Chapter V

Findings, Conclusions and Recommendations

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Chapter V

Findings, Conclusions and Recommendations

5.1 Introduction

Objective pursued language activity presentation helps to achieve expected learning outcomes in language teaching. These objectives are nothing but abilities of listening, speaking, reading, writing and talking.

In the state of Maharashtra, the course books of std. V to VII and consists of knowledge oriented activities, involving sub-activities, like problem solving, group work drawing inferences, generalizing, and participating in a variety of other activities. The books help the student to acquire English language. The scientific attitude and beliefs of teachers, the abundant teaching aids, the richness in content knowledge of English, presentation techniques and suitable procedure of presenting language activities makes the English teacher at ease to do justice with his language teaching. The researcher tried to investigate the teaching process of the English teachers,
teaching English through Multi-skill approach for std. V to VII in Osmanabad district. He considered that "The discovery of order in the phenomena of nature, not with standing their complexity and apparent confusion is rendered possible by the process of analysis and synthesis which are the foundation stone of all scientific method."(1) The investigator based his conclusions on the study of the data with keen observation and critical analysis of the facts. Good, Barr and Scates had given the characteristics of good generalizations. The researcher realized that the conclusions should be conceivable and in agreement with facts, stated in simplest possible terms and amenable to deductive reasoning.

5.2 Findings and Conclusions.

The research tools were administered in 400 schools but 196 schools helped the researcher to collect the information. The data was analysed and interpreted; the findings were based on the 196 English teachers' responses. The major findings of the research are as follows:
5.2.1. Findings and Conclusions from the data gathered by Questionnaires

- The upper primary schools are usually established by the Education department of Zilla Parishad. In addition to the Zilla Parishad managed schools, few societies too run institutions. The Education department of Zilla Parishad run 154 (78.6%) schools out of 196 surveyed schools.

- Special English teacher should appoint to teach English for every school. Due to some difficulties, in some schools special English teacher is not appointed. The reasons may be perhaps negligence. In 58.67% schools, special English teacher is appointed; in 41.32%, schools have no special English teacher.

- Out of 196 responded schools from Osmanabad district only 14 (7.14%) schools subscribe the English News paper. Out of which four newspapers are of national level newspapers and 10 are regional.
182 (92.85%) English teachers provide ample opportunities of listening and speaking English but 14 (7.14%) teachers do not do it.

Eighty four point six-nine percent (84.69%) English teachers were male and 15.30% English teachers were female. The numbers of male English teachers were more in numbers than female English teachers.

The age group of English teachers, in the range of 26 to 30 years is the greatest. Minimum numbers of English teachers (3, 1.5%) fall in the age group of 56 to 60 years. The mean of the age of respondent English teachers in Osmanabad district is 33.5 years.

The condition of English teachers' professional qualification as per the conducted survey was the number of Junior Primary Teacher Course (Jr. P.T.C.) completed teachers were five (2.6%). Diplomas in Education (D.Ed.) holder English teachers were 116 (59.2%). Bachelors of Physical education (B.P.Ed.) degree holder English teachers were 04 (2.04%). Bachelors of Education (B.Ed.) in other subject
(means other than English subject) English teachers were 4 (27.6%). Bachelors of Education (B.Ed.) with English as an optional subject English teachers were only 13(6.6%). Most of the English teachers have completed Diploma in Education (D.Ed.) course.

The percentage of English teachers who had completed their B.A. with special English was 30.10. Most of the English teachers were just S.S.C. or H.S.C. 40% teachers were graduates and postgraduates in other subject/languages. In a very few schools there were four English teachers. Many schools in Osmanabad district have only one English teacher for standards V to VII. The percentage of having one English teacher for Standard V to VII is 71.4. The second hypotheses of the research work that the teachers teaching English do possess required qualification has been partially fulfilled. At graduation level only 6.6% teachers had special English and 27.6% did not. Where as most of them were D.Ed. trainees (59.2%) 70% of teachers have completed the
required training of the course book of std. V to VII (Table No.4.43) and 87.75% still desire to go for further improvement. Thus, as per the hypothesis the teachers are desirous to upgrade themselves in the subject.

- Most of the English teachers' teaching experience was within 4 years. The English teaching experience of 25 to 34 years was very less. The mean of respondent English teachers teaching experience was 6.75 years.

