SUMMARY, CONCLUSIONS AND SUGGESTIONS

5.1 Significance of the study

Communication skills in English have become very essential in this post Information and Communication Technology (ICT) revolution era. People who have effective communication skills in English have better opportunities either receive or disseminate knowledge. Almost entire galaxy of higher education is being offered only in English and to communicate with people in a highly diversified country like India is once again English.

Much of the students studying in state run schools, the status of oral and written communication skills is in a poor state. Both the teachers and the students including the educational administrators prefer to communicate in their mother tongue rather than English. Much of the time communication in English is influenced by mother tongue or local dialect in every part of India. The development of communication skills among students can be effectively understood only the status of English language teaching is keenly observed from the communication point of view. Hence, the researcher felt the importance of finding out the status of English Language Teaching (ELT) in secondary schools of East Godavari District.

This study will help the teachers to assess their methods and techniques in imparting communication skills among the students. It will help the administrators and the authorities to plan suitable methods for
teaching communication skills to students having a non-English language as a mother tongue. This will throw new challenges to the teachers.

5.2. Title of the Study:

“A STUDY ON THE STATUS OF ENGLISH LANGUAGE TEACHING IN THE SECONDARY SCHOOLS OF EAST GODAVARI DISTRICT.”

In the light of the above, the present study is mainly intended to know the status of English language Teachers in the Secondary Schools of East Godavari District. The perceptions were collected from the English language teachers and secondary school students studying under different managements viz., Government, Zilla Parishad, Tribal Welfare and Municipal schools. The respondents which were selected from the selected schools considered as the sampled respondents for this study.

5.3. Objectives of the study

6. To study the opinions of teachers and students towards the present status of English Language teaching in secondary schools of East Godavari District.

7. To find out the influence of the following variables on the opinions of teachers towards the importance of English Language teaching in Secondary Schools of East Godavari District

a) Gender, b) Age, c) Caste, d) Religion, e) English Teaching
Experience f) Educational Qualifications g) Type of Management and h) Locality of the school.

8. To find out the influence of the following variables on the opinions of students towards the importance of English Language teaching in secondary schools of East Godavari District
   a) Gender, b) Class, c) Age, d) Caste, e) Religion, f) Type of Management and g) Locality of the school.

9. To identify the gaps in the approaches of English language teaching in the secondary schools.

10. To suggest ways and means for English language teaching and communication skills among teachers and students.

5.4 Hypotheses of the study

15. There will be no significant difference between male and female teachers opinions towards the importance of English language teaching in secondary schools of East Godavari District.

16. There will be no significant difference among teachers opinions based on their age group (below 35, 36 to 45 and above 45 years) towards the importance of English language teaching in secondary schools.

17. There will be no significant difference among teachers opinions based on their caste group (OC, SC, ST and BC) towards the importance of English language teaching in secondary schools.

18. There will be no significant difference among teachers opinions based on their religion (Hindu, Christian, Muslim and
Others) towards the importance of English language teaching in secondary schools.

19. There will be no significant difference among teachers' opinions based on their English teaching experience (below 5. 6 to 10 and above 10 years) towards the importance of English language teaching in secondary schools.

20. There will be no significant difference among teachers' opinions based on their Educational Qualification (B.A., B.Ed., B.A., M.Ed., and M.A., M.Ed.,) towards the importance of English language teaching in secondary schools.

21. There will be no significant difference among teachers' opinions based on their school management (Government, Zilla Parishad, Tribal Welfare and Municipal) towards the importance of English language teaching in secondary schools.

22. There will be no significant difference among teachers' opinions based on their school locality (Urban, Semi-urban, Rural and Tribal) towards the importance of English language teaching in secondary schools.

23. There will be no significant difference between male and female students' opinions towards the importance of English language teaching in secondary schools.

24. There will be no significant difference among students' opinions based on their age (13, 14 and 15 & above) towards the importance of English language teaching in secondary schools.

25. There will be no significant difference among students' opinions based on their caste group (OC, SC, ST and BC) towards the importance of English language teaching in secondary schools.
26. There will be no significant difference among students opinions based on their religion (Hindu, Christian, Muslim and Others) towards the importance of English language teaching in secondary schools.

