CHAPTER - VI

SUMMARY AND SUGGESTIONS
<table>
<thead>
<tr>
<th>S.NO.</th>
<th>CONTENTS</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.</td>
<td>INTRODUCTION</td>
<td>213</td>
</tr>
<tr>
<td>6.2.</td>
<td>TITLE</td>
<td>214</td>
</tr>
<tr>
<td>6.3.</td>
<td>STATEMENT OF THE PROBLEM</td>
<td>215</td>
</tr>
<tr>
<td>6.4.</td>
<td>OBJECTIVES OF THE STUDY</td>
<td>215</td>
</tr>
<tr>
<td>6.5.</td>
<td>HYPOTHESES OF THE STUDY</td>
<td>219</td>
</tr>
<tr>
<td>6.6.</td>
<td>METHOD OF STUDY</td>
<td>222</td>
</tr>
<tr>
<td>6.7.</td>
<td>SIZE OF THE SAMPLE</td>
<td>222</td>
</tr>
<tr>
<td>6.8.</td>
<td>LIMITATIONS OF THE STUDY</td>
<td>223</td>
</tr>
<tr>
<td>6.9.</td>
<td>DELIMITATIONS OF THE STUDY</td>
<td>223</td>
</tr>
<tr>
<td>6.10.</td>
<td>TOOLS SELECTED FOR THE STUDY</td>
<td>223</td>
</tr>
<tr>
<td>6.11.</td>
<td>THE PILOT STUDY</td>
<td>224</td>
</tr>
<tr>
<td>6.12.</td>
<td>COLLECTION OF DATA FOR THE FINAL STUDY</td>
<td>225</td>
</tr>
<tr>
<td>6.13.</td>
<td>FINDINGS OF THE STUDY</td>
<td>225</td>
</tr>
<tr>
<td>6.14.</td>
<td>CONCLUSION</td>
<td>228</td>
</tr>
<tr>
<td>6.15.</td>
<td>RECOMMENDATIONS OF THE STUDY</td>
<td>229</td>
</tr>
<tr>
<td>6.16.</td>
<td>SUGGESTIONS FOR FURTHER STUDY</td>
<td>231</td>
</tr>
</tbody>
</table>
6.1. INTRODUCTION

Now-a-days English language has become important for mobility, social and economic progress in the world, as the world has become a global village due to scientific and technological advancement. English plays an important role in the world affairs. It helps in establishing healthy international relations. It helps in integration of ideas on all aspects of human life, political, social, educational, cultural and economic. It is a store house of knowledge. It is an exploding language in the world. It helps to promote international understanding and cultural development. It has created a better understanding among the people of the world and has broken down the barriers of nations and brought the people of various nations closer and into an interdependence. The international language, English is a must and acts as an effective language for communication. Learners of English in India have realised that all modern informations in any branch of knowledge like agriculture, science, computer technology, educational technology, space technology, economics, architecture are readily available in English. Hence it occupies an important place in the educational system in India. It is used as an official language for communication between the union government and State governments.

The conference (1953) of professors of English of Indian Universities recommended that English should continue to occupy an
important place in the secondary school curriculum and the aim of teaching English should be the attainment of a good working knowledge of English at the end of the course. The Indian Education Commission (1964-66) has also recommended the continuance of English in the interest of national integration and for higher academic work. English helps in preparing the students to deal with daily life situations and tackle various English environment necessary for joining various professional courses in India and abroad. A good knowledge of English will enhance students' employment prospects. It is to be taught in schools primarily as a language comprehension. Hence the study of English especially at the matured stage that is, at the higher secondary stage becomes indispensable. But the considerable size of the students in rural area are not able to make good achievement in English. It is found that they have got a number of problems in learning English thereby causing poor achievement. In the educational sphere, it is considered as an acute problem by the teachers, parents and administrators. Hence proper investigation on this problem becomes indispensable.