- English teachers from Osmanabad district have their several favourite subjects. Out of 196 teachers 41 (20.91%) English teachers liked Marathi, language, 25 (12.75%) teachers liked Hindi. Whereas English was the favourite subject of 121 (61.73%) teachers and Urdu was the favourite subject of nine (4.59%) teachers. The greatest number of English teachers' favourite subject was English.

- Out of 196 responded teachers, 22 (11.22%) teachers said that they taught English because the headmaster told them. 139 (70.91%) teachers told that they liked
to teach English. Twenty three (11.73%) teachers noted that they teach English because it was their duty to teach English. Twelve (6.12%) teachers teach English subject because there was not any other teacher to teach English in their school. Among the above given four reasons a larger number of teachers' reason of teaching English was, they like to teach English. Some teachers said that there was not any other teacher to teach English in their school, so they taught that subject.

All English teachers from Osmanabad district had arranged co-curricular activities of English in their schools. English subject concern craftwork was arranged in greater number of schools in the respect of other co-curricular activities in this district. Out of 196 responded schools, 'English programme listening club' was established in 56 (28.57%) schools. In more than 40% schools, the other co-curricular activities were arranged. Other activities like English poems singing
competitions, reading competitions, conversation competitions and writing competition were arranged.

**Teaching Learning Material.**

- 191 (97.44%) English teachers from Osmanabad district, usually use support material in their daily teaching learning process. Only five (2.55%) teachers denied the importance and affectivity of support material. It means a large number of English teachers had realized the importance of teaching learning material.

- 33 (16.83%) English teachers used the support material daily in their English period. Fourteen (7.14%) teachers used the teaching aids occasionally; only five (2.55%) teachers used it sometimes. However, rest of them i.e., 144 (73.44%) teachers used the support material as per the demand. situation, they never use it. They use the teaching aids only as per the need.
Teaching learning material (TLM) of English was available in 176 (89.79%) schools and was not available in 20 (10.20%) schools.

Not all schools from Osmanabad district had facility of English language visual aids. The position was, 'Word strips' were available in 137 (69.89%) schools and were not available in 59 (39.10%) schools. Picture cards existed in 136 (69.38%) schools and 60 (30.61%) schools were with lack of picture cards. 136 (69.38%) schools were within the reach of flash cards; nevertheless, 60 (30.16%) schools were without the flash cards. 132 (67.34%) schools were equipped with sentence strips but 64 (32.65%) schools lacked sentence strips. Story pictures existed in 118 (60.20%) schools and there were in non-existent in 78 (39.79%) schools. English subjects' posters were available in 121 (61.73%) schools, but 75 (38.26%) schools lacked English language posters.

Radio sets were available in largest numbers of schools. Audio aids, television sets were also available
Audio visual aids and Video sets were available in a very few schools.

- Most of the English teachers said that they use Teaching Learning Material (TLM) because TLM make their teaching more effective.

- The teachers from Osmanabad district apply the teaching aids in their daily classroom teaching because teaching aids make their English language teaching more effective.

- A large number of teachers showed interest to prepare the teaching aid themselves. 98 (50%) teachers prepared the teaching aids themselves 68 (34.69%) English teachers bought from the shop. They got readymade teaching aids in shops. 10 (10.20%) English teachers assigned the pupils to prepare the teaching aids and 20 (10.20%) teachers asked their headmaster to provide them with the teaching aids.

- The English books excluding textbooks, Books of English grammar, English handbooks, English
methodology books and English dictionaries were available in very few schools.

- The question was 'How many structural/linguistic items consists in the course book of standards V, VI and VII?' The textbooks of Std. V to VII are consists of several linguistic items. Many teachers were ignored about it, as they cannot tell the number of linguistic items consisted in the textbooks of Std. V, VI & VII.

**Language Skill Activity Presentation.**

- Most of the English teachers from Osmanabad district preferred Eclectic method to teach English at Std. V to VII level.

- The English teachers were using several approaches of teaching English at std. V to VII level. According to the preferential order, Structural approach got 337 ranks, Situational approach received 352 ranks, Communicative approach got 375 ranks and the most useful Multi-skill approach bagged 444 ranks. Multi-skill approach is one of the most favourite approaches
of the English teachers. The first hypothesis of the research project that the English teacher teaching Std. V to VII are not fully aware with the methodology of teaching English has been disapproved because multi-skill approach has been ranked highest by the teachers (444 Table No.4.27) and eclectic method (Table No. 4.2) as the favourite teaching method.

