CHAPTER V

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CHAPTER - V

FINDINGS AND SUGGESTIONS

5.1 INTRODUCTION :

The first four chapters are spread over right from the general stream of the study to the procedure of collection of the data and their interpretations. In the context of that, the present chapter deals with final stage of the study. An attempt here has been made to draw out certain conclusions keeping in mind the findings of the study derived in chapter No. IV and its result of the interpretations of the data. The attempt further has been made to spell out certain suggