100% teachers in rural and urban area have not done any action research.

49) According to 90.90% teachers in rural area maximum mother tongue is useful in the class but according to
54.54% teachers the mother tongue is useful wherever necessary.

50) Following are the difficulties in teaching English

a) Uneducated family background of students

b) Students cannot understand English without use of mother tongue.

c) Time is less for taking activity according to syllabus.

51) There is bright future for English language according to 100% teachers in rural and urban area.

52) According to 100% teachers in rural and urban area teaching English from standard first is the good decision.

5.2.2 Achievement test

A) Listening Speaking Skill

1] 74.54% students in rural area get 30% to 50% marks and 82.72% students in urban area get 60% to 80% marks in listen and repeat activity.

2] 53.63% students in rural area get 0% to 40% marks and 80.90% students in urban area get 60% to 100% marks in listen and act activity.

3] 56.81% students in rural area get 0% to 40% marks and 81.81% students in urban area get 60% to 100% marks in listen, sing and act activity.
4] 54.54% students in rural area get 0% to 40% marks and in urban area 84.09% students get 60% to 100% marks in listen and do activity.

5] 54.54% students in rural area get 30% to 50% marks whereas 80.90% students in urban area get 60% to 80% marks in look, say and tell activity.

6] 81.81% students in rural area get 0% to 40% marks and 84.09% students in urban area get 60% to 80% marks in the question telling information about himself.

B) Reading Skill

1] 76.36% students in rural area get 0% to 40% marks and 84.09% students in urban area get 60% to 100% marks in silent reading activity (Words)

2] 72.72% students in rural area get 0% to 40% marks and 77.27% students in urban area get 60% to 100% marks in look and read activity.

3] 86.36% students in rural area get 0% to 40% marks and 78.63% students in urban area get 60% to 100% marks in silent reading (Sentences)

4] 71.36% students in rural area get 60% to 100% marks and 90% students in urban area get 60% to 100% marks in loud reading activity.
5] 53.63% students in rural area get 0% to 40% marks and 86.36% students in urban area get 60% to 100% marks in silent reading activity.

C) Writing Skill

1] 50% students in rural area get 0% to 40% marks and 50% students get 60% to 100% marks where as 97.27% students in urban area get 60% to 100% marks in writing missing letter in serial.

2] 54.54% students in rural area get 0% to 40% marks and 86.36% students in urban area get 60% to 100% marks in writing missing letter in word.

3] 57.72% students in rural area get 30% to 50% marks and 68.18% students in urban area get 60% to 80% marks writing words from given letters.

4] 86.36% students in rural get 30% to 50% marks and 68.18% students in urban area get 60% to 80% marks in writing answers.

5] 77.27% students in rural area get 0% to 20% marks and 90.90% students in urban area get 60% to 80% marks in writing favourite things.
5.3 MAIN CONCLUSIONS

On the basis of the facts and figures gathered through keen and careful survey the following conclusions are drawn.

1) The subject training is organized by zilha parishad in vacation to develop teaching skills in teachers, to know how to take activities, to refresh knowledge of syllabus.

2) The nature of the training is lecture based and 50% mother tongue is used in training by trainers.

3) Experienced teachers in that subject are the trainers, handbooks are provided to all the teachers at the time of training.

4) To make aware the students about English, 81.81% teachers in rural area tell importance of English language orally where as 77.27% teachers in urban area use language game and activity.

5) 72.72% teachers in rural area and 4545% teachers in urban area take active participation of students in teaching learning process by asking questions.

6) 81.81% teachers in rural area arrange group activities one to two times in a week where as 100% teachers in urban area do it.
7) 54.54% teachers in rural area do not take revision of words used in day to day life regularly but 63.63% teachers in urban area do it regularly.

8) 77.27% teachers in rural area and 68.18% teachers in urban area expect and accept answer in full sentence from the students.

9) 5 minutes for listening and 5 minutes for speaking is the time spent daily in rural and urban area and only question answer technique is used to develop speaking skill in students.

10) 20% students in rural area actively participate in actual communication in activity where as 30% students in urban area participate in it.

11) 80% students in rural area and 70% students in urban area do not actively participate in actual communication in activity because

a) English is not mother tongue of students.

b) Students are afraid to talk.

c) Students have not confidence.

d) Students have not courage to speak.

12) 5 minutes is the time spent for reading by students daily in a class in rural and urban area.
13) 81.81% teachers in rural area use self reading where as in urban area 96.90% teachers use it to develop reading skill in students, 100% teachers give maximum opportunities to students for reading by taking reading by taking reading by each one in rural and urban area.

14) 90.90% teachers in rural area and 81.81% teachers in urban area spent 15 minutes daily in a period for writing skill. 100% teachers in rural and urban area take dictation to develop writing skill in students.

15) 100% teachers in rural and urban area use grammar translation method, they introduce English words by telling meaning in Marathi.

16) 100% teachers in rural area and 77.27% teachers in urban area use visual aids and 90.90% teachers in rural area introduce it by explaining it where as 100% teachers in urban area ask questions on it.

17) 90.90% teachers in rural area and 81.81% teachers in urban area give feed back to students by re-teaching.

18) 70% students get 80% to 100% marks in rural and urban area.

19) 20% students get 40% to 50% marks in rural and urban area.
20) No periodical is read by teachers, no action research is done by teachers and they are not member of English teacher association in rural and urban area.

21) Following are the difficulties in teaching English in rural area
   a) Uneducated family background of students.
   b) Students can not understand English without use of mother tongue.
   c) Time for teaching English in whole year is less for taking activity according to syllabus.

22) The training is given as formality and the quality, level of training as in state level is not maintained at taluka level.

23) Teachers are not interested to go out for training, in rural and urban area.

24) Writing skill is stressed by the teacher in rural and urban area.

25) Family background, uneducated parents are the reasons behind fear of using English in students and less achievement of students in rural area.

26) 74.54% students in rural area get 30% to 50% marks and 82.72% students in urban area get 60% to 80% marks in listen and repeat activity.
27) 53.63% students in rural area get 0% to 40% marks and 80.90% students in urban area get 60% to 100% marks in listen and act activity.

56.81% students in rural area get 0% to 40% marks and 81.81% students in urban area get 60% to 100% marks in listen, sing and act activity.

28) 54.54% students in rural area get 0% to 40% marks and in urban area 84.09% students get 60% to 100% marks in listen and do activity.

29) 54.54% students in rural area get 30% to 50% marks where as 80.90% students in urban area get 60% to 80% marks in look, say and tell activity.

30) 81.81% students in rural area get 0% to 40% marks and 84.09% students in urban area get 60% to 80% marks in the question telling information about himself.

31) 76.36% students in rural area get 0% to 40% marks and 84.09% students in urban area get 60% to 100% marks in silent reading activity (Words)

32) 72.72% students in rural area get 0% to 40% marks and 77.27% students in urban area get 60% to 100% marks look and read activity.
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37) 54.54% students in rural area get 0% to 40% marks and
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38) 57.72% students in rural area get 30% to 50% marks and
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writing words from given letters.

39) 86.36% students in rural area get 30% to 50% marks and
68.18% students in urban area get 60% to 80% marks in
writing answers.
40) 77.27% students in rural area get 0% to 20% marks and 90.90% students in urban area get 60% to 80% marks in writing favourite things.

41) At 0.05 significance level the critical t value is 1.97 and received t value is 36.90 which is more than critical t value. Therefore, the null hypothesis there is no significant difference between achievement in listening, speaking skill in English language between students of fifth std. in rural and urban area of Beed district, is rejected by the researcher.

42) At 0.05 significance level the critical t value is 1.97 and received t value is 45.12 which is more than critical t value. Therefore, the null hypothesis there is no significant difference between achievement in reading skill in English language between students of fifth standard in rural and urban area of Beed district, is rejected by the researcher.

43) At 0.05 significance level the critical t value is 1.97 and received t value is 13.11 which is more than critical t value. Therefore, the null hypothesis there is no significant difference between achievement in writing skill in English language between students of fifth standard in rural and urban area of Beed district, is rejected by the researcher.
5.4 SUGGESTIONS :-

1] Special in-service training courses for 1 to 3 months should be organized to help teachers to clear teacher's concepts of English.

2] Teachers are expected to make maximum efforts to elicit expected responses from the students.

3] Orientation and participation of parents should be taken about using English at home.

4] Translation method should be avoided and teacher should use English, converse in English language with the students.

5] Adequate reference material and books like short story books, picture story books should be made available for the students of 1<sup>st</sup> to 4<sup>th</sup> std.

6] Reading habits should be inculcated among the students.

7] Advanced audio-visual aids like computer, T.V. should be used in rural area.

8] No. of groups activities and procedure of that activities should be increased in syllabus.

9] Self learning material should be provided for the students.

10] There should be one day in a week of English speaking only in every school at lower primary level.
11] The efforts should be taken for professional development of teachers.

12] The class library should be developed by teachers and students in school.

5.5 SUBJECT FOR FUTURE STUDIES


[4] Problems of teaching and learning English in the primary schools with special reference to standard I to IV.