CHAPTER VII
FINDINGS, SUGGESTIONS
AND CONCLUSIONS

7.1 Introduction
7.2 A brief summary of the study
7.3 Observations of the study
7.4 Findings of the study
  7.4.1 Findings regarding the test
  7.4.2 Findings based on the variables of the study
7.5 Observation
7.6 Suggestions for further research
7.7 Educational Implications
7.8 Conclusion
CHAPTER – VII
FINDINGS, SUGGESTIONS AND CONCLUSIONS

7.1 Introduction:

Research is the scientific inquiry effort to achieve the novel approaches of knowledge. Research can be done with the help of objective only. It helps to find out reality. The findings are the overall out-come of the investigation from the findings, the applicability of a particular investigation in a specific field is counted.

In this chapter, the investigator is going to describe about the whole summary of the study along with very important findings, suggestions and educational implications too.

7.2 A brief summary of the study:

The introduction part covers many important aspects of the study viz: statement of the problem, importance of the study, objective and Hypotheses of the present study.

The subject is analysed into three main aspects. Also the terms of the problems are defined and importance and plan and procedure of the research works are specifically mentioned.

Learning English as a language for understanding and communication is very much needed in India’s present context of development and mobility. Teaching English as a foreign language remains a different task and a challenge to teacher. For the successful implementation and outcome of English teaching, teacher’s proficiency in teaching English is a great need. The present situation of accepted teachers with testimonial has not proved work. How to measure the proficiency of teachers becomes prominent. Just to meet with the long felt need, it was decided to prepare a measuring tool for language proficiency of secondary school teachers and teachers trainees of colleges of education of Gujarat State.

In order to prepare a meaningful and useful tool, it has been found necessary to define and clarify the nature and concept of language proficiency
and test in isolation and in an integrated relation. This has been done and justified.

The review of the related research studies and other work helped to bear in mind some important points viz: types of the test, the size of the sample, weightage timelimit, language components, etc...

As a result of above consideration three main components were figured out for measuring the proficiency in the subject. The area of these three components were specified into language behaviour to be tested, which are listed in the previous chapter.

After the test was constructed, it was found ready for its administration. As a general procedure in the process of standardization of a test, it is administered at three stages viz; pre-pilot, pilot and final.

The pre-pilot testing was carried out on a sample of 50 teachers. The analysis of their responses pinpointed some flows in the wording of instructions, items and the arrangement of items and subjects. This was modified and the form was prepared for the pilot tryout.

The resulting tool of the pre-pilot testing, known as the pilot or tryout version of 19 tests comprising of 266 items was administered to a representative sample of 400 teachers from secondary schools and teacher-trainees of colleges of education of Gujarat. The sample was categorized sexwise, areawise, experience wise, age wise etc.

On the basis of the result obtained from the pilot testing the process of item analysis was carried out and difficulty index and discriminative index of all 266 items of 19 tests were computed on the basis of the criterion fixed for the selection of the items, the most acceptable 14 tests having 124 items were selected, and were arranged in the new ascending order of D.I. the poor an unacceptable 142 items and 5 tests were discarded. Thus, the final form was prepared, got printed and was administered on a representative sample of 1500 secondary school teachers and teacher-trainees from colleges of education from Gujarat state.

The results obtained after the final administration have their unique importance. They are useful in establishing norms, standard scores, reliability and validity.
All these findings helped the investigator to arrive at the following observations according to the hypotheses of the present study.

7.3.0 Observations of the study:

Hypotheses were formed for the study of above research. Verification of the hypotheses was done and results were found out.

Hₐ₁ There will be no significant difference between the mean scores of proficiency of English Language on Trainees and Teachers.

Calculated t value for Hₐ₁ is 0.046 and it is less than table value so, Hₐ₁ is accepted. There is no significant difference between the mean scores of proficiency of English language on trainees and teachers.

Hₐ₂ There will be no significant difference between the mean scores of proficiency of English Language on the Male and Female Trainees.

