Summary and Conclusions

- Findings, Conclusions, Generalizations
- Recommendations
- Suggestions for further research
5.1 Findings, Conclusions, Generalizations

The present research is undertaken for the following purposes:

- To determine the status of phenomena, past & present. The teacher is to determine here the status of phenomena of committing grammatical mistakes, how was their nature before and now. It has been found that grammatical mistakes are of same nature, mistakes of spellings, syntax, tenses, word order, structures, orthographic, etc.

- The second purpose is to characterize the processes of phenomena.

- To trace growth, charge and developmental history-As to why the mistakes of grammar are still being committed and day by day the result of the S.S.C. exam are unsatisfactory.

- To study cause and effect relationships. The investigation is started with the felt need to eliminate various grammatical mistakes committed by X class students. Such knowledge of situation is secured by previously reported experiences as the researcher is a teacher of English of X class herself. It helped the researcher to formulate some tentative conclusions about the nature of phenomenon under investigation i.e. to find out why the students learning English (L.L.) in X class commit grammatical mistakes. These tentative conclusions, hypothesis are further employed in testing data already available. Further evidence if necessary is collected by making new appeal to experience.

*Methodology of Research, Kulbirsingh Sidhu
New appeal to experience denotes data collection through questionnaires, opinionnaires and administering Diagnostic Tests. Thus, sufficient facts are collected to draw conclusions and making generalizations.

The researcher vigorously collected the facts by serving questionnaire to English teachers, opinionnaire to English experts and arranging interviews and administering the diagnostic test specially based on grammar syllabus of X class to point out the mistakes already felt in day to day experience in the class room teaching.

George J. Mouly says that no category of educational research is more widely used than the type known variously as the survey method.

In the present research the researcher has used the normative survey method.

Survey for gathering of data

'Normative' is used because surveys are frequently made for the purpose of ascertaining normal condition or practice.

Data are gathered for ascertaining normal condition i.e. committing grammatical mistakes by the students of std. X studying English as Third Language.
Research is highly purposive as the present research is undertaken with a purpose as to know ‘what are the causes are grammatical mistakes?’ with reasonable common sense, intelligence and insight can undertake research in education.

The Present researcher is neither an expert nor a specialist in anything but a secondary school teacher, teaching English to Std. X for the last 25 years.

5.1.1 Findings of Interviews

The researcher used interview technique as a tool of gathering data to test the hypothesis and solve the problem.

Facts Found

- English is a difficult Subject

It is in accordance with the hypothesis that English is a difficult subject and parents also think that it is difficult for their wards.

- English is an important subject for career now a days.

This fact also is agreed with by the interviews. It also supported the hypothesis that English is an important subject for career building.

* Reference

* Methodology of research in Education Kulbirsingh Sadhu Page 12.
The fact 'Grammar is necessary for teaching by all. They said that for communicative purpose, grammar is mainly necessary and it helps build 'linguistic habits' in students.

The general mistakes committed by students of X learning Eng. (L.L.) are enumerated as follows, as stated in the hypothesis. Parents also stated the same.

- Wrong word order
- Wrong tenses
- Use of wrong auxiliary verbs
- Wrong structures
- Wrong direct indirect
- Wrong Preposition
- Omission of words
- Orthographical Mistakes
- Other mistakes like wrong spellings, punctuation marks etc.

Causes of grammatical mistakes were the next findings. The interviewees stated that-

- Grammar is not taught as well qualified and well trained teachers are not available. (Smt. Tiwari Parent) she also stated that instead of qualification, experienced teacher can help a lot in grammar teaching.
Mr. Chittarajan a well-known experienced person in teaching English said that text books are not good. Unequipped teachers and poor abilities of the valuers are the causes of grammatical mistakes.

Mrs. S.V. Mishra (Parents & teacher) stated that students dislike grammar. They don’t give importance to grammar and they are over confident sometimes. 70 % of the guardians complained that grammar is not taught in the schools.

- Remedies we can apply for eliminating the shortcomings, as stated by the interviewee.

  - Special coaching by devoted teachers in the school.
  - Ample writing practice, as the evaluation is of writing language.
  - Extra curricular activities in English as essay competition, elocution competition etc.
  - Summer vacation should be used by giving sufficient exercise in grammar.
  - Letter writing to classmates in English.
  - Parents should communicate in simple English with their wards.
  - Library, English newspaper during vacation after IX class annual exam; should be made compulsory.
> Parents should take revision at home (Mr. Dongare- Ideal Teacher Award)
> Work-books should be used extensively.
> Problem of unemployment and students think that education is of no use, even they are educated, without donation they can’t get employment. Their dismal attitude affects grammar learning which is difficult. Their attitude is to be changed by the teacher.
> Play-way method.
> Spelling games, word formation games in the extra-periods are to be arranged by the teacher.

- Causes of Poor S.S.C. results.
  > Examination is not the proper measurement for measuring the abilities in English.
  > Designers of syllabus (S.S.C. Board) are responsible for improper design of syllabus.
  > Poor ability of valuers.

- Opinion about Coaching Classes and Private tuitions
  > Students find ultimatum for their problem in learning English. They are natural outcome as hungry fellow eats jawar when he does not get a bread of wheat. (Mr. Chittarangjan, Amravati)
Coaching classes are of great help some opined they are not necessary if revision at home and in school is stressed.

Tuition class is the only solace of working parents.

Tuition classes assure hundred percent guarantee of passing for making their class famous.

Yet it is not a proper way to eliminate grammatical mistakes as all can not afford for it.

5.1.2 Findings of opininnaire

Anna Anastasi says 'opinion polling represents a single question approach. The answers are usually in the form of ‘yes’ or ‘no’. An undecided category is often included. Sometimes large number of response alternative is provided.

It is a special form of inquiry used by the educational researcher to collect the opinions of a sample of population on certain facts of the problem under investigation.

The opinionnaire contained 15 questions and was served to 30 eminent personalities in the field of education.

100 % opinions were found to be similar regarding following facts.

- English subject enjoys unique position at S.S.C. level.
- Any secondary school gains fame due to remarkable S.S.C. results.
- Eng. Grammar is the major impediment in success of S.S.C. exam.
- English learning is essential for career.
- Grammar teaching is necessary for teaching in X class.

Q.No. 6 Was framed to judge the opinions as to which content of grammar syllabus of English is given prominence in teaching.

**Table No. 5.1** showing the weightage of opinions given to the contents of grammar syllabus of English (L.L.)

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of the Content</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tenses</td>
<td>24</td>
<td>80%</td>
</tr>
<tr>
<td>2</td>
<td>Clauses</td>
<td>15</td>
<td>50%</td>
</tr>
<tr>
<td>3</td>
<td>Narration</td>
<td>18</td>
<td>60%</td>
</tr>
<tr>
<td>4</td>
<td>Voice</td>
<td>18</td>
<td>60%</td>
</tr>
<tr>
<td>5</td>
<td>Composition</td>
<td>18</td>
<td>60%</td>
</tr>
<tr>
<td>6</td>
<td>Translation</td>
<td>12</td>
<td>40%</td>
</tr>
<tr>
<td>7</td>
<td>All contents of Syllabus</td>
<td>21</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Out of 30%</td>
</tr>
</tbody>
</table>

Q.No. 7 dealt with the technique for teaching grammar.

**Table No. 5.2** showing the preference given to the technique for teaching grammar.

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Range of opinions</th>
<th>Name of technique</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25-30</td>
<td>Ample practice 27</td>
<td>90%</td>
</tr>
<tr>
<td>2</td>
<td>21-24</td>
<td>N/A</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>16-20</td>
<td>Correct Classroom teaching 18</td>
<td>60%</td>
</tr>
<tr>
<td>4</td>
<td>11-15</td>
<td>Structural Approach 15</td>
<td>50%</td>
</tr>
<tr>
<td>5</td>
<td>6-10</td>
<td>Nil</td>
<td>0%</td>
</tr>
<tr>
<td>6</td>
<td>0-5</td>
<td>Audio visual Aids 3</td>
<td>10%</td>
</tr>
</tbody>
</table>
Q.No. 8 was framed to know the opinions about the present position of teaching grammar in schools. 20% the educationists opined that it is very bad. 50% found to be satisfied saying it average. 20% opined it to be satisfactory while only 10% said that it is good.

Drilling method, recitation, teaching grammar along with the text, groups discussions were the new devices suggested for teaching of grammar.

Many of the schools do not have English Teachers’. Association formed to maintain Co-ordination in teaching though the same text is being taught in different sections by different teachers.