6.2. TITLE

The title selected for the study is given as follows: A STUDY OF THE PROBLEMS OF STUDENTS OF HIGHER SECONDARY CLASSES IN LEARNING ENGLISH AS A SECOND LANGUAGE IN THIRUVARUR DISTRICT.
6.3. STATEMENT OF THE PROBLEM

The present study aims at identifying and analysing general as well as the specific problems of the students in learning English as a second language at higher secondary level in Thiruvarur district. The students have got a number of problems pertaining to grammar, punctuation and stress-shift in English. These problems affect the progress of study of English in Thiruvarur district. These are chronic problems of the student in the present day.

6.4. OBJECTIVES OF THE STUDY

The researcher was very keen to find out the specific problems of students of higher secondary classes in learning English as a second language in Thiruvarur district. The researcher has framed the following as the objectives of the study.

The major objectives of the study were

1. To identify and analyse the general problems of the students of higher secondary course in learning English as a second language in Thiruvarur district.

2. To study the problems of learning of students with specific reference to higher secondary syllabus in English.

3. To study the general facilities available at higher secondary schools for the teaching of English.

4. To study the various curriculum experiences provided by teachers for the study of English as a second language.
The minor objectives were

1. To study the problems faced by the students in writing essays.

2. To study the problems of the students in usage of phrases and idioms.

3. To study the problems faced by the students in transformation of sentences.

4. To study the problems of the students in understanding stress shift.

5. To study the problems of the students in using conjunctions while writing.

6. To study the problems of the students in using sentence pattern.

7. To find out whether there is any significant difference in the achievement scores in English for the students at standard X with respect to sex, locality, type of management, community, educational qualification, profession and income levels of parents.

8. To study whether there is any significant relationship between the problems faced by the students in pronunciation and different variables such as sex, locality and type of management.

9. To study whether there is any significant relationship between the problems faced by the students in learning grammar and different variables such as sex, locality and type of management.

10. To study whether there is any significant relationship between the problems faced by the students with respect to non-availability of audio-visual aids and different variables such as locality and type of management.
11. To study whether there is any significant relationship between the problems faced by the students in using of audio-visual aids and different variables such as locality and type of management.

12. To study whether there is any significant relationship between the problems faced by the students in using library and different variables such as locality and type of management.

13. To study whether there is any significant relationship between the problems faced by the students for not having the habit of hearing English news and different variables, such as sex, locality and type of management.

14. To study whether there is any significant relationship between the problems faced by the students in rectifying the errors of exercise and different variables such as sex, locality and type of management.

15. To study whether there is any significant relationship between the problems faced by the students in rectification of home work exercises and different variables such as sex, locality and type of management.

16. To study whether there is any significant relationship between the problems faced by the students in memorisation without understanding of concept and the different variables such as sex, locality and type of management.

17. To study whether there is any significant relationship between the problems faced by the students in respect of remedial teaching and the different variables such as sex, locality and type of management.
18. To study whether there is any significant relationship between the opinion of the teachers on the problems faced by the students in pronunciation and different variables such as sex, locality and type of management.

19. To study whether there is any significant relationship between the opinion of teachers on the problems faced by the students in understanding grammar and different variables such as sex and type of management.

20. To study whether there is any significant relationship between the opinion of teachers on the problems faced by the students in using punctuation marks and different variables such as sex, locality and type of management.

21. To study whether there is any significant relationship between the opinion of teachers on the problems faced by the students in using sentence patterns and different variables such as sex, locality and type of management.

22. To study whether there is any significant relationship between the opinion of teachers on the problems faced by the students in fluency of speaking English and different variables such as locality and type of management.

23. To study whether there is any significant relationship between the opinion of teachers on the problems faced by the students due to mother-tongue interference and different variables such as locality, experience and type of management.
24. To study whether there is any significant relationship between the opinion of teachers on the problems faced by the students due to non-availability of linguaphone and different variables such as locality and type of management.

25. To study whether there is any significant relationship between the opinion of teachers on the problems faced by the students due to the lack of guidance of parents and different variables such as locality and type of management.

6.5. HYPOTHESES OF THE STUDY

The researcher has formulated specific hypotheses before involving in the study. The researcher formed the following hypotheses for the study.

1. The students of higher secondary classes have problems in writing essays in English.

2. The students have problems in using phrases and idioms.

3. The students have problems in transformation of sentences.

4. The students have problems in understanding stress-shift.

5. The students have problems in usage of conjunctions while writing.

6. The students have problems in using sentence pattern.

7. There is no significant difference in the achievement scores in English for the students at standard X with respect to sex, locality, type of management, community, educational qualification, profession and income levels of parents.
8. There is no significant relationship between the problems faced by the students in pronunciation and different variables such as sex, locality and type of management.

9. There is no significant relationship between the problems faced by the students in learning grammar and different variables such as sex, locality and type of management.

10. There is no significant relationship between the problems faced by the students due to non-availability of audio-visual aids and different variables such as locality and type of management.

11. There is no significant relationship between the problems faced by the students due to not using of audio-visual aids and different variables such as locality and type of management.

12. There is no significant relationship between the problems faced by the students due to poor using of library and different variables such as locality and type of management.

13. There is no significant relationship between the problems faced by the students due to not having the habit of hearing news and different variables such as sex, locality and type of management.

14. There is no significant relationship between the problems faced by the students in rectifying the errors of exercises and different variables such as sex, locality and type of management.

15. There is no significant relationship between the problems faced by the students in rectification of home work exercises and different variables such as sex, locality and type of management.
16. There is no significant relationship between the problems faced by the students in memorisation without understanding of concept and different variables such as sex, locality and type of management.

17. There is no significant relationship between the problems faced by the students in respect of remedial teaching and different variables such as sex, locality and type of management.

18. There is no significant relationship between the opinion of the teachers on the problems faced by the students in pronunciation and different variables such as sex, locality and type of management.

19. There is no significant relationship between the opinion of teachers on the problems faced by the students in understanding grammar and different variables such as sex, experience and type of management.

20. There is no significant relationship between the opinion of teachers on the problems faced by the students in using punctuation marks and different variables such as sex, locality and type of management.

21. There is no significant relationship between the opinion of teachers on the problems faced by the students in using sentence pattern and different variables such as sex, locality and type of management.

22. There is no significant relationship between the opinion of teachers on the problems faced by the students in fluency of speaking English and different variables such as locality and type of management.

23. There is no significant relationship between the opinion of teachers on the problems faced by the students due to mother-tongue
interference and different variables such as locality, experience and type of management.

24. There is no significant relationship between the opinion of teachers on the problems faced by the students due to non-availability of linguaphone and different variables such as locality and type of management.

25. There is no significant relationship between the opinion of teachers on the problems faced by the students due to the lack of guidance of parents and different variables such as locality and type of management.

6.6. METHOD OF STUDY

The present study intends to find out the problems of learning English of the students of higher secondary level in Thiruvarur district. For the present investigation, a normative survey method is adopted. Surveys are conducted to establish the nature of existing conditions. The survey method represents research at a primitive level. The survey approach to educational problem is one of those most commonly used. It is the best method used to obtain information about the problem.

6.7. SIZE OF THE SAMPLE

The sample was selected using stratified random sampling technique. For the study 285 boys and 285 girls from 38 higher secondary schools of different types were selected in Thiruvarur district. Sixty higher secondary teachers of English were involved for the study.
6.8. LIMITATIONS OF THE STUDY

The researcher faced the following as the limitations of the study.

1. The study was made in a backward semi-urban area but not exactly in an urban area.
2. The time taken for the collection of data was only of 9 months duration.
3. The researcher-made questionnaires and achievement test were used for the study.

6.9. DELIMITATIONS OF THE STUDY

This study had the following delimitations

1. This study was confined to 570 students only.
2. This study was confined to the students of higher secondary level in Thiruvarur district.
3. This study was confined to sixty post-graduate teachers of English from higher secondary schools of Thiruvarur district.
4. This study was confined to 9 urban and 29 rural higher secondary schools in the district.

6.10. TOOLS SELECTED FOR THE STUDY

The present study aims at collecting data from students and teachers.

The following tools were used for the study.