27. There will be no significant difference among students opinions based on their school management (Government, Zilla Parishad, Tribal Welfare and Municipal) towards the importance of English language teaching in secondary schools.

28. There will be no significant difference among students opinions based on their school locality (Urban, Semi-urban, Rural and Tribal) towards the importance of English language teaching in secondary schools of East Godavari District.

5.5: Variables of the study

5.5.1. Variables for English language teachers tool

<table>
<thead>
<tr>
<th>S. No</th>
<th>Variable</th>
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<tbody>
<tr>
<td>1.</td>
<td>Sex ( Male / Female)</td>
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<tr>
<td>2.</td>
<td>Age Group ( Below 35 / 36-45 years / above 45 years)</td>
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<td>3.</td>
<td>Caste (Open Category/ Scheduled Caste/Scheduled Tribe/Backward Class)</td>
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<tr>
<td>4.</td>
<td>Religion ( Hindu/Christian/Muslim/Others)</td>
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<td>5.</td>
<td>English Teaching Experience (Below 5 / 6-10/ Above 10 years)</td>
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<td>7.</td>
<td>Type of Management (Govt./ZP/TW/Municipal)</td>
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<td>8.</td>
<td>Locality of the school ( Urban / Semi-urban/ Rural / Tribal)</td>
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5.5.2. Variables for students tool:

<table>
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<tr>
<th>S. No</th>
<th>Variable</th>
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<tbody>
<tr>
<td>1.</td>
<td>Sex ( Male / Female)</td>
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<tr>
<td>2.</td>
<td>Age ( 13 years / 14 years / 15 years &amp; above )</td>
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<tr>
<td>3.</td>
<td>Caste (Open Category/ Scheduled Caste/Scheduled Tribe/Backward Class)</td>
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5.6. **Data collection, Population and Sampling**

A brief orientation is given before distributing the tool to the sample and necessary instructions are provided to teachers and students. No time limit is kept for the answering of the tool but almost all teachers and students answered the tool within one hour time. Hence, 240 English language teachers and 1000 students are selected from the secondary schools of East Godavari District.

Data may be collected either by the census method or by the sample method. In the sample method the information is obtained only from a part of the population and based on this inference is drawn for the entire population. Sampling is thus a study of the part of the urban, semi-urban, rural and tribal areas of East Godavari District.

5.7. **The Research tool**

The instruments that are employed to gather new facts or to explore new fields are called as ‘tool’. It is of vital importance to select suitable instruments or tools. Different tools are suitable for selecting different types of data. The investigator may use any one or more of the tools in combination for this purpose, there are two types of tools called standardized tool and tool prepared by the investigator.

Since the present investigation is related to the collection of information from the opinions from the English language teachers and
students of IX class towards importance of English language teaching in secondary schools of East Godavari District, Questionnaires are constructed and administered to find out the importance of English language teaching in secondary schools.

Generally, in Descriptive Survey, a ‘Questionnaire’ is felt a better research tool for collecting data. An information form that attempts to measure the attitude or belief of an individual is known as an opinionnaire. An opinionnaire is defined as a special form of inquiry used by the educational researchers to collect the opinions of a sample of population on certain facts or factors relating to the problem under investigation.

5.8. **Construction of the tool**

The present piece of investigation was intended to study the importance of English language teaching in secondary schools of East Godavari District. After the thorough study of various previous studies, investigations and research articles in journals and periodicals and some of the research papers published on the subject matter, the investigator has constructed the tools for present research work i.e., two questionnaires one is for English language Teachers and the second for Students to ascertain the responses on importance of English language teaching in secondary schools of East Godavari District. The investigator has developed and adopted the tools and put them in the annexure.
5.9. **Standardisation of the tool**

There were two different tools constructed and developed for the purpose each for two categories of the respondents involved i.e. English language teachers and students. The pilot testing was done on 30 English language teachers and 50 students randomly selected from the secondary schools of East Godavari District. The data analysed and the Reliability of the test was calculated. Item Analysis was carried out to find out the Difficulty and Discrimination of each of the items. The Reliability Coefficient of the Tool for Teachers and Student Teachers were calculated using split half method and found to be 0.96 and 0.68 respectively. The items which are unanswered by teachers and students and which are marked by undecided / blank by all are omitted. The items with poor discriminating value are also deleted. After deleting those items the research tools were validated by three subject experts for the content validity and the construct validity. The items which are identified as vague or unclear were removed.