**Table No. 5.3** showing the weightage given to the causes of deteriorating std. of English.

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Causes</th>
<th>Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students’ Negative attitude</td>
<td>12</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>Irresponsible teachers</td>
<td>12</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>Regid Syllabus</td>
<td>03</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Faculty question paper setting</td>
<td>03</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Difficult text book</td>
<td>03</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>Less importance given to grammar</td>
<td>03</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>Any other</td>
<td>03</td>
<td>10</td>
</tr>
</tbody>
</table>

Michael West has said that teachers are ‘conservative creatures’ ‘student’s negative attitude and irresponsible teachers’ have scored equally. A teacher can make the student take interest in grammar with his / her devoted impressive teaching.
Hutchings has said * -

‘The normal uses to which a pupil puts language during his everyday life should provide the main source of the material for the work he will do under the guidance of the English teacher.’ It shows how teacher’s role is important in teaching English.

Throwing light on the teacher’s responsibility Mr. Gokak says † -

‘The foundational years for the teaching of English in schools are in the hands of teachers who neither know enough English nor are familiar with the latest and far reaching developments in the pedagogy of English. What a great loss a student is put to due to irresponsible teachers!

Q.12 In the opinionnaire was framed with the intention of collecting remedies for elimination of grammatical mistakes committed by the students.

* Hutchings (Seeg) The Teaching of Eng. Cambridge Univ. Press.
† Gokak V.R. Eng. in India its present and future Asia Publishing House 19870.
Following remedies were suggested by the researcher using 7 points scale.

- Private coaching.
- Drilling
- Using workbooks
- Extra classes in the school
- Seminars and workshops for teachers
- Regular homework for students
- Any other

**Table No. 5.4** showing opinions regarding remedies for eliminating grammatical mistakes.

<table>
<thead>
<tr>
<th>Remedies</th>
<th>Respondents</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a    Private Coaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| b    Drilling                                |             | x | x | x | x | x | x | - | x | - | 7.7%
| c    Using work Books                        |             | - | x | x | - | x | x | x | x | x | 7.7%
| d    Extra classes in School                 |             | - | - | x | x | - | - | - | - | x | 3.3%
| e    Seminars, Workshops for teachers        |             | - | - | x | x | - | x | x | x | x | 6.6%
| f    Regular Assignments (Home Work) for students | x | - | x | - | x | x | x | x | x |      | 5.5%
| g    Any other                               |             | - | - | - | - | - | - | - | - | - | 0.0%

The recently invested measure against copying is ‘Bar Code’ system. It is a new device for preventing copying in the S.S.C. & H.S.C. exam. It is originated by the Maharashtra secondary Board Pune. The 13th question was designed to collect opinions about bar-code system.
The result is shown in the table below.

**Table No. 5.5 showing Likert Scale Showing opinions about bar code system**

<table>
<thead>
<tr>
<th>Scale</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>-</td>
<td>-</td>
<td>x</td>
<td>-</td>
<td>x</td>
<td>-</td>
<td>x</td>
<td>-</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V.Good</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>x</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>x</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfactory</td>
<td>-</td>
<td>x</td>
<td>-</td>
<td>x</td>
<td>-</td>
<td>x</td>
<td>-</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not necessary</td>
<td>x</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mark Excellent 5

V.Good 4

Satisfactory 2

Not Necessary 1

A.L. Edwards and K.C. Kenney 'A comparison of the Therstone and Likert techniques of attitude scale construction Journal of applied Psychology. 30

It shows that the system of barcode is to be excellent by majority of the respondents. It is in vogue since March 2003. It is applied in the recent exams also.

As to shoulder the responsibility of deteriorating standard of English the clues wee 'Head Master, English Teachers, Parents, Students.

Mr. Pande H.M. B.R. High School having 34 Yrs. of experience of teaching opined that 'The whole administration is responsible 10 % held students.
responsible but others 80% held English teachers responsible for it. Orientation course in teaching, workshops in which valuable guidance of experts can be sought, are the need of the teachers.

Structural approach in teaching grammar, special periods for grammar, ample practice of grammatical items in the class, use of audio visual aids regularly, regular periodic tests of grammar, drilling, teacher parents association for discussions, daily practice, of grammar in the class, enthusiasms on the part of teachers, students' participation in the class activity while learning grammar, playing CDs. of grammar were the various other suggestions that are noted by the researcher for improvement of grammar. The respondents are responsible personalities in the field of education and therefore their opinions are to be taken into account.

5.1.3 Findings from Questionnaire

The researcher framed a questionnaire to be served to English teachers comprising 50 questions, related to teaching English (L.L.) to X class students. The findings of the questionnaire are of great help in the present research as it is the gist of the experiences of actual field workers who daily observe the phenomena personally. Their sincere co-operation helped the researcher to find out the following facts about English teaching. It was served to 10 teachers.
All said that undoubtedly English is an important subject in the school curriculum and they unanimously declared that students do not get sufficient practice in English as per school time table and grammar is a difficult part of teaching English. 60% of the teachers adopt structural method for teaching English and 30% of teacher take help of grammar translation method 10% of them choose any method as time permits.

70% of the teachers said that insufficient basic knowledge of grammar causes difficulties in teaching grammar 40% said it is because of students dislike while others said teacher’s ineffective method is the cause of it. The method may be right but it is teacher’s skill to apply it properly in the class. A devoted teacher can easily inculcate in himself the art of teaching.

Deshpande A.S. in his thesis titled as ‘A study of Determinants of Achievement of students at the S.S.C. exam in the Pune Div. of Maharashtra State’ has said that the teacher’s morale was higher in the high achieving school than in the low achieving schools.

Indurkhya B.L. said while describing the minimum adequate English language ability for H.S.S. teachers of English that the postgraduate teachers in general were found superior to their graduate counterparts all though 10-20% of the post-graduate teachers exhibited below average capacity and 48% of graduate teachers possessed the proficiency ranging from average to excellent. He also said that 70% of the teachers engaged in teaching English possessed unsatisfactory language ability ‘Teachers by their very nature are conservative creature- say Michael West. It shows teachers’ question for adopting new techniques.
Workshops and seminars exhibiting modern techniques of teaching and teachers active presence in these seminars is the only remedy for it. It can definitely help improve basic knowledge of grammar of the students. Not highly educated teacher but a teacher of high morale, trained in modern techniques of teaching is the solution for it.

So far X class examination is concerned students are greatly affected by their mother tongue while writing the paper of English. Composition and personal response question are the areas that exhibit that students' mother tongue plays a prominent part in their answers.

Mr. Pratap D.G. * found mother tongue influence on English because 'questioning' and 'Indirect speech' are the novel features of English, different from Marathi. Singh V.D. has stated Most of them (English teachers) felt that the practice and experience of teaching had improved their own English.

So far syllabus of English of X class is concerned 50 % of the teachers complained that it is not accurately set, 10 % of the teachers suggested to design separate syllabus for rural and urban students 20 % said that it is accurately set and 10% complained that it is rigid.

Reference

Pie Chart Showing teacher's opinions about the nature of Gramatical Items

Diagram 5.1

Table No. 5.6 showing weightage given to private coaching.
Q.No. 11, 12 and 13 in the questionnaire were about private coaching.

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Q.No.11</th>
<th>Q.No.12</th>
<th>Q.No.13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evaluation of the responses was</td>
<td>Yes</td>
<td>No.</td>
</tr>
<tr>
<td></td>
<td>Liking Private Coaching at home</td>
<td>Favour any particular coaching class</td>
<td>Need of Private Coaching</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>28</td>
<td>27</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

412
The syllabus is faculty as per the opinion of 50% of the teacher population. It is to be revised and set as per the demands of the present situations.

The question next was about the standard of teaching English in Marathi medium schools. 30% said that it is not satisfactory. 30% teachers said that English and its grammar is taught.

Within the framework of syllabus, 30% said that it is satisfactory while 10% complained that it is below standard.

They say about the students liking of English that it is average as per 60% teachers. 30% of students do not like English learning basically, only 10% like it too much. It is because they are good at grammar of English and can form sentences of their own.

Nature of grammar items included in the S.S.C. syllabus was also researcher's next survey. 30% said it is not at all difficult, 40% said that it is moderately difficult, 20% say that it is difficult while 10% say that it is less difficult.
The above table shows that 28% of the teachers like to be engaged in private coaching at home 27% of the teachers also favour some private coaching class and 30% feel need of coaching class for their students, irrespective of any particular coaching.

Students of X class join the tuition class because they think it a magic key to success as 70% of the teachers observe 20% think that they need it earnestly. 20% think that they are compelled for it by parents while 20% teachers think that students are really benefited by the tuition class.

60% of the teacher population suggest, besides coaching, teacher should encourage the students for study while 40% suggest extra classes in the school should be specially arranged for the students. 90% have opined that unhealthy competitions in private coaching class is harmful as they think that the tuition classes are a little help for improving a result of S.S.C. exam.

‘Student’s dismal attitude’ is the main hindrance in the view of 70% of teachers as a general problem they face while teaching English. English is difficult subject is the general attitude of students towards English. 70% of the teachers blame uneducated home atmospheres from which the students come, crowded classes is another problem the students face and can’t learn English a difficult subject 30% of the teacher have said it 30% have teachers stated a very wonderful problem connected with students Psychology. It is because of private tuition they don’t give value to class teaching. They remain neutral in the class and don’t show any liking for class work.
Q. 20 to 24 in the questionnaire were related to grammar teaching. The answers were expected in three point scale.

Table No. 5.7 showing weightage to grammar teaching given by English teachers.

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Q.No. 20</th>
<th>Q.No. 21</th>
<th>Q.No. 22</th>
<th>Q.No. 23</th>
<th>Q.No. 24</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>G.T. Necessary for Language learning</td>
<td>G.T. necessary for passing in English</td>
<td>Beginning of class teaching with Grammar</td>
<td>Use textbook directly while teaching</td>
<td>With Textbook</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>2</td>
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<td>3</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>5</td>
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<tr>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>25</td>
<td>20</td>
<td>23</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>46 %</td>
<td>50 %</td>
<td>40 %</td>
<td>46 %</td>
<td>38 %</td>
</tr>
</tbody>
</table>

Response Marks

Yes 5
To some extent 3
No 2

It shows that all English teachers agree that Grammar teaching is necessary for passing in English subject at S.S.C. examination. 80 % teachers think it necessary for English language learning. Due to short time period at disposal, 80% start teaching grammar directly with the textbook though lessons are not taught. 60 % teachers don’t teach grammar is accordance with the text book and 60 % teacher begin teaching English in X class with grammar.
Incorrect spellings, absence of punctuation marks, mixing up capital and small letters in one word, inserting Marathi words for English, improperly written syllables are the general mistakes English teachers have noticed in case of X class students learning English.

So far particular mistakes in English they have noticed that the students commit following mistakes.

- Wrong tenses e.g is go
- Unsuitable tenses e.g. is coming yesterday
- Wrong Correlatives
- Don't recognize the meaning of interrogative pronouns e.g. why, which, when, etc.
- Part of speech, whether a particular word is verb or objective or and adverb etc.
- Types of sentences, Simple compounds, complex
- as well as statement, command, suggestion, students are unable to recognize them.

The causes they have attributed for these are

- Basically low I.Q. students
- Un-English family background
- Dislike for the subject
- Incomplete knowledge in the former classes.
- Sprouting of tuition classes
- Wrong methods of teaching
- Uncompetent teachers.
When asked about the effect of school environment on teaching and learning of English 80 % of the teachers answered positively with the help of eminent personalities of the locality the environment can be improved.

They have opined that parents, teachers and students are equally responsible for students retardation in English.

60 % teachers regularly inform the parents about their wards progress. 10 % teachers complained that parents do not show keen interest but 50 % said they take interest less than required.

60 % teachers are engaged in remedial teaching purposely. They utilise engagement periods for it or call students on holidays.

The major motivational measure they take is to praise the students for good answers.

80% of teachers give importance to teachers qualification for teaching English while 50 % give importance to their devotion rather than qualification. Only 40 % teachers said that they use audio-visual aids while searching English. 40 % say that it is average useful. 80 % of teachers find the textbook of English quite ideal for teaching English grammar. 20 % teachers who don’t find it ideal, state the following supportive reasons-

- Lengthy Lessons
- Boring contents
- Exercises not in accordance with the question paper of English.
They define ideal text book containing more grammatical items similar grammar items are given to be solved by the students as homework.

Enthusiastic teaching and making students aware of studies now and then, are the special efforts for effective grammar teaching can be taken by all. All assign importance to tenses in grammar.

5.1.4 Findings and Suggestions – Diagnostic Test

Webster has defined the term ‘diagnosis’ as ‘An art or act of recognizing disease from its signs and symptoms.’* To locate the weakness in certain area of learning is the fundamental objective of diagnosis. The researcher has found ‘certain signs and symptoms’ of the disease of committing grammatical mistakes by X class students in English. The main area of diagnosis is written aspect of English, especially various structures, transformation of sentences, combination of sentences etc. As the students of X class have to write a paper of English for 3 hrs that decides their passing, the research is related to writing ability.

‘English has to be taught, hereafter principally as a language of comprehension rather than a literary language so as to develop in students a faculty for comprehending writings students a faculty for comprehending writings in the English language.'

* Webster’s new collegiate dictionary.
† Official Language commission report.
So far a student learning in X is concerned his writing ability in English is to be given priority. A teacher teaching English in X class has to fit his teaching in the frame work of syllabus and examination pattern.

‘But the real problem and difficulty lie in the fact that from syllabuses and examinations, it is usually impossible to discover

What are the objectives of teaching English are * A teacher of English has the only objective in view is to make the students somehow achieve thirty five marks and get him through the exam.

The most helpful tool in the present research is the diagnostic test specially prepared for X class students containing 20 selected grammatical items scoring 100 marks. The time period was of 1 ½ hrs yet it was set according to the following principle. ♦

The Test was containing such item that were ‘likely to yield discriminating item of developing content into a statement of problem. ♦

Reference

♣ AdKins, Dorothy C and Others, Construction and analysis of achievement taste Government Printing office, Washington
The general causes of the mistakes can be enumerated as-

- 1. Too little written work- The students and the teachers, both are engaged in completing the lengthy course, extension written work is not done.

- Again short span for teaching and learning, nearly about 7 months does not allow the teacher to repeat or revise the course.

- Correction of the written work of students is not done as the teacher is endowed with many other activities and he is after completing the course.

- It is not possible in X class to teach and learn grammar in details and the consequence is too little application of the grammar.

- As a general cause, pertaining to students health accounts much for retardation in English as English requires were concentration being a foreign language. Health problem creates because.
  
  ➢ Students get exhausted because they have to attend various private tuitions and can’t concentrate in the class.

  ➢ They suffer from poor eye sight generally in class X because of hectic routine as they wander the whole day on their bicycles attaining tuition classes situated in various areas. Even they don’t find time to take food at proper times and suffer from poor and insufficient nourishment.
➢ Students are compelled to follow the school routine especially in class X as school authorities are conscious of S.S.C. results. The student gets sandwiched between these situations and can’t study effectively.

➢ Home work of tuition classes, home work given in the school, exercises given by parents- all these count heavy burden on students and they get utterly perplexed.

➢ The students in X class get over conscious sometimes as they discuss about the board’s examination- The first important public examination they are going to appear for, it also affects them mentally. They are afraid and can’t study properly.

➢ Sometimes they are threatened by the description of the way the examination is conducted and it also affects them mentally. It is a duty of the teacher teaching English to simplify their problems regarding examination and it is not justifiable on the part a good teacher. Instead the teacher must always encourage the students for studies.
Popli L.R. has suggested the following causes—

- Lenient Promotion rules for class IX was the major cause.
- Shortage of permanent staff and No permanent heads.
- None availability of text books.
- Abolition of internal assessment.

5.1.5 Sources of finding grammatical mistakes of students.

- Day to day observation of the researcher in the class is the first authentic source of collecting mistakes committed by students in English. The researcher, being a teacher teaching English to X class gets the opportunity daily to observe the mistakes of the students.

- In the class room teaching, while getting the answers of grammatical items orally from the students, the researcher is able to collect the mistakes though they are oral. Yet the correct nature of mistake is instantly found out by the researcher. Experience is teacher’s real treasure in the field of education and it makes him develop his own abilities. It is a proved fact.

- The assignments of grammar also help to find out the mistakes of grammar. Sometimes the assignments are read out by the students in the class and the mistakes are clear.

Reference

* Popli L.R. Causes of Mass Failure in Matric / Hr. Sec. Part III Examination 1973 SIE Haryana 1974
● In the classroom work students commit mistakes and the teacher (researcher) has found them out while loitering in the class just to observe their writings.

● Unit test based on some particular units is carried out in the school and it also is a source of finding out mistakes committed by students.

● An enthusiastic English teacher very many times takes instant periodic test in the class to boost the student's study spirit and to find out the mistakes that would provide him further guidelines in teaching. These periodic tests are also source of finding out mistakes.

● First terminal exam, test exam are again the sources of finding out mistakes of students. A good teacher writes some guidelines for student on each paper and can make the valuation ideal. These guidelines really are the description of the mistakes found out in the paper and the instructions are remedial measures in form of suggestions.

● Some times the students are told to write down short speeches or essays as a part of extra curricular activities in the school and the teacher has to check them for good presentation. Here also the researcher got the opportunity to find out the linguistic mistakes committed by students in English. Even the students submit their speeches in writing to the teacher first before presentation and the teacher gets proof of student's mistakes.
These are the sources of finding out mistakes for the researcher. Sometimes the discussions among the English teachers mainly are concerned with the mistakes committed by students in the paper and they are read out among the teachers and discussed also. It is a very interesting way of finding out mistakes. It makes the teacher aware of the mistakes of students in a very amusing manner. Miscommunication between the teacher and the student leads the student on the path of mistake maker. Therefore there should not be any misunderstanding between a teacher and a student.

Research Plays two roles *

- It contributes to the general fund of knowledge
- It helps solve many complex problems of the society (Applied Research)

The present research is undertaken to solve the problem of the students, the teachers teaching English as Third language, the headmasters and other school authorities, school administrators, educationists and parents who send their wards to the school for education. All these are main constituents of society and the research problem has thus directly related to society.

Diagnostic Test is the most authentic tool used in this research to find out the mistakes of students studying English (L.L.) in X class. It has helped the researcher to find out the facts as nature of mistakes, frequency of mistakes etc. Yet 'the mental processes are so complicated that it is not always possible to test them directly, No objective device for measurement or originality has yet been invented.'

Reference

Robert W. Durrenberger, Geographical Research and writing New York T Y Crowell Co. 1971 P-3

The researcher has been successful to collect reasonable statistical data after examining the results of the diagnostic tests. They are shown in special chapter connected to it. Dr. A.L. Bowley very aptly remarks that in collection of statistical data common sense is the chief requisite and experience is the chief teacher. Therefore the researcher has also taken this fact into account while drawing conclusions based on the facts found in diagnostic tests. Moreover, 'the most helpful principle in all testing is that test scores are merely data on which to base further study. They must be co-ordinated with background facts and they must be verified by constant comparison with other available data.' So far mistakes finding is concerned the researcher observe that students frame the sentences of their own and reveal the shortcomings naturally. Sometimes the guidance in some form or other is also given. Diagnostic test has to perform five function as given below.


The researcher administered the specially prepared standardised diagnostic test in various schools, sample containing 500 students and is able to collect the following facts.

References

† Chester W. Harris, Marrie R. Liba, Essay of educational research, 3rd Edition New Yor, McMillon Co. 1960 Page 379
Kinds of Mistakes

- General
- Specific

General Mistakes committed by the students

- Dirty, illegible handwriting
- Incorrect spelling
- Wrong plurals / gender
- Absence of punctuation marks
- Mixing up capital & small letters
- Orthographical (Writing alphabets)
- Inserting Marathi words for English
- Wrong Pronunciation
- Omission of words
- Incorrect articles
- Agreement of verb and subject

Specific Mistakes committed by the students.

- Wrong tenses (Unsuitable)
- Wrong tenses (incorrect conjugation)
- Wrong structures
- Wrong use of corollaries (synthesis)
- Inability to understand the meaning of the interrogative pronouns.
- Mistakes committed in parts of speech
- Wrong clauses
- Wrong types of sentences (based on clauses)
- Wrong types of sentences (colloquial)
- Wrongly using individual words
- Wrong word order
- Wrong auxiliary verbs
- Wrong inflexions
- Wrong direct indirect
- Wrong prepositions
- Transformation
- Phrases
- Tag questions

**Causes of Grammatical Mistakes**

They can be classified under following categories

- **Linguistics**
  - Bad textbooks
  - Not properly taught structures
  - Insufficient knowledge in the former class
  - Extremely unphonetic English language.

- **Methodical**
  - Ineffective syllabus
  - Wrong Methods
  - Lack of audio visual aids
Psychological

- Student’s negative responses
- Low I.Q.
- General tendency to neglect
- Physical weakness

Miscellaneous

- Unqualified teachers
- Insufficient drilling in the class
- Un-English family background
- Sprouting of tuition classes
- Large number of students in the class
- Congested classes
- Mingling of unrelated school authorities
- Mingling of parents
- Uneducational books burden
- Para teachers pattern
- Teachers not devoted to their profession
- Examination centered teaching
The recent appointments of para teachers are faulty because they are not paid for their services sufficiently. It affects their sincere efforts while teaching in the class that ultimately results in no progress of students. A feeling of inferiority is developed day by day among them.

5.1.6 Recommendations for removing General Mistakes

- Dirty and bad hand writing

   Recommendation - Sufficient writing practice, daily homework,

- Incorrect Spellings

   Recommendations - There are three causes of incorrect spellings.  

     ➢ Visual defects

     Poor visual perception is due to bad physique, crowded classes, shortage of desks and benches in the class.

     ➢ Intellectual low level

     The average I.Q. of the poor spellers in Russell’s Study was 101.52

     ➢ Emotional factor

Some early unfortunate experience in student’s life makes him disappointed and he purposely doesn’t pay attention to spelling. Moreover his illegible hand writing easily cover up spelling mistakes. Consequently the number of misspelt words increase.

* Glenn Myers Blare, Diagnostic and Remedial Teaching, The McMillon Company New York.
Recommendation - Sufficient writing practice, using the words in sentences, saying the words while writing them, to teach the students most common words from their texts, the words they have occasion to use again and again, habit of referring dictionary, good nourishment, fairly good number of students in the class, necessary class room amenities like benches, desks, lights, fans, blackboard etc. The new Govt. has taken steps for providing these amenities under ‘Eklavya Shisharutti Yojana’ Recently launched by the new Govt. is a thing of great satisfaction.

- Wrong plurals and genders

Recommendation - Effective explanation, exercises for some uncommon plurals like man-men, ox-oxen etc.

- Absence of punctuation marks

Recommendation - Explanation of necessary punctuation marks by giving various examples. The teacher should explain how funny sense a sentence without punctuation mark makes. Specially capital letters, full stops that students do not use properly.

- Mixing up capital and small letters in a word

Recommendations -

- Separate practice of writing small and capital letters
- Bringing to their notice its ugly look e.g. TaBlE
- Very serious mistakes for class X and it is to be stress by the teacher.
• Orthographical Mistakes

Recommendations -

➢ a) Writing practice for habit formation
➢ b) Avoid cursive writing
➢ Black board practice

• Inserting Marathi words for English

Recommendations -

➢ Knowledge of word formation—suffixes, prefixes, gerunds, participles etc
➢ Developing vocabulary
➢ Reading with understanding
➢ Telling them how it creates bad impression on the valuer and makes the sentence meaningless.

• Wrong Pronunciation

Recommendations—

➢ Eliminate the effect of Marathi with effort
➢ Finding out synonyms and antonyms from the text
➢ Self study through reading
➢ Habit developed for purposeful reading
➢ Extensive, intensive skimming, scanning reading
➢ To provide opportunities to speak in English in the class with friends and teachers.
➢ Accuracy as well as fluency necessary
h) Group activities that will be helpful to solve questions like dialogue writing, elaborating the points given in composition, short answers, small duration speech of two minutes occasionally arranged in the class.

i) Correct pronunciation of words by the teacher

j) Reading out the answers of homework assignments loudly in the class.

- Omission of words in writing.

Recommendations.-

- Advising the students to lower the speed of writing
- Concentration while writing
- Solving exercises like fill in the blanks.
- Develop knowledge with understanding

- Incorrect articles

Recommendations -

- To read the chart showing usage of proper articles hung in the class again and again.
- Knowing rules of using articles.
- Exercises for using proper articles.
- Agreement of verb with subject

Recommendations -

- Oral and written practice of tenses (conjugation of verb or tense structures)
- Drilling
- Transformation drills

The researcher on the basis of her thirty years English teaching experience with due consultation with experts, Principals, Professors of English, Head Masters, researcher scholars and members of expert committee have framed certain general suggestion which are better implements to conclusions drawn by research tool used in the study.

English grammar is based on rules and clear examples with easy demonstration by the teachers make this difficult job easy for the students. The example should be written on the blackboard and the content of the example should be easy, clear and from the environment of the students.

There is phobia about English grammar that it is very difficult and beyond the capacity of the Indian students. This Psychological fear should be removed by giving simple, clear and attractive examples so that the fear is removed from their minds. Some people therefore propagate in their coaching classes that they can teach English without grammar which is absurd.
If the teacher feels that previous knowledge of grammar is lacking then without going ahead with difficult item of S.S.C. he is supposed to explain the previous items hurriedly otherwise superstructure of grammar can not be built.

Today the modern trend in pedagogy is that teaching should paidocentric i.e. child centred. Syllabus or language or grammar or methodology are not important, then what is important is child his personality, his educational development. So the syllabus of grammar should be according to his likings and dislikings and mental capacity.

There should not be separate period for grammar because students don’t like such uninteresting coaching. The portion of grammar should be taught with the lessons everyday preferably in the beginning of period when students are fresh and motivated.

While explaining any grammatical item it should be taken on blackboard and changes are shown by red chalk. They learn more visually rather than other senses.

Interesting examples should be taken without of dry routine ones e.g. T.V., Comics, stories, circus, toys, jockes etc.

Everyday the previous item should be revised without any gap so that they are nicely fixed. First the same example and sentences should be taken thereafter variety can be done. Ample practice should be given for any
grammatical item. Homework should be comprise of grammatical items but only easy questions should be assigned. Those items that appear every year in S.S.C. question paper should be taken daily for practice.

Important grammatical items, definitions, rules, parts of speech should be beautifully written and exhibited in classroom so that they can see it throughout the session.

Competitions regarding grammar, games, plays for grammar should be arranged and prizes awarded to students. The student who is excellent in English as well as in grammar should be awarded, certificate, honoured in general assembly and his name written on merit board.

Separate exercise book should be maintained for grammar exercises. Work book should be used for practice. Remedial class, tutorial class, extra class after school hours may be arranged for low achievers. In Diwali vacations, grammar workshops can be arranged. Weekly, Monthly, Quarterly, Half yearly tests can be taken so that the students may know their performances. Similarly diagnostic and unit tests also can be organized. Computer and modern scientific equipment can be used for teaching, explanation and practice. The teacher should maintain record of their achievements. Their performance depends on how much English teacher takes interest in teaching therefore he must be well trained and he should love English teaching.
5.1.7 Recommendations for removing Specific Mistakes

- Wrong tenses (Unsuitable)
  Recommendations -
  ➢ Explaining to them following facts
  ➢ Story writing (Past Tense)
  ➢ Letter Writing (Present and Past Tense)
  ➢ Making Writing tasks more life oriented
  ➢ Application writing in present tense

- Wrong tenses (Incorrect conjugation)
  Recommendations -
  ➢ Oral and written practice
  ➢ Language first and then grammar
  ➢ Linking grammar items and communication skills
  ➢ Transformation drills

- Wrong Structures
  Recommendations -
  ➢ Practice of using correct correlatives e.g. as soon as, hardly had-when, not only-but also, no sooner-than.
  ➢ Exercises

- Wrong use of correlatives
Recommendations -

- Writing practice
- Transformation drills

- 5) Interrogative Pronouns and inability to understand the question

Recommendations -

- Oral Practice
- Translation method- When (time), Where (place), Who (Person), How (Procedure), Why (Reason), Which (Selection) etc.

- Wrong parts of speech

Recommendations -

- Oral and written practice of derivation of words.
- Using classification tables
- Explanation
  - sion= Noun
  - ble = adjective, ful
  - ly=adverb
- Use the words in the sentence
- Teach the students process of word formation

- Wrong Clauses

Recommendations-

- Written Practice
- Transformation
• Wrong types of sentences (Clauses)

Recommendations -

➤ Practice of recognising verbs in a sentence
➤ Practice of recognising the signing words- If = Condition, When= Time, Because = Reason
➤ Transformation (Simple into complex & Complex into simple)

• Wrong types of sentences (Colloquial)

Recommendations -

➤ Oral practice
➤ Conversation practice
➤ Command- Begins with verb
➤ Imperative- May

• Errors in the use of individual words

Recommendations-

➤ Explanation in details by giving examples e.g. High distance, tall appearance, cool pleasant feeling, cold causing
➤ Develop listening skills as it is creative action
Wrong word order (syntax)
Recommendations -
  ➢ Drilling of structures
  ➢ Substitution tables e.g. A mango is eaten by Hari
    obj + tables form + past participle + by + subject

Wrong auxiliary verbs
Recommendations -
  Select and fill in the bland exercises.

Wrong inflexions
Recommendations -
  Drilling eg. It is good to take medicine daily
  ➢ Taking medicine daily is good

14) Wrong direct indirect
Recommendations -
  ➢ Conversational practice
  ➢ Changing Practice, Direct into Indirect, Indirect into Direct

Wrong preposition
Recommendations -
  Select the right preposition & fill in the blanks exercises.

Wrong change the voice
Recommendations -
  Drilling the structure
  ➢ to be's form + past participle together always
‘by’ is not necessary

When ‘by’ is absent

- **Phrases**

  **Recommendation** - Making their use in a sentence of own
e.g. to be fond of to make someone do etc.

- **Tag questions**

  **Recommendations**- Necessary in X class

  ➢ Oral and Written Practice exercise

  ➢ Completion

Summing up the findings drawn by administering diagnostic test, questionnaire, opinionnaire and the observations of the researcher it has been inferred that there are number of mistakes committed by the student of X standard in English. They are about structures, spelling, phrases, pronunciation, hand writing and most important are those of grammar which is arid part language learning. The various kinds of mistakes were identified e.g. tenses, subject predicate correlative, use of prepositions, pronouns, various parts of speech etc. Their weightage is also determine as per frequency and responses by the English teachers. The findings drawn from diagnostic test were added to the responses to questionnaire, interview etc. The data thus compiled from various sources were well tabulated, arranged, stastical treatment given and enterpreted to meaningful inferences.
Findings from facts of the present study are that English is a difficult subject being foreign and since it is important in curriculum as well as life career essential attention has to be given to grammar which is troublesome part of language learning. The grammatical item should be taught daily by competent and well trained English teacher continuously with several examples and ample practice, assignments, special coaching, remedial extra classes, summer vacation batches, in cultural activity debates, competition, letter writing, library work, daily usage and full participation of students in class room learning process.

The particular mistakes identified mere wrong tenses, unsuitable tenses, wrong correlatives, interrogative pronouns, types of sentences, negatives, interrogative, command, request, clauses, parts of speech, individual words, auxiliary verbs, inflexions, direct indirect, prepositions, transformation, tag questions etc.
5.2 Recommendations

- Grammar is the backbone of any language. So far English (L.L.) is concerned grammar plays main part in it. Even a student of X class has to solve pure grammatical items in the question. The root cause of the failures is the various grammatical mistakes in the answer paper. They are to be rooted out. They are the areas of weaknesses in English. These areas are to be diagnose by the teacher. To find out such areas and to keep them always in view is the prime duty of English teacher. To perform this duty sincerely the teacher must follow the time table of administering the short diagnostic test in the class and the school authorities who frame the time table should make special provision for administering diagnostic tests in English. Unless and until the teacher has the correct insight into this weaknesses, he can not take any preventive measures against them in the form of remedial teaching. It should be a continuous process in the class of X in case of English and it would definitely improve the standard of English. Teacher’s minute observation is an additional qualification for finding out the mistakes.

- The teacher teaching English to X class must be a trained teacher. Teacher’s qualification counts much so far teaching English to 10th class is concerned because “The foundational years for the teaching of English in schools are in the hands of teachers who neither know enough English
nor are familiar with the latest and far reaching developments in the pedagogy of English.

Such is the importance of qualified and trained teacher. 'If a speaker talks freely and fluently in his own language he can soon learn to speak well and easily the another language when he has mastered its forms and structures.'

Teacher who actually works in the class is the real architect of the student's ability development and making the elevations of their achievements beautiful. Teacher is deity of the student especially the English teacher and they follow him blindly. Therefore the English teacher should always be careful while teaching English in the class. For students the teacher is idealism incarnated. They believe the teacher so far knowledge is concerned imparts correct knowledge. It is teacher's pious duty. He should not deceive them. Because learning a language is not the learning of its contents, it is the acquisition of a skill.