1. Achievement test for the students in English.
2. Questionnaire for the students.
3. Problem inventory for the teachers.
6.11. THE PILOT STUDY

For the pilot study, the researcher selected thirty students of equal numbers of boys and girls and ten post-graduate teachers of English from three different types of higher secondary schools in Thiruvarur district. Using the tools, the researcher collected data from the students of higher secondary and post-graduate teachers of English. The collected data was shown to the experts and some items were reduced and reworded. Thus they got final shape for the final study.

6.12. COLLECTION OF DATA FOR THE FINAL STUDY

The researcher selected 38 higher secondary schools in Thiruvarur district using stratified random sampling technique. This study involved 570 students (285 boys + 285 girls) of higher secondary course. The researcher met all the headmasters of the higher secondary schools in Thiruvarur district and narrated the purpose of the study. All the post-graduate teachers of English were also consulted. The valuable experience and suggestions of the teachers were recorded by the researcher. With the support of the class teachers, a close and friendly rapport was established with the students. The researcher explained to the students about the purpose of the study. He also assured the respondents that the information given by them would be kept confidential and the collected data would be used only for the research purpose. He administered an achievement test to the students of all higher secondary schools individually and directly. A questionnaire for the students was administered. All the respondents were
enthusiastic in responding the questionnaire. A problem inventory for the post-graduate teachers of English was also administered. Thus the data were collected systematically from the students and teachers of Thiruvarur district.

6.13. FINDINGS OF THE STUDY

The following are given as the findings of the study.

1. The students of higher secondary classes at Thiruvarur district have got problems pertaining to the content in writing essays in English.
2. The students have problems in using phrases and idioms.
3. The students have problems in transformation of sentences.
4. The students have problems in understanding stress-shift.
5. The students have problems in usage of conjunctions while writing.
6. The students have problems in using sentence pattern.
7. There is significant difference in the achievement scores in English for the students at Standard X with respect to locality, type of management, community, educational qualification, profession and income levels of parents.

There is no significant difference in the achievement scores in English for the students at Standard X with respect to sex.

8. There is significant relationship between the problems faced by the students in pronunciation and different variables such as sex, locality and type of management.
9. There is significant relationship between the problems faced by the students in learning grammar and different variables such as sex, locality and type of management.

10. There is significant relationship between the problems faced by the students due to non-availability of audio-visual aids and different variables such as locality and type of management.

11. There is significant relationship between the problems faced by the students due to not using of audio-visual aids and different variables such as locality and type of management.

12. There is significant relationship between the problems faced by the students due to poor using of library and different variables such as locality and type of management.

13. There is significant relationship between the problems faced by the students due to not having habit of hearing news and different variables such as sex, locality and type of management.

14. There is significant relationship between the problems faced by the students in rectifying the errors of exercises and different variables such as sex, locality and type of management.

15. There is significant relationship between the problems faced by the students in rectification of home-work exercises and different variables such as sex, locality and type of management.

16. There is significant relationship between the problems faced by the students in memorisation without understanding of concept and different variables such as sex, locality and type of management.
17. There is significant relationship between the problems faced by the students in respect of remedial teaching and different variables such as sex, locality and type of management.

18. There is significant relationship between the opinion of teachers on the problems faced by the students in pronunciation and different variables such as sex and type of management. There is no significant relationship between the opinion of teachers on the problems faced by the students in pronunciation and locality.

19. There is significant relationship between the opinion of teachers on the problems faced by the students in understanding grammar and different variables such as sex, experience and type of management.

20. There is significant relationship between the opinion of teachers on the problems faced by the students in using punctuation marks and different variables such as sex, locality and type of management.

21. There is significant relationship between the opinion of teachers on the problems faced by the students in using sentence pattern and different variables such as sex, locality and type of management.

22. There is significant relationship between the opinion of teachers on the problems faced by the students in the fluency of speaking English and different variables such as locality and type of management.

23. There is significant relationship between the opinion of teachers on the problems faced by the students due to mother-tongue
interference and different variables such as locality, experience and type of management.

24. There is significant relationship between the opinion of teachers on the problems faced by the students due to non-availability of linguaphone system and different variables such as locality and type of management.