The final tool for English language teachers of a questionnaire with a provision for finding out the personal data with 80 statements relating to the importance of English language teaching in secondary schools. Each of the statement is followed by five options Great Extent, Some Extent, Little Extent, Very Little Extent and Not at all.

The final tool for students comprises of a questionnaire with a provision for finding out the personal data with 40 statements relating to
the importance of English language teaching in secondary schools. Each of the statement is followed by three options Yes, No and Can’t Say. The tools were finalised for the collection of data.

5.10. Limitations of the study
4. This study was limited to know the perceptions of English language teacher and students towards importance of English language teaching in secondary schools of East Godavari District in Andhra Pradesh.
5. This study was limited to Government, Zilla Parishad, Tribal Welfare and Municipal schools only.
6. This study is also delimited to collect data from the teachers who teach English language and Students.

5.11. Statistical Techniques Used:
As the present study is of more of quantitative in nature, collected data were analyzed using both qualitative and quantitative techniques. Quantitative data were analyzed with the simple statistical techniques. The investigation has been carried out by the descriptive statistical analysis, such as calculating measures of central tendency like Mean and calculating measures of dispersion like Standard Deviation. For testing the null hypothesis, the ‘t’ - test and Analysis of Variance have been used by the investigator. The ‘t’ test was used to test the null hypothesis when the data was correlated from matched groups.
Analysis of (ANOVA) variance was used to find out the effect, if any, of the variables studied. The data were coded and prepared for analysis using MS-EXCEL and SPSS.

5.12. Major Findings:

1. English language teachers expressed positive opinion towards the importance of English language teaching in secondary schools of East Godavari District.

2. There is no significant difference between male and female teachers in their opinion towards the importance of English Language Teaching in Secondary Schools of East Godavari District.

3. There is a significant difference of opinion among the teachers by their age towards the importance of English language teaching in secondary schools in East Godavari District.

4. There is a significant difference of opinion between male and female teachers towards the importance of English language teaching in secondary schools of East Godavari District.

5. There is no significant difference between male and female English language teachers opinions towards the importance of teaching in secondary schools of East Godavari District.

6. There is a significant difference of opinion between 35 to 45 and above 45 years age group English language teachers
towards the importance of teaching in secondary schools of East Godavari District.

7. There is a significant difference of opinion among the teachers based on their caste towards the importance of English language teaching in secondary schools of East Godavari District.

8. There is no significant difference opinion between OC and SC teachers towards the importance of English language teaching in secondary schools of East Godavari District.

9. There is no significant difference of opinion between English Language Teachers belonging to OC and ST towards the importance of English language teaching in secondary schools of East Godavari District.

10. There is no significant difference of opinion between teachers belonging to OC and BC towards the importance of English language teaching in secondary schools of East Godavari District.

11. There is no significant difference of opinion between SC and ST teachers towards the importance of English language teaching in secondary schools of East Godavari District.

12. There is no significant difference of opinion between SC and BC teachers towards the importance of English language teaching in secondary schools of East Godavari District.
13. There is a significant difference of opinion between ST and BC teachers towards the importance of English language teaching in secondary schools of East Godavari District.

14. There is no significant difference of opinion between Hindu and Christian religion teachers towards the importance of English language teaching in secondary schools of East Godavari District.

15. There is a significant difference of opinion among the teachers based on their teaching experience towards the importance of English language teaching in secondary schools of East Godavari District.

16. There is no significant difference of opinion between below 5 years and 6 to 10 years experienced teachers towards the importance of English language teaching in secondary schools of East Godavari District.