The respondent teachers' from Osmanabad district used 'Question and answer' drilling device mostly. 175 (89.28%) teachers reported that they use this drilling device to strengthen the language activities and provide the students more practice of repetition.

Multi-skill approach is a balanced and well-designed approach. All the teachers planned their lessons taking consideration into the Multi-skill approach before teaching any language activity. It was noted that all the teachers plan their lessons every day. Multi-skill approach is equally useful for the English teachers for Std. V to VII. This approach makes English teaching easier and more effective. The third hypothesis has
also been disproved as most of the teachers plan their everyday lesson with multi-skill approach only and not the other methods (Table No. 4.30)

While presenting the new language activity in the class, 63 (32.14%) teachers present the language activities in English language. They do not use mother tongue during the presentation. 24 (12.24%) teachers use mother tongue and 109 (55.61%) teachers use both the languages English and mother tongue.

The English teachers in Osmanabad district preferred 'Listen carefully' English teaching technique to other techniques like 'Listen and act', 'Listen and tell' and 'Listen and say'. The rank for this technique was calculated 491.

In the development of speaking ability, the English teachers gave more weightage to 'Listen and say', language activity presentation technique in comparison to 'Listen and act', 'Listen and sing' language activity techniques.
- The English teachers used various techniques to present the reading skill activities the most preferred reading skill activity presentation technique is 'Look, listen and read' in the compare of 'Listen and read', 'Listen say and write', 'Listen write and read'. The English teachers were mostly preferred to 'Look read and write' (476 rank) in order to enrich the writing skill ability.

- 'Role playing' technique is the most useful technique to present the talking skill related activity consisted in the course books of standards V to VII.

- During the presentation of poetry, the English teachers use the following techniques 'Listen and sing', 'Translation', 'Listen, sing and act' and 'Listen, repeat and act'. The mostly used poetry presentation techniques at std. V to VII level were 'Listen and sing' and 'Listen sing and act'.

**Evaluation of Language Activities.**

- Evaluation in language teaching learning process is a process of testing the achievement level of students.
Language learning is achievement of language skills so we should test the language abilities in evaluation of language.

Various techniques were used for the evaluation of listening skill by the responded English teachers from Osmanabad district. 'Listen carefully the paragraph and tell some words form it' was the most favourite listening skill evaluation technique in Osmanabad district. The other techniques were 'Listen and say', 'Listen and act' and 'Listen and write'.

'Listen and repeat', 'Say and act', 'Look and say' and 'Listen and say' were the speaking skill evaluation techniques of English teachers in Osmanabad district. The most preferred speaking skill evaluation technique was 'Listen and say' and it gained 441 ranks.

In the evaluation process of reading skill ability, following techniques were used -

i) Picture reading

ii) Look and read

iii) Look. Listen and read
iv) Read aloud

The most preferred evaluation technique of reading skill is 'Read aloud'. It got the more ranks.

- The English teachers apply 'Listen and write', 'Look and write', Look read and write' and 'Copy' writing skill evaluation techniques the most favourite technique of observing writing skill ability was 'Copy'.

- Various techniques were used in the evaluation activities by the respondent English teachers likewise 'Question and answer', 'Role Playing', 'Work in pairs' and 'Listen and enact'. The most favourite talking skill observing technique was 'Role playing'.

- Skill based testing should be adapted in the evaluation process of English. Equal weightage should be given to all the five skills. i.e. listening, speaking, reading, writing and talking.

Teachers Training.

- Seventy point four percent (70.4%) English teacher had completed the training of the course books of standard V to VII.
97.44% teachers joined the inservice training programmes at various places. This shows that the English teachers are enthusiastic to acquire more knowledge.

State Institute of English for Maharashtra, (SIEM) Aurangabad launches one month training for the English teachers. The institute provides the training to primary teachers teaching English for standards V to VII from all over the state of Maharashtra. In that training the resource, persons are guided in the aspect of the written language as well as also spoken language. Ninety one point eight-three percent (91.89%) teachers felt the need of special guidance about spoken English.

5.2.2 Findings and Conclusions from Data Gathered by Content knowledge Paper

The content knowledge paper was conducted of 196 English teachers.

