CHAPTER VII
7.1 Following conclusions were drawn from the findings of the present study

1. The proportion of undergraduate teachers in the entire sample was quite high and that majority of the teachers were not professionally equipped to teach English.

2. Majority of the teachers were with only one year of teaching experience.

3. While almost all the undergraduate teachers taught English in the Junior classes, very few graduate and post-graduate teachers taught in this stage. Their main English class load being concentrated in the high school classes.

4. There was no uniformity regarding workload of teachers of English in different types of schools.

5. Majority of the teachers in the sample pointed out their work load on the whole was very heavy.

6. English readers were written according to the latest approach to the teaching of English, The readers were, however, not accompanied by teachers' guidebooks or students' work book.
7. The school libraries did not possess books on English teaching Methodology.

8. While a large majority of teachers pointed out that they generally used direct method but in actual classroom situation it was observed that majority of them were using the Translation method.

9. Because of the excessive use of Translation method, mother-tongue was found to have played a dominant role in the scheme of English teaching in the Junior school stage.

10. Majority of the teachers of English were not aware of the latest development in the field of English teaching Methodology. They were not clear about the four-fold objectives of teaching English.

11. Majority of the teachers did not use aid materials and the reason furnished by them for not using aid material was the dearth of such material in the school.

12. Majority of the teachers failed to secure students' participation in the English class and neglected students' practice in oral English.
13. Formal grammar was found to be taught in all Junior classes right from the 1st class of the stage as per the school programme and thus integration of grammar with text books language items (functional grammar) was not found to be used.

14. As per observation in classroom situation the performance of teachers was highest in General Abilities and lowest in the use of language skills.

15. Marital status had no impact on the teaching of English in the Junior school stage.

16. Teachers from the govt. and Deficit schools, teachers from urban areas taught significantly better than teachers from Adhoc and Private schools and rural schools respectively.

17. Male teachers taught significantly better than the female teachers.

18. Majority of the teachers failed to follow the principle of proportion and co-ordination among the four language skills in classroom teaching. There was a tendency to use Reading and writing skill ignoring the other two skills.
19. Major Errors made by students in written English included (i) order of words in sentence (both structural and content words). (ii) appropriate use of structural words; and (iii) usage.

20. The major problem of teaching English were: (i) Absence of guidelines for teaching the text materials, (ii) Dearth of material aids in the school, (iii) non-availability of books on the methodology of teaching English, (iv) heavy load of subjects other than English, (v) lack of guidance at home, (vi) too much use of mother-tongue in the teaching of English, (vii) half-heartedness on the part of the majority of the teachers teaching in adhoc and private schools particularly in the rural areas, (viii) lack of supervision in the school, (ix) inadequate staff in the Adhoc and Private schools.

7.2 Suggestions for Improving Teaching of English

On the basis of the major finding, the following suggestions are given:

7.2.1 Suggestions to Teachers

(i) Teachers may as a matter of principle provide scope for the practice of all the four skills, viz., the skills of understanding, speaking, reading and writing in every
lesson though the emphasis will differ from lesson to lesson,

(ii) Structural approach to the teaching of English may be taken care of and meaningful situations created in the English class for drilling words and structures. Situations may be created with the help of objects, gestures, demonstrations, illustrations, with pictures, diagrams and other improvised aids,

(iii) Grammar may not be treated as a separate subject in the foundation stage. The teaching of grammar and language teaching may be integrated,

(iv) In composition work, oral work may be followed by written work,

(v) Students' participation in the lesson may be secured by asking questions and encouraging students to speak English. Questions asked should be purposeful, well structured and simple,

(vi) Teacher's may give appropriate assignment towards the end of the lesson to evaluate students progress in the lesson,
(vii) Teachers may give oral and written tests periodically to assess students progress in the acquisition of the language skills,

(viii) Teachers own pronunciation may be improved on phonetic basis and for improving pronunciation they can use the pronunciation dictionary. Teachers, should also attend to students pronunciation by organising pronunciation drills in the English class,

(ix) Student's use of mother tongue in the English class should be guarded against. Students may be encouraged to use English only in answering questions,

(x) Teachers in the Ad-hoc and Private schools particularly in the rural areas, may take special care of the students belonging to the poor socio-economic background by organising extra coaching and remedial teaching,

(xi) Teachers, may give practice in various structures of English meant for the junior school stage in day-to-day teaching. In the light of the errors, identified from the students answer-scripts graded, selected structures along-with suggestions about contriving meaningful situation for drilling them have been given in Appendix E (as remedial teaching).
7.2.2 **Suggestions to Teacher-Educators**

(1) The training college teachers may give special emphasis on the teaching of phonetics to the student-teachers and modern equipments like linguaphone records may be used for improving students-teachers pronunciation.

(2) The rating scale, used in the present study can be utilised by the training college teachers for observation of student-teacher's performance in English during the practice-teaching session.

(3) In giving training in English teaching Methodology, the training college teachers of English may give practical guidance to the student teachers for contriving situation to teach different structures of English language to the junior school teachers. The English Readers, used, in the local schools may be utilised for the purpose of demonstration in training colleges.

7.2.3 **Suggestion to the School Authorities**

(i) The work load of teachers be distributed in such a way that each teacher gets some time everyday for relaxation also.

(ii) Since majority of the teachers desired to continue with the existing pattern of teaching English and other
subjects rather than to teach English alone, the practice may be continued but the English teacher’s other subject’s load may be reduced considerably as desired by them.

(iii) School authorities may take steps to procure audio-visual aid materials to be used for the teaching of English.

(iv) School libraries may be equipped with books on English Methodology to keep the teachers abreast of the latest trend in the teaching of English.

(v) Trained and competent teachers of English in the school may be given a share of responsibility to teach in lower classes IV and V also since majority of the trained teachers were found to teach generally in the upper classes.

7.2.4 Suggestions to Others

(1) Backlog of untrained teachers of English may be removed by the Education Department of the state by deputing more teachers, every year to the training colleges.

(2) In-service training programme for the untrained undergraduate teachers of English should be conducted by the SCERT in collaboration with the training colleges.
(3) For teachers who have already obtained pre-service training degree (B.T., B.Ed.) without training in English teaching, short courses in English teaching Methodology may be organised by the SCERT.

(4) SCERT and CIEFL Regional centre at Shillong may conduct short courses in phonetics and spoken English for the junior school teachers of English.

(5) The state government may take measures to improve the poor lot of many adhoc and private school.

(6) The government may also increase the allocation on book grants and other facilities to equip the libraries of the schools.

(7) The workload of the teachers as prescribed by the state Education Department should be adhered to and care should be taken to see that the work load among the teachers in a school are equitably distributed.

(8) Arrangements for developing Teachers’ handbook, with guidelines to the teachers for teaching the present English readers, may be made by the Meghalaya Board of School Education.
(9) Education Department may also consider the feasibility of appointing subject inspectors for English to supervise the work from time to time.

7.3 Suggestions for Further Research

The present study involved teachers of English in the junior schools of West Garo Hills District of Meghalaya. Similar studies may be undertaken in East Garo Hills, Jaintia Hills and Khasi Hills. Again present study had teacher as the main sampling unit. It will be worthwhile to initiate a study based on pupil's achievement in English with reference to the four basic skills.

A few other studies in the area of teaching of English, Junior, Middle, High school stages which may be undertaken by future researchers are given below:

(a) An investigation into the effectiveness of programmed reading material in English for the Junior school stage in Meghalaya.

(b) A study of the common language difficulties in English of the Junior and Middle school students in West Garo Hills District of Meghalaya.
(c) An inquiry into the scope and effectiveness of Audio-visual Instruction in improving teaching of English in the Junior schools in Meghalaya.

(d) A comparative study of the Direct Method and the Bilingual Method of teaching English in the Junior school stage in Meghalaya.

(e) A study of the problems of learning English in the Junior school level in Meghalaya.

(f) Construction and standardization of a Reading Comprehension Test in English for Junior School students of Meghalaya.

(g) An investigation into the English vocabulary resources of the junior school pupils of Meghalaya.

(h) A study of the attitude towards and achievement in English amongst High school students in Meghalaya.