25. There is no significant relationship between the opinion of teachers on the problems faced by the students due to the poor guidance of parents and locality.

There is significant relationship between the opinion of teachers on the problems by the students due to lack of guidance of parents and type of management.

6.14. CONCLUSION

The study reveals that students of higher secondary course in Thiruvarur district have specific problems in the following areas namely writing essays, using phrases and idioms, transformation of sentences, stress-shift and pronunciation. It is also concluded that lack of facilities of audio-visual aids, computer technology and library are also major causes for the existing problems of the students. It is concluded that there is a great need for remedial teaching among the rural students who study English as a second-language. There is a great hesitation to speak in English among the teachers of English in the class-room and students in the learning environment. It is also concluded that there is poor usage of modern teaching aids in the present world of technology. The teaching of English
would become effective and meaningful only if the things are done in accordance with the modern approaches and facilities available in the present decade.

6.15. RECOMMENDATIONS OF THE STUDY

1. On the basis of the intensive investigation made by the researcher especially on the practical problems of the students in learning English, the following special measures are recommended to solve the problems in learning and make the learning most effective and enjoyable. The district under investigation happen to be a rural district with a poor awareness of the need of the English language. The need of English may be made to be realised by the students through the establishment and effective operation of Literary Association at Higher secondary schools.

2. The teachers of English in Thiruvarur district are meagre in number and majority of them have been directly appointed in Higher secondary schools. Hence they need proper and regular in-service training for teaching English effectively. This may be arranged immediately through the State Institute of English.

3. The State Institute of English may arrange workshops for the teachers of English at least once a year on the practical problems of learning English as a second language at Higher secondary level.

4. Training for the change of attitude to the teachers is necessary to improve the standard of teaching of English.
5. Teachers and parents have to encourage the students to learn English effectively.

6. State Tele-serials must contribute to the development of general awareness on English among teachers and learners.

7. The communication approach is to be adopted to make the language teaching effective to encounter practical situations of daily life.

8. English language exercise may be designed in a framework which encourages the use of standard form.

9. Teachers of English may be given refresher training on oral practices of the students.

10. Libraries at Higher secondary schools may be updated with recent reference books for teaching English for this the State Institute of English may offer suitable guidance.

11. The schools which are poor in audio-visual facilities for English may be provided with the required audio-visual devices such as Radio, Tape recorder, Pre-recorded audio and Video Cassettes and Computers with required Soft-wares. Language Laboratories must be established in each and every school in the district.

12. CALL (Computer Assisted Language Learning) may be used for under-achievers and to enrich the knowledge in English grammar for others.

13. The question paper in English may be constructed on the basis of testing the language skills of students instead of memory power.
14. To teach grammar, the following steps such as (i) presentation (ii) focused practice (iii) feed-back and (iv) connection need to be followed. This would enrich the knowledge of grammar.

15. Teachers have to give sufficient drills in sentence pattern, using phrases and idioms, transformation of sentences and problems in content in writing essays at Higher secondary level.

16. Provision for systematic training on oral comprehension in class teaching would enhance the ability of the students to comprehend spoken English.

17. Direct method of teaching English in class-room is to be employed at Higher secondary level. The learning experiences should be activity-oriented and the teaching should motivate and create interest in the students to learn on his own.

18. Phonetics is to be taught using audio-cassettes with great attention by the teachers.

19. The students may be encouraged to involve themselves in debate, elocution, discussion and drama practice at Higher secondary schools.

20. Proper and regular writing practice is to be given to rectify the common errors in English.

6.16. SUGGESTIONS FOR FURTHER STUDY

In the light of the experience gained by the researcher the following topics are suggested for further study and promotion of the teaching of English.
1. A study on problems of teachers in teaching English as a second language in rural districts of Tamil Nadu.

2. A critical study on remedial teaching in English followed by the students of Higher secondary course in Tamil Nadu.


4. A critical analysis of the English Text-books used at Higher secondary level in Tamil Nadu.

5. A study of Technological support available for teaching English at Higher secondary level in Tamil Nadu.