- More than 163 teachers noted correct answers of question related with linguistic items; Adjective,
Noun, Adverb, Negative sense, Past tense, Plural and use of Article. Only 72(36.73%) teachers responded correctly the question related with 'Sentence Pattern'. The English teachers were good at grammar and its usage. However, they needed special guidance in 'Basic sentence patterns', 'Clause' and proper use of 'Preposition'.

- The percentage of teachers noted correct answers for the questions related with structural items 'Time and clock' and 'About' was more than 74%.

- The questions related with the linguistic items is/are, have/has, are/were, verbal questions (ability), ordinals, simple past tense, verbal questions and wh-question are more than 92%. The proficiency of English teachers in these linguistic items is satisfactory but use of 'about' has to improve.

- Out of 196 English teachers, the number of teachers' noted correct answers for the questions related with structural item in/into was 159(81.12%). The questions related with linguistic items at, behind, long
forms, her, him, your, plural, and many are more than 90%. Only 101 (51.53%) teachers noted the correct answer to question depended on 'Clause'. The English teachers from Osmanabad district were good at above given linguistic items but they have provide more knowledge about 'Clause'.

- English teachers were good at Present perfect tense. (Specially, 'Third Person Singular Number'), they were also good at the use of between/among, difference between my and mine, and proper use of main verb like: see and work. (See table No.4.50)

- The English teachers from Osmanabad district were good at miscellaneous skills likewise Letter writing; Comprehension and Completing model conversation pieces. More than 90% teachers noted the correct answers related with these questions. (See Table No.4.51, 4.52, 4.53).

- The English teachers were poor in teaching pronunciation; therefore, it is essential that the teachers of English subject should pay a more
attention to pronunciation. The teachers should urgently practice English sound system, word stress, intonation patterns rhythm, fluency etc.

5.2.3 Findings and Conclusions from data Gathered by Lesson Observation and Scores of Teacher's Attitude Scale.

According to Good, 'Observation deals with the over behaviour of person in appropriate situation."(2) Lesson observation was essential to know the real condition in the classrooms. Therefore, the researcher observed 50 English teachers lessons. The same English teachers' Attitude scales were considered for the conclusions.

- There was discrepancy between English teachers classroom practice and expressed attitudes in the attitude scale.

- The English teachers agreed with the Natural way of language learning but they were neglected this theory in actual classroom behaviour.
- The course books are designed taking consideration into skill-based approach, hence the teachers believe in the traditional form of teaching.

- The highest possible score that can be obtained in the attitude scale and the most favourable attitude for Multi-skill approach is 150 (by scoring 5 the highest marks on all the 30 statements) and the least indicative was 30.

- The middle point of continuum being 90. The vast majority of the teachers seen to hold mildly favourable towards the Multi-skill approach, with the exception of seven teachers. They scored below 90 that were the middle point of the continuum. The standard deviation of the scores was SD (σ) = 10.53 and the average score being 101.4

- When the English teachers lesson were observed, the actual Picture was unscreened. The classroom activities were carried out with the help of translation. In some instance the English teachers were trying their best to present their language activities implementing
the Multi-skill approach. Due to less vocabulary, lack of confidence in using English as a mean of communication and ignorance of objectives of each language activity, they could not present the language activities very effectively. Very few (14.8%) teachers were dealing their language activities by Multi-skill approach fluently and in fruitful manner.

5.3 Recommendations

After employing the distinctive tools of data, gathering and verifying the hypothesis the following recommendations are being suggested:

1) Every English teacher, teaching English for standards V to VII should complete his degree in English or at least English should be opted as optional at graduation. They should be well acquainted with English teaching methods.

2) English teacher teaching English for std. V to VII level must complete his B.Ed. with special English. He ought to well acquaint with the new theories
and strategies of teaching English and std. V to VII.

3) In some schools, English teaching was assigned to the teachers against their choice or willingness. These teachers cannot do justice to the language teaching. Therefore, before preparing the timetable, the headmaster should think and discuss with the teachers and allot the English subject to a trained professional or interested teacher.

4) A list of co-curricular and extra curricular activities in English subject should be attached in the course books for Stds. V, VI and VII.

5) Every school should subscribe at least one English newspaper.

6) To prepare the Teaching Learning Material, sufficient funds should grant for each English teachers.

7) Every school should be well equipped with the English curriculum Books, Handbooks, and English teaching Methodology books, Books about
spoken language. Books of grammar, English magazines, Dictionaries and Books on linguistics.

8) Learning language is a habit formation. In order to form habits of English language, the English teacher must use the English language in classroom as well as in informal situation. Group discussions and pair work should be arranged.