References

* Gokak V.R. 'English in India, its present and future
  Asia publishing House 1970

† French I.G. The teaching of English abroad P1, 1948 Pg. 26

‡ Bustin D.L. & Simens S.S. Teaching Eng. in Today's High Schools,
A time table of special remedial periods is to be planned by English teacher. Then and then only the diagnostic test administered by him in the class are meaningful. Only to find out the disease is not a work of good doctor (Teacher) but to prescribe the patient the correct and effective medicine for curing the disease is also necessary. Therefore after finding out the weaknesses in English the English teacher must engage himself in related remedial work in the class after proper guidance, after making the students aware of their mistakes. The teacher can discuss the mistakes in the class as a whole or can convey them to the particular student his particular mistakes. It is more convenient to point out the mistakes in the class in the form of discussion and they should be specified an illustrated on the blackboard to make them more clear. Students must have correct knowledge of their disease (mistakes). Then only they can be serious and become ready to take bitter medicine (remedial teaching).

Trained and qualified teachers is an asset for a school. They enhance the reputation of the school. They are the pillars that provide support to the name and fame of the school. Experienced and devoted to profession is the required ability of the teacher teaching to class X Eng. (L.L.). In short, degree and training are essential qualification while teacher's devotion to his profession, his experience are 'special qualities' that really help the student to get through the exam.
‘Teachers by their very nature are ‘conservation creatures’ (Michael West). They oppose to sudden or great social change is true to some extent as they have to be very precautionary by nature. All the while the teacher of English is conscious about the school results.

Mr. Deshpande A.S. has stated the fact in his thesis submitted to Poona University in 1984 describing the determinates of achievement of student at S.S.C. examination.

‘The teacher morale was higher in the high achieving schools than in the low achieving schools.’ It shows that teacher’s quality of being faithful to his profession counts much in the field of education.

‘In the changing circumstances of today a teacher of English should motivate the students to speak according to their abilities, write according to their capacity and provide opportunity to hear correct English. The students should be allowed to participate in the class activities with the help of their personal efforts.’ *

* Prof R.S. Jain, Pune Shikshan Sankraman Oct. 1999, Page 28
Though post graduate teachers in general are found superior yet 48% of graduate teachers possess the proficiency ranging from average to excellent.” It shows that mere qualification of the teacher is not sufficient for effective teaching 10.50 % of the post graduate teachers exhibited below average capacity is the statement of findings in his thesis.

The teacher of English should completely change the class atmosphere while teaching English.

Mr. H.R. Kadepurkar says. * In the teacher fronted classes, the atmosphere is often found to be quite tense as the teacher is a provider of knowledge and the learners, poor ignorant souls are the empty mugs or receptacles. There is some kind of ‘teacherocracy’ in the class. Students are repeatedly asked to ‘keep quite’ to listen and ‘to take down’. Now in the student fronted class the atmosphere must be relaxed and teaching learning should become a matter of enjoyment. It is only the new approach that teacher can adopt.

Grewasl S.S. Says ‘Main predictors of teachers effectiveness were home, health, social, emotional and total adjustments, dominance, submissions and verbal and non-verbal intelligence.

There should be effective communication between the teacher and the taught because ‘communication’ basically means ‘sharing ideas’.

* Mr. H.R. Kadepurkar ‘New Approach to Teaching and wearing std. X English (Third Language) Shikshan Sankraman.
It only can make the teacher find the mistakes of the learner instantly without any diagnostic test and apply instant remedies for it. Moreover, it will speed up the process of learning teaching and 'the surest remedy on 'want of time', 'need of extra classes' 'over exertion of teacher' will be found.

- Ample written practice in the class is also essential as suggested by several H.Ms and educationists in the opinionnaire served to them by the researcher. New approach gives emphasis on doing rather than just 'knowing'. Mere description of swimming can not make one a good swimmer unless and until he gets experiences of swimming. In the same way it is necessary to make the student the user of the language while teaching English. Language being a skill subject, the learner should acquire the four basic skills- listening, speaking, reading and writing. All the skills are necessary, so there should be proper integration of these skills. Taking down in the note book from the black board is not the meaning of writing practice. It should be thought. Provoking. The students are expected to think over again and again on the assignments in the class and at home and write down the few lines of their own. It is practicable in class X while teaching compositions. The teacher should provide some guide lines to them. Especially where comparison is expected in the composition between two neighbours, between two professionals, between two students, between two cities- the teacher can explain the items under one category and students can be asked to write elaborately, using learnt structures, phrases about the other e.g. they are asked to write comparatively about two friends.
The teacher can extensively explain about the traits of Ram and students are asked to write down about Shyam on the same structures used by teacher. Writing practice can also help them to gain writing speed at the time of examination, it will also help them to improve their handwriting, additional vocabulary and of spelling mistakes are the gains of it. ‘Writing English’ means ‘talking concrete experience of the language. The use of workbooks, short periodic test in Eng. are the other sources for giving writing practice to students.

A novel idea to write ‘good thoughts in English’ on the notice board of the school by students of class X one by one, can also improve the language. Instead of writing in the personal copies they will write on the school notice board that will exhibit their knowledge publicly to hear critical comments of their friends and teachers. It will definitely affect the sincere students. They will improve their writing accordingly. It will be a good device to improve the literary aspect of language, though it is not expected at secondary school level.

<table>
<thead>
<tr>
<th>Ram</th>
<th>Shyam</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Age</td>
<td>1. age</td>
</tr>
<tr>
<td>2. Clever</td>
<td>2. dull</td>
</tr>
<tr>
<td>3. Hard Working</td>
<td>3. idle</td>
</tr>
<tr>
<td>4. Attends School daily</td>
<td>4. Irregular Student</td>
</tr>
<tr>
<td>5. Educated parents</td>
<td>5. Uneducated Parents</td>
</tr>
</tbody>
</table>
Prof. Mr. Mandaogance, eminent teacher of English, has stressed 'ample writing practice' in his opinionnaire.

- Prizes, appreciation and positive motivation are the other supplementary devices for eliminating the mistakes. 'Emotional intelligence' is the new concept coined by Peter Salovey and John Myer in America in 1980. Next, they classified the concept under two headings.

  ➢ Self Emotional Intelligence.
  ➢ Social Emotional Intelligence *

These two scientists have said in their theory that man requires intelligence as well as emotional intelligence to lead a successful life. Research on this concept was carried out in various universities. Golman published a special book on 'Emotional intelligence' and it was translated in other languages later. Mor Beron a scientist from Israel invented a test to measure emotional intelligence by which 'Emotional Quotient' can be measured.

A student having good emotional quotient can maintain co-ordination among thinking, speaking and emotions. Students having self-emotional intelligence are quite aware of their aims to learn new things and evaluate themselves. They can take firm decisions, complete the assigned work with devotion and are creative and optimistic.

Reference

These characteristics once developed help the student a lot. Through occasional appreciation, teacher can develop emotional intelligence level of a student. Distribution of small prizes like small pocket English dictionaries, story books in English, grammar books of English, books containing compositions, a set of question papers, books containing good thoughts in English, books of phrases in English can bring very good results in the class. If it is not frequently possible, it can adopted at least two or three times in the class.

Facilitation programme in the class can be arranged for positive motivation. A student getting highest mark should be called upon the stage, a teacher should say few praising lines about his achievement and tell others to give him cheer-up clapping, is the right way of positive motivation. Passing sarcastic remarks every time, using wand in the class, making students feel always that they are below average are the bad devices for negative motivation. They are very harmful in teaching learning process.

Writing good remarks in the notebooks of assignments, on test papers encourage the student for further studies. Even a dull student gets inspired by it and starts studying in X class. While teaching functional grammar a teacher of English should provide a little clue to the answer and appreciate the students' performance instantly after getting the correct response. It generates spirit in other students as spirit is most easily transmitting element in pedagogy.
It creates 'competition' among them and they can get into healthy competitions when their social emotional intelligence is developed. Students become bold in this process and ask their difficulties in the class. They no more remain 'patient listeners' but become 'active participants' in the class activities. Even back benchers are inspired through this technique if used effective has time prevails.

- **Psychological measures**— students of X class fall in the age group of 12 to 16 when they attain puberty. It is a very delicate period in their carrier. They become stubborn, emotional, arrogant, irresponsible and take pride in breaking rules. The principle behind all these qualities, prominently explicit in student of class X, is 'Understand what I am.' Teacher must know this Psychological aspect while teaching in the class so that various problem creating hindrances in teaching English can be solved and make the teaching process a smooth one.

- **Daily grammar exercises** should be given as assignments at home. Any new transformation, combination of sentences, when taught in the category of functional grammar, can be revised for as short time in the class by solving 415 similar examples. But they are not sufficient. For ample practice, teacher should given them a number of exercises as home work. They will be able to revise their knowledge in this way. Moreover as per the educational Psychology, if revised at the earliest, they will have knowledge with understanding. The next day the teacher can collect the answer orally and write them on the black board correctly so that all the students can have correct answer of each item. 'Practice makes the man perfect' is the only principle behind any home work.
It has been opined in the opinionnaires of eminent educationists that Govt. should arrange workshops, seminars, orientation programmes in English so that the teachers of English are able to revise their knowledge from time to time. The schools should manage to send teachers for such programmes, through absence of the teacher may cause inconvenience to school working. The concerning teacher must be given chance to enlarge the limits of their knowledge in the new context of situations. The English teachers should try to learn new techniques in seminars and apply them sincerely in their schools. A teacher should never be 'a pond of stagnant water of knowledge' but 'a stream of clear water flowing speedily.' Then the teacher would no longer be called 'conservative creatures they are called by Michael West.

The teacher must first of all a student every time, eager to increase the store of knowledge. Then only he can be idol before the students to be adorned with faith.

The teachers attending seminars, workshops should try to learn their new things through discussions, consultations with the fellow teachers.

* 'Based on present trends, India will become the largest English speaking nation in the world by 2010, crossing the United States according to the linguist David Dolby.' * If it is going to be true in the forth coming years.

Reference

it is necessary to develop liking for English by finding out the remedies over the mistakes they commit. The conventional teaching methodology will become out of use in the course of time. Micro-teaching* has emerged as a very powerful movement for teacher education in India, Beginning from the work of Dwight Allen of standford University, it had attracted quite a bit of research attention both in the USA and the U.K. Micro-teaching tries to divide teaching in smaller and manageable chunks and allows opportunity for the teacher to plan, teach, reteach and replan teaching and develop teaching skills like questioning, communication, black board work, reading etc. Secondary Education is a link between elementary education on the one hand and tertiary and higher education on the other X std. is the turning point of secondary education and it is an appropriate stage to provide children opportunities to understand their constitutional duties and rights as citizens. (C.L. Anand.)

New technique i.e. Micro-teaching gives teacher an opportunity for remedial teaching. The teacher acquires perfect skill in that particular aspect of teaching e.g. using blackboard work, thanking questions, explanation etc. This technique is to be elaborately discussed in workshops for the senior teachers who don’t know ABCD of micro-teaching.

* Third Survey of research in Education 78-83 M.B. Buch, Page 623.
Extensive use of blackboard is necessary while teaching English as third language. A blackboard is the ever ready available teaching aid and a chalk is the powerful tool in the hands of teacher. Especially teaching inflexions, the black board is necessary. A question of 10 marks (5 x 2=10) is well prepared, based on vocabulary, only after using passages the blackboard. With the help of blackboard, the teacher can give concrete form to his teaching. Only verbalism makes teaching dull and ineffective and it is not digested by students learning Marathi as their first lang. Without a blackboard Eng. (L.L.) is impossible to be taught. Occasional use of blackboard is unavoidable for English teacher. It eliminates spelling mistakes, mistakes of word-order and everything. Too much use of blackboard mars teaching. It is a powerful means provided for distraction in the class. Teacher can’t be the sole centre of attraction for the students for the whole period. A black board writing develops their perception, sharpens their memory and improves their handwriting. They can write with understanding as they have to take down from the blackboard. In short, no teacher should venture to teach English (L.L.) without blackboard. It is futile and wastage of time.

Charts prepared for grammar teaching must be hung in the class. If not possible they should be used from time to time as powerful teaching aid, charts are the constant flow of knowledge and effective demonstration in neat and clear form. Printed charts, readily available in the market are to be used e.g. the chart showing kinds of tenses is must be hung in the class-room.
Kinds of Tenses

Present Tenses

Simple | Continuous | Perfect | Perfect Continuous
---|---|---|---
I eat | I am eating | I have eaten | I have been eating

Charts, tables prepared by students themselves are useful. They inculcate confidence in them and give good practice in certain aspect of grammar. English grammar can be taught in a best way by using charts. They save time of the teacher and the teacher can utilise it for his teaching. The charts help continue the process of teaching without any obstacle and it casts spell over the students.

Moreover charts and tables create suitable atmosphere in the class for learning English. Every time, the students are confronted with them and unwillingly read some words from them. By now and then, they are like dumb teachers, teaching silently. They provide ready references for the teacher and make the teaching effective.

Even teachers of the neighbouring schools teaching, English, should meet and form an Association on district level to know the problems and find out proper measures for their elimination. ‘The give and take of ideas’ among the teachers teaching English to class X can definitely be a step further towards good results of S.S.C. exam.
• 'Language Laboratory' is a new concept in the education field at present. A special room for carrying various experiments in teaching English, well-equipped with audio-visual aids of all sorts should be provided in the school building. The teaching of English must be carried out there only. A student and a teacher, both can have ready made proper atmosphere for teaching and learning English. Everything about 'Language Laboratory' is described in details in the chapter of audio visual aids their use in teaching English.

English grammar can be taught by play way method in the class. A teacher can allow students to form two groups in the class to play the games of vocabulary in English. e.g.

- The error box
- Grammatical base ball
- Completing Spelling
- Finding out the error in spelling
- Giving synonyms
- Saying Opposite words
- Copying the words from the blackboard speedily etc. ¹

Reference

* Glenn Myers Blair. Diagnostic and remedial teaching

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It will develop students' interest in English and abolish aversion for the language. They would develop a taste for language and be prepared to learn it in the class. ‘Getting ready for learning’ is the first essential step a learner must take for grasping this play way method. It can be adopted in the extra periods or engagement periods. This is a surest device for developing students interest in learning English it is very advantageous for the teachers. Then learning English will no longer be a drudgery but a very very interesting thing.

- There should be an *Association of English Teachers* in every school. The question asked in the opinionnaire and the researcher is very sorry to state that only 10 % of schools form such association in the school. It is necessary to have co-ordination in teaching as the syllabus is graded one. Every English teacher teaching English to any standard must know how far the prescribed syllabus has been covered by the teacher teaching to that particular section so that he can mould his teaching properly.

The teacher of English should always adhere to the principle to be followed in the field of education i.e. *from simple to difficult while teaching grammar* he should take simple example though they are not from the text. The teacher himself should form small grammatical items simple in nature and give live demonstration in the class. Teachers knowledgeable interpretation is of no use if it does not go with effective demonstration in the class. While teaching English in X class, the teacher
should take simple examples though they are not form the prose section. Because a teacher tends to take the examples from the ‘English Reader’ as his teaching is aimed at examination. In the paper of English the students are exceptionally used any grammatical item out of the book. But they are sometimes lengthy containing difficult words.

e.g. Yudhisthira, Duryodhana, Etc.

Change the voice, use of co-relatives like No sooner than, as soon as, hardly had when can be taught by taking simple examples instead of taking examples from the book. It increases ambiguity in teaching and learning. Students get disappointed because of difficult sentences and do not know the exact technique of transformation or combination of the sentences. The principle ‘from easy to difficult’ is of much value in X class as it saves time, utilises time properly and creates liking about the subject in the minds of students.

- While teaching grammar, it is necessary on the part of the teacher to enter the class well prepared. Wrong impressions on the fresh minds of students are very harmful for them. It is their great loss when they adopt wrong concepts in doing grammatical items. Teacher should take care to impart correct and proper necessary knowledge of grammar to students. A teacher well versed in grammar can teach it instantly as time demands. It is called functional grammar. It provides proper channel of study to the students. Teacher should always take precaution not to teach wrong
concepts in the class. Students are blind believers and followers, they don’t argue and faithfully adopt whatever is taught in the class. A good teacher of English must be always, *loyal, not to anyone else, but to the students*. Teacher’s effective teaching is an only source of knowledge for a dull and vagabond students in the class. A good teacher teaches grammar in a simple way with good demonstration and effective explanation. It automatically helps him for class control. He becomes idol in the eyes of the students and gains name and fame in the world of education. Not a qualified, good looking, good mannered teacher, but a sympathetic, having good explanation power, simplifying the subject, well versed in it teacher is liked and wanted by students.