Here calculated value of the ‘t’ score is 1.23 and it is less than table value so, Hₐ₂ is accepted. There is no significant difference between mean scores of proficiency of English language of male and female teacher-trainees.

Hₐ₃ There will be no significant difference between the mean scores of proficiency of English Language on the Trainees of Rural and Urban Area.

Here calculated value of the ‘t’ score is 0.78 from the given data and it is not significant at 0.05 or 0.01 level so Hₐ₃ is accepted. There is not significance different between mean scores of proficiency of English language on the teacher-trainees of rural and urban area.

Hₐ₄ There will be no significant difference between the mean scores of proficiency of English Language on the Trainees of UG and PG Degrees.

Here calculated value of ‘t’ score is 0.28 and it is not significant at 0.05 and 0.01 level. So, Hₐ₄ is accepted, there is no significant difference between the mean scores of proficiency on English language on the teacher-trainees of UG and PG degrees.
\(H_{05}\)  There will be no significant difference between the mean scores of proficiency of English Language on the Male and Female Teachers

Here, calculated value from ‘t’ scores is 0.51 and it is less than table value at both level 0.01 and 0.05 so \(H_{05}\) is accepted. There is no significant difference between the mean scores of proficiency on English language on the male and female teachers.

\(H_{06}\)  There will be no significant difference between the mean scores of proficiency of English Language on the Teachers of Rural and Urban Area

Here, calculated ‘t’ is 1.74 and it is less than ‘t’ table value so \(H_{06}\) is accepted. There is no significant difference between the mean scores of proficiency of English language on the teachers of rural and urban area.

\(H_{07}\)  There will be no significant difference between the mean scores of proficiency of English Language on the UG and PG Teachers.

Calculated value of ‘t’ is 2.65 and it is higher than table value at 0.01 level. It is obvious that \(H_{07}\) is rejected. There is significant difference between mean scores of proficiency on English language on UG and PG teachers. Mean of PG teachers is greater than the mean of UG teachers.

\(H_{08}\)  There will be no significant difference between the mean scores of proficiency of English Language on below 10 years and a more than 10 years experienced teacher

Calculated ‘t’ value is 2.05 and it is significant at 0.05 level therefore it can be concluded that teachers having more than 10 years experience are superior to less experienced teachers.
7.4.0 Findings of the study:

Findings of the present study are as follows:

7.4.1 Findings regarding the test:

(1) A standardized proficiency test in English Language is made available to the teachers of secondary schools and teacher-trainees of colleges of education in the state of Gujarat.

(2) The reliability of the proficiency test in English Language is 0.62 which is satisfactory.

(3) The validity of the proficiency test with the score of English language is 0.70 which is up to the mark.

7.4.2 Findings based on the variables of the study

(1) There is no significant difference between the teachers of secondary schools and the teacher-trainees of college of education of Gujarat on the proficiency in English language.

(2) There is no significant difference between the male teachers and female teachers in Proficiency of English language of secondary schools of Gujarat State.

(3) There is no significant difference between the male teacher-trainees and female teacher-trainees on proficiency of English Language.

(4) There is no significant difference between the teachers having PG degree and the teachers having graduation degree on proficiency of English Language.

(5) There is significant effect of experience on English proficiency. The teachers having more than 10 years experience are superior to less experienced teachers.

7.5.0 Observation:

I observe that some of the respondents of this test have provided me suggestions regarding the content of the test, formation of the test through messaging also.
Some observations made by the investigator during the administration period are given below.

During the administration of the test, it was observed that the teachers and trainees were eager to know about their language proficiency. The investigator at the first attempt found that principals and teachers seemed quite co-operative and enthusiastic, whereas the other subject teachers were found to be non-co-operative. Some of the principals and teachers inquired about the test and its areas before giving it to the teachers and trainees. Some of the principals expressed their desire to know their teachers and trainees scores of proficiency. Rural teachers were more co-operative than urban teachers. The teachers, who read the tests, were pleased. They said that such test could help to understand teachers and trainees proficiency and also make them learn.

Some of the teachers and trainees seemed to be deeply engrossed in selecting an appropriate response. Some of them seemed puzzled while writing as they seemed to be no clear about their answers.

In the beginning, a few schools refused to give permission for conducting the test. A few had accepted but did not give proper response. They replied as “They did not get salary for this work. What are we going to get from this?” It is observed that some teachers were not ready to fill up personal particulars.

The principals extended their fullest co-operation in providing facilities for smooth administration of the test. D.E.O. office staff was also found to be co-operative. Some of the principals and teachers took special interest and remained present during the discussion and administration work and helped the investigator. On the whole right from the early visits to schools and collection of items to the final administration of the test the school authorities and teachers and trainees were co-operative and whole atmosphere remained encouraging.

The research study, on the whole provided the investigator valuable opportunities to observe and enjoy the physical as well as educational climate of the secondary school and colleges of education in the state of Gujarat.
7.6.0 **Suggestions for further research:**

- English proficiency could be measured for
  - The students of secondary schools of Gujarat
  - The students of secondary schools of particular district of Gujarat.
  - The students of primary schools of Gujarat.
  - The students of higher secondary schools of Gujarat.
  - The students of English medium primary schools of Gujarat State.
  - The students of English medium secondary schools of Gujarat State.
  - The students of English medium higher secondary schools of Gujarat State.
  - The students of under graduate colleges of various universities of Gujarat State.
  - The students of undergraduate colleges of particular university.
  - The students of undergraduate colleges of particular Universities of Gujarat State.
  - The students of specific discipline at undergraduate level in particular university of Gujarat State.
  - College entrants in Gujarat State.

- English proficiency could be measured for
  - The primary school teachers of Gujarat State.
  - The higher secondary school teachers of Gujarat State.
  - The primary school teachers of particular districts schools of Gujarat State.
  - The higher secondary school teachers of particular districts schools of Gujarat State.
  - The comparison of English proficiency between the rural are based primary teachers with urban based teachers.
  - The English proficiency comparison based research can be carried out for primary school teachers of different districts of Gujarat State.
  - The English proficiency comparison research can be carried out between the higher secondary school teachers of various districts of Gujarat State.

In the present study, this test being a paper - pencil test, only two skills, viz., reading and writing are included. For further studies, the two remaining
skills viz. speaking and listening also can be taken up and that will help in providing a useful tool for measuring the total language proficiency in English for the students of all levels.

7.7.0 **Educational Implications:**

The findings of the present study have implications for teachers and teacher trainees. They are as mentioned below.

- The teachers and trainees should devote time in extra reading, and solving exercises, take parts in different activities like language games, essay competition, eloquence competition, role play etc., to develop their language proficiency.
- They should become more active in classroom teaching and interaction too. Trainees should ask questions and do the assignment independently.
- The teachers and teacher-trainees should take interest in further reading and learning English. Extra classes should be arranged to teach teacher-trainees and lively atmosphere should be treated in the classroom.
- Low achievers should be provided special coaching services by the school and colleges of education authorities through masters of English Language.

7.8.0 **Conclusion:**

Learning English as a language for understanding and communication is very much needed in India’s present context of development and mobility. Teaching English as a foreign language remains a different task and a challenge to teacher. For the successful implementation and outcome of English teaching, teacher’s proficiency in teaching English is a great need.

The present situation of accepted teachers with testimonial has not proved work. How to measure the proficiency of teachers becomes prominent. Just to meet with the long felt need, it was decided to prepare a measuring tool for language proficiency of secondary school teachers and teacher trainees of colleges of education of Gujarat State. Keeping the importance of English language in mind the present study is the humble effort to create a
standardized tool to find out English proficiency level of the teachers and the teacher-trainees of Gujarat state. It is well accepted fact that proficiency in English language can be improved with the help of quality class-room teaching only.
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