17. There is a significant difference of opinion between below 5 and above 10 years teachers towards the importance of English language teaching in secondary schools of East Godavari District.

18. There is no significant difference of opinion between 6 to 10 and above 10 years experienced teachers towards the importance of English language teaching in secondary schools of East Godavari District.
19. There is no significant difference of opinion among the teachers based on their educational qualification towards the importance of English language teaching in secondary schools of East Godavari District.

20. There is no significant difference of opinion between B.A., B.Ed., and B.A., M.Ed., qualified teachers towards the importance of English language teaching in secondary schools of East Godavari District.

21. There is no significant difference of opinion between B.A., B.Ed., and M.A., B.Ed., qualified teachers towards the importance of English language teaching in secondary schools of East Godavari District.

22. There is no significant difference of opinion between B.A., M.Ed., and M.A., B.Ed., qualified teachers towards the importance of English language teaching in secondary schools of East Godavari District.

23. There is no significant difference of opinion between Degree and PG qualified teachers towards the importance of English language teaching in secondary schools of East Godavari District.

24. There is a significant difference of opinion between B.Ed., and M.Ed., qualified teachers towards the importance of English language teaching in secondary schools of East Godavari District.
25. There is a significant difference of opinion among the teachers based on the management towards the importance of English language teaching in secondary schools of East Godavari District.

26. There is no significant difference of opinion between Government and Zilla Parishad school teachers towards the importance of English language teaching in secondary schools of East Godavari District.

27. There is no significant difference of opinion between Government and Tribal Welfare school teachers towards the importance of English language teaching in secondary schools of East Godavari District.

28. There is no significant difference of opinion between Government and Municipal school teachers towards the importance of English language teaching in secondary schools of East Godavari District.

29. There is a significant difference of opinion between Zilla Parishad and Tribal Welfare school teachers towards the importance of English language teaching in secondary schools of East Godavari District.

30. There is a significant difference of opinion between Zilla Parishad and Municipal school teachers towards the importance of English language teaching in secondary schools of East Godavari District.
31. There is a significant difference of opinion between Tribal Welfare and Municipal school teachers towards the importance of English language teaching in secondary schools of East Godavari District.

32. There is a significant difference of opinion among the teachers opinion based on the locality towards the importance of English language teaching in secondary schools of East Godavari District.

33. There is no significant difference of opinion between Urban and Semi-urban area teachers towards the importance of English language teaching in secondary schools of East Godavari District.

34. There is no significant difference of opinion between Urban and Rural area teachers towards the importance of English language teaching in secondary schools of East Godavari District.

35. There is no significant difference of opinion between Urban and Tribal area teachers towards the importance of English language teaching in secondary schools of East Godavari District.

36. There is no significant difference of opinion between Semi-urban and Rural area teachers towards the importance of English language teaching in secondary schools of East Godavari District.
37. There is no significant difference of opinion between Semi-urban and Tribal area teachers towards the importance of English language teaching in secondary schools of East Godavari District.

38. There is no significant difference of opinion between Rural and Tribal area teachers towards the importance of English language teaching in secondary schools of East Godavari District.

39. Students expressed positive response towards the importance of English language teaching in secondary schools of East Godavari District.

40. There is no significant difference of opinion between male and female students towards the importance of English language teaching in secondary schools of East Godavari District.

41. There is a significant difference of opinion among the students based on the age towards the importance of English language teaching in secondary schools of East Godavari District.

42. There is a significant difference of opinion between 13 and 14 years age group students towards the importance of English language teaching in secondary schools of East Godavari District.

43. There is a significant difference of opinion between 13 and 15 & above years age group students towards the importance of
English language teaching in secondary schools of East Godavari District.

44. There is no significant difference of opinion between 14 and 15 & above years age group students towards the importance of English language teaching in secondary schools of East Godavari District.

45. There is a significant difference of opinion among the students based on their caste group towards the importance of English language teaching in secondary schools of East Godavari District.

46. There is no significant difference of opinion between OC and SC caste students towards the importance of English language teaching in secondary schools of East Godavari District.