- The teacher teaching English to X class should try to form *a habit of using dictionary* among the students. A dictionary is a treasure of words. It is readily available in the form of dictionary. To increase word power, it is a good device. Now a days, there are small dictionaries available and they can be daily carried to the school by the students. In the off periods, the student can peep into this treasure of words to collect useful pearls for them. They can know much about word-formation and inflexions from the dictionaries. The student of X class has to solve vocabulary questions of ten marks. It is well prepared if students is a regular user of dictionary. It also helps the students to learn phrases, idoms and alphabets. How to use dictionary ? is an essential technique necessary for the student. A student of X class is about to enter the world of higher Education next. He
may be a student of technology and science. Therefore to develop vocabulary is necessary. The purpose is readily, easily and automatically served by the dictionary if student get habituated to use it in X standard. They are sometimes asked a question to write down the words in alphabetical order. A dictionary user can instantly solve it.

A teacher very many times complains as it is recorded through questionnaires given to English teachers that students of X class lack basic knowledge of grammar like tenses, structures, punctuations, word formations etc. A teacher teaching English in X class has no excuse to say. He has to work with the tools at hand instead of complaining. He should have a short plan that include essential basic knowledge of grammar, to be implemented effectively, in the beginning of the session, in the class. For it, he has to make plainning. He prepare a proper ground for further difficult journey in the desert of English grammar. Essential knowledge of grammar is imparted during this period e.g. If school reopens on 21 of June, a good teacher of English teaching in X, does not directly go for the text instead he can make the students learn some essential grammar in a simple way and win their minds. Students also find time to make proper adjustments with the teacher. He thus paves way for his effective teaching for the whole year in the class. Students get satisfaction and they are prepared to go to the difficult grammar. Examples from the text, if simple, can be taken to make them acquainted with the text to some extent.
Students of X class are supposed to be standing on the outskirts of the school premises. They are looked upon as seniors, responsible students in the school. Therefore, they should be given opportunities of delivering small speeches on various important occasions in the school in English. They are to be encouraged to participate in competitions like debate, elocution, essay writing, composing, poetry, collecting good thought in English etc. So that they will not be only bookworms but their personality development can take place. It is very beneficial for them while choosing career in future. Though, not all, but a few can definitely get advantage of it and help build the reputation of school.

A school magazine published in the student's hand writing is another way of developing students interest in English. A special magazine containing only articles in English can be prepared and published in the school premises. Students of X class take pride in such activities. They should be assigned the work of editing for finding out the mistakes and it is very useful in learning English. It is also a good device for improving hand writing and eliminating orthographical mistakes. So far English language is concerned, they can feel its literacy touch to some extent and develop liking for it in future.
• The students learning in X class must know the importance of self study. The term self study implies studying the subject with the help of utilising one's abilities. The students should not be made habituated to spoon feeding. The teacher should never provide ready made answers of grammatical items in the class. Instead, the teacher should provide a clue to solve them by giving other similar examples. It develops their thinking power and they are tend to self study. They learn to utilise their potent abilities in self study. They no longer have to depend upon other sources like tuitions and coaching classes that make them ride on their bicycles the whole day. This habit of self study is also helpful to them in future and the teacher should tress and explain its importance in the class.

• The students of X class learning English as third language must be well acquainted with the paper format of S.S.C. so that he came endeavour to collect essential knowledge of grammar instead of going for the vast field of grammar. X class is not meant for extensive study of the language and its grammar because short time span for study is available and the student is rather afraid as it is the first public examination of his life so the student of X class should try for the essential grammatical knowledge of English that will help him get through the exam. Without knowing the format his study may go astray and it is useless for him.
Students should be encouraged for reading small story books from the school library, to hear news in English telecasted on TV screen, to read headlines of English newspaper, to discuss simple matters in English with parents, all with the friends is necessary. Though it is not done extensively, its small share is sufficient to pave the way for developing these habits.

In short sufficient practice of structures, sentence patterns, tenses should be given now and then by the teacher. They should be also provided more opportunities of listening and speaking English. Study of grammar is essential as it makes them confident while writing or speaking English. Study of grammar is the only magic they can utilise to cross the bridge of examination and reach to the other where success awaits.

Teacher of English should always tell his students that there is nothing truly valuable which can be purchased without pains and labour.
5.3 Suggestions for further research

Students appearing for S.S.C. examination are bound to commit various types of mistakes in English. Being a foreign language, it is undoubtedly creates problems for them. They can’t spell the words correctly, can’t use proper structures and very often are not aware of the tenses. After rigorous painstaking efforts of the teachers, wide number of students are unable to co-up with the standard of English. Hence diagnostic testing is essential in the class of X also, though the teacher is engaged and over burdened by various extra-curricular activities.

Deteriorating standard of English is a great challenge before the English teachers in the present schools. Therefore following topics of different areas, connected with teaching of English in secondary schools are suggested for further research.

- A comparative study of grammatical mistakes committed by students of Marathi, Hindi and English medium schools.

- Construction and standardization of diagnostic test in English for std. IX regarding tenses and the remedial measures taken accordingly.

- Critical study of the Mother tongue influences on English of X std. students.

- Effects of the modern innovation- 'language without grammar teaching' concept on the students of std. X in English.
• A critical study of the basic structures in English and the corresponding structures in Marathi and its implications in the Design of a course for secondary schools.

• Comparative study of the texts books prescribed for English (third) and English (first) languages at S.S.C. level.

• A critical study of the relationship between different forms of programmed material in English and different personality characteristics of learners.

• Some factors affecting achievement of secondary school students in English.

• Some personality trends related to under achievement in English.

• A critical study of the present position of teaching English in secondary schools in Pune.

• Intellectual and Personality correlatives of Teachers. Their effectiveness at the secondary school stage in case of English subject.

• Effectiveness of microteaching as a technique of teaching English adopted by secondary school teachers- relative changes in teaching learning process.

• A comparative study of X class students showing over achievement and underachievement in English.
- A comparative study of students achievement in oral English before and after the effective use of audiovisual aids.

- A critical study of orthographical mistakes committed by the secondary school students and the follow up of suitable remedies.

- Effect of remedial teaching in English grammar in the light of writing correct English in class (L.L.) VIII.

- Usefulness of grammar taught in a playway method to students of V class in Marathi medium schools.

- Experiments and their usability in case of English Language vocabulary to VIII class students.

- Comparative study of the achievements of X class students in English enjoying facilities of private coaching classes.

- Comparative study of achievements of X class students in English offering Urdu, Hindi or Gujrathi Medium for other subjects at S.S.C. examination

- A comparative study of the effectiveness of the use of ball pens, dot pens, ink pen holder and pencil on handwriting in English.

- Construction and standardization of achievement test in English for pupils of class X of secondary schools in Akola city.

- Effect of engaging zero period in Time table for teaching English (L.L.) to X class compared to teaching English in extra classes on Sundays.
- A comparative study of students learning in X class in context to reading English newspapers, papers in other languages and non-readers of newspapers.

- A survey of students of X class as regular viewers of English serials on T.V. screen on their comparative ability in English.

- A critical study of the underachievers in English in context to their personal bad habits.

- Co-relation of comfortable classroom arrangements and learning English in class V.

- Number of period allotted to English in school time table and its effect on teaching learning abilities of students and teachers of English.

- Influential teaching of English with reference to teachers' qualification, sex, economical, social status, their physical outlook and teaching methods to adopted the students in X class.

- Drilling method used in V class for teaching vocabulary with its merits and demerits.

- Teaching English (L.L.) to X class students by inculcating moral values in them and its effects on their achievements.

- A comparative study of teaching English (third language) to V class students by Anglo-Indian teachers and teachers having English as mother tongue.
- Testing reliability of ready made diagnostic tests on English and teacher made tests in English in the light of their usability in teaching / learning process.

- Administering weekly test in Grammar-Possibilities and impossibilities of the phenomenon, its causes and effects.

- Extra curricular activities of X class students and their advantages in case of English language learning.

- A study of some psychological factors responsible for retardedness in English(L.L.) in class X.

- Invention of some play way methods of teaching English grammar in class VIII and its effective implementation to improve English language.

- A study of detailed and non detailed teaching of grammar in English to X class students and their effects.

- A comprehensive study of English language writing improvements in context to tense, spelling and word order in X class as a result of remedial teaching.

- Effect of student’s achievements in English learning in X class as a result of interested and disinterested parents about studies.

- Effective teaching of English(L.L.) by deleting some prose, poetry and grammar section from the syllabus in class X.