9) Sufficient audio and audio-visual material should be purchased or prepared in addition to visual TLM.

10) English language laboratory is an ideal means for providing correct and fluent communication in English. So District Institute of Education Training (DIET) should provide the facility of English language laboratory.

11) *Every English teachers should know the following things thoroughly -*

1. Objectives of syllabus

2. Linguistic items.

3. Teaching methodology.
12) The English teachers teaching English for Std. V to VII need more guidance in -
   1. Teaching Techniques.
   2. Drilling Devices.
   3. Evaluation process.
   4. Grammar items i.e. Clause, Sentence patterns.

DIET or other similar institutions should arrange such kinds of training programmes to the teachers.

13) English teachers are eager to achieve the current knowledge, new strategy and trends in their subject. Orientation courses should be held to introduce such things effectively.

14) State Institute of English for Maharashtra, Aurangabad (SIEM) arranges one month training programme for primary teachers, every English teacher should be send for this training.

15) SIEM, Aurangbad should hold English spoken classes for the teachers teaching English for Std. V to VII.
16) The English teachers believe in Multi-skill approach. In addition, the Natural way of language learning but yet they are misinterpreting the new ideas and translating them. Instead of misinterpreting and translating, the English teachers should honest with the Multi-skill approach and Natural way of language learning in the classroom.

17) In order to provide the self-experience of communicating on English language, compulsion should be made to students to use English language for exchanging thoughts. Minimum one or two day/s should be assigned as 'English communication day' in every school.

18) In order to change the traditional attitude and cultivate positive attitude towards skill based approach effective training and reorientation of all those who teach English language in upper primary schools or secondary schools is extremely necessary. The government should arrange these kinds of training programmes.
19) In every summer vacation or at the beginning first term short duration orientation programmes should be organised for English teachers improve their proficiency in English language and strengthen their teaching skills.

20) Learning language means acquiring mastery upon its basic skills, i.e. listening, speaking, reading, writing and talking. We cannot develop these skills in isolated manner. All these skills are interlinked inter chained and interdependent. So, 'Integrated skill' development is a proper way of language learning. The theme of 'Integrated skill' development should understand to each English teacher. The following thoughts by Jeremy Harmer should be realised by every English teacher. 'The English teacher's responsibility is to see that all the language skills are practised.

This suggest that in some way the skill are separated and should be treated as such; on one day student will concentrate on reading, and writing
only. On the next day students will concentrate on reading, and reading only. On the next speaking and speaking etc. In fact this position is clearly ridicules for two reasons. Firstly it is very often true that on skill cannot be performed without another. It is impossible to speak in a conversation if you do not listen, well, and people seldom write without reading even if they only read what they have just written. Secondly, through, people use different skills when dealing with the same subject for all sorts’ reason.

He further says.

Where students practise reading we will use that reading as the basis for practising other skills, students involved in an oral communicative activity will have to do same writing or reading in order to accomplish the task which the activity asks them to perform. Students will be asked to write, but on the basis of reading, listening or discussing.(3)
21) English teachers plan their lesson before his teaching while planning the lessons. We should consider the following things about the activity.

i) Objectives

ii) Content

iii) Methodology

He should consider the following things mention by Andrian Doff. He says,

‘Lesson preparation Look at a lesson you will teach soon, or find a lesson in a suitable text book. Make not of all points in the lesson where you would have an opportunity to use English consider these possibilities.

- Chatting at the beginning of the lesson.

- Organising the students (arranging seating calling students to the front, organising pair work etc.)

- Introducing the lesson.

- Introducing topics, situation, text.

- Presenting words or structures.
- Moving from one activity to another (saying what you will do next)
- Setting or marking home work.
- Ending the lesson.

Plan exactly what you would do and say'.

22) English teachers club should be organised at District level and Massive work should be done by holding various activities like, innovation competitions, Rhymes competitions conversation competitions, and Teaching Learning Material of English exhibition etc.

5.4 **Topics for further research**

1) A critical study of the spoken language of English teachers', teaching English in primary schools.

2) An investigation into teaching of poetry at Stds. V to VII level.

3) A critical study of English course books of Stds. I to V.

4) The survey of present strategy of teaching English at Stds. I to V level.
5) A critical study of English teacher's language proficiency, teaching English at upper primary schools.
References


2  Ibid. P.p.201


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