47. There is a significant difference of opinion between OC and ST students towards the importance of English language teaching in secondary schools of East Godavari District.

48. There is no significant difference of opinion between OC and BC caste students towards the importance of English language teaching in secondary schools of East Godavari District.

49. There is a significant difference of opinion between SC and ST students towards the importance of English language teaching in secondary schools of East Godavari District.
50. There is no significant difference of opinion between SC and BC students towards the importance of English language teaching in secondary schools of East Godavari District.

51. There is a significant difference of opinion between ST and BC students towards the importance of English language teaching in secondary schools of East Godavari District.

52. There is no significant difference of opinion among the students based on their religion towards the importance of English language teaching in secondary schools of East Godavari District.

53. There is no significant difference of opinion between Hindu and Christian religion students towards the importance of English language teaching in secondary schools of East Godavari District.

54. There is no significant difference of opinion between Hindu and Muslim religion students towards the importance of English language teaching in secondary schools of East Godavari District.

55. There is no significant difference of opinion between Christian and Muslim religion students towards the importance of English language teaching in secondary schools of East Godavari District.

56. There is a significant difference of opinion among the students based on their management towards the importance of English
language teaching in secondary schools of East Godavari District.

57. There is a significant difference of opinion between Government and Zilla Parishad school students towards the importance of English language teaching in secondary schools of East Godavari District.

58. There is a significant difference of opinion between Government and Tribal Welfare school students towards the importance of English language teaching in secondary schools of East Godavari District.

59. There is no significant difference of opinion between Government and Municipal school students towards the importance of English language teaching in secondary schools of East Godavari District.

60. There is a significant difference of opinion between Zilla Parishad and Tribal Welfare school students towards the importance of English language teaching in secondary schools of East Godavari District.

61. There is no significant difference of opinion between Zilla Parishad and Municipal school students towards the importance of English language teaching in secondary schools of East Godavari District.

62. There is a significant difference of opinion between Tribal Welfare and Municipal school students towards the importance
of English language teaching in secondary schools of East Godavari District.

63. There is a significant difference of opinion among the students based on their locality towards the importance of English language teaching in secondary schools of East Godavari District.

64. There is no significant difference of opinion between urban and Semi-Urban area students towards the importance of English language teaching in secondary schools of East Godavari District.

65. There is no significant difference of opinion between Urban and Rural area students towards the importance of English language teaching in secondary schools of East Godavari District.

66. There is a significant difference of opinion between Urban and Tribal area students towards the importance of English language teaching in secondary schools of East Godavari District.

67. There is no significant difference of opinion between Semi Urban and Rural area students towards the importance of English language teaching in secondary schools of East Godavari District.

68. There is a significant difference of opinion between Semi Urban and Tribal area students towards the importance of
There is a significant difference of opinion between Rural and Tribal area students towards the importance of English language teaching in secondary schools of East Godavari District.

Contradict of Findings with earlier researchers findings:

- **Jayashree, S. (1989)** identified that there is a significant difference of opinion between male and female teachers towards the importance of English language teaching in secondary schools of East Godavari District.

- **Levent Uzun, M. Tugba Yildiz Ekin, and Erdogan Kartal (2013)** identified that there is a significant difference of opinion among the teachers by their age towards the importance of English language teaching in secondary schools in East Godavari District.

- **Jayashree, S. (1989)** identified that there is a significant difference of opinion among the teachers based on their teaching experience towards the importance of English language teaching in secondary schools of East Godavari District.

- **Umar-ud-Din, M. Kamal Khan, and Shahzad Mahmood, (2010)** identified that there is a significant difference of opinion between B.Ed., and M.Ed., qualified teachers towards the
importance of English language teaching in secondary schools of East Godavari District.

- **Goretskaya, Yevgeniya. (2007)** identified that there is a significant difference of opinion among the teachers based on the management towards the importance of English language teaching in secondary schools of East Godavari District.

- **Meherunnesa. (2004)** identified that there is a significant difference of opinion among the teachers based on the locality towards the importance of English language teaching in secondary schools of East Godavari District.

- **Shah, J.H., (1979)** identified that there is a significant difference of opinion among the students based on the age towards the importance of English language teaching in secondary schools of East Godavari District.

- **Joshi, A.N. (1984)** identified that there is a significant difference of opinion among the students based on their caste group towards the importance of English language teaching in secondary schools of East Godavari District.

- **Chelini, A.B., (1991)** identified that there is a significant difference of opinion among the students based on their management towards the importance of English language teaching in secondary schools of East Godavari District.

- **Paramguru, T. P. (1991)** identified that there is a significant difference of opinion among the students based on their
locality towards the importance of English language teaching in secondary schools of East Godavari District.

5.13. Conclusions

English, though a foreign language, has always occupied a unique position in the educational system in India. Despite the fact that it received a great setback after independence, it continues to be a major language among a prestigious position in our society.

The Official Languages Commission Report stated in 1955, English is one of the foremost languages in the world today. In international bodies and conferences, English has in the last ten years shot ahead of other languages. English is unquestionably the foremost medium of international communication. The commission realised the unique position that English occupied in India. In the report it was argued that English could be used as a second language for the appropriate personnel.

The three language formula was designed by the Central Advisory Board of Education. The commission had made a thorough, study of the language problem and the medium of instruction at the secondary education and every student in secondary school would be required to study the following languages as a part of the curriculum.

(a) Mother tongue
(b) English or a modern language
(c) Hindi
Keeping in the mind the above background the researcher has made an attempt to review the present status of English language teaching in secondary schools in East Godavari District of Andhra Pradesh.

The Andhra Pradesh Government has introduced Success Schools Scheme recently. The main purpose of the success schools is to promote English as a subject and medium of instruction as well. The researcher, in the present study, has attempted to collect the opinions of both English language teacher and students at secondary level. The responses of the data collected will be of immense importance for the growth of English language teaching at secondary level.

The teachers who teach English expressed their positive response towards the importance irrespective of their social background. This shows everyone has recognised the importance of English language in schools. There is slight difference in the opinion of the students belong to locality, where schools are exist. Generally the urban schools are better than rural areas in regard to English language teaching. This is due to insufficient teaching faculty and lack of other facilities. It is a fact that the urban population is exposed to English Language and Literature rather than the rural and tribal regions. By and large the importance and use of English language has been recognised by the state governments in particular and community in general. It may be the reason why even poor parents wish to join their wards into English medium schools. There are good number of English medium
schools run by the private / corporate management. Now the Andhra Pradesh state government has realised the need and importance of English medium and introduced it in the schools.

As is clear from the above, the secondary level education is aimed to develop all the four skills, listening, speaking, reading and writing (LSRW). The period between class X and the beginning of the first year degree course should be used to prepare the student for his work at the university level education and help him acquire the necessary command over English. Moreover, in the globalisation ear the soft skills and communication skills have become order of the day.

5.14. Suggestions

After undertaking the present study some important conclusions have been drawn. On the basis of the responses given by teachers and students the following suggestion are given under to strengthen the importance of English Language teaching in secondary schools.

1. It is obvious that the schools run by the government have larger classrooms. The size of our classes at the secondary level has now been quite unmanageable. The teacher could find any scope for individual attention and training. It is suggested that the classroom should be smaller as far as possible.

2. The conditions of the classroom facilitate learning effectively. The physical condition of the classroom posses a serious problem. Necessary facilities should be needed for effective communication in the classroom. It is suggested that Information
and Communication Technology (ICT) like Language laboratory, LCD Projector, Internet facility etc., be provided.

3. Teacher must be trained in different teaching methods and teaching aids. At the secondary stage teacher, it is opined that the training on hands is very necessary. Professional development of teachers in English subject is an indispensable variable. It is suggested that the teachers be developed professionally and trained continuously.

4. A large number of teachers are still used to traditional teaching. Grammar along with oral and aural teaching should be used to develop communication skills among students.

5. Suitable textbooks be introduced on the basis of the age, ability and aspirations of the students. Curricular activities be given first place, not being to confined to the teaching of content, prose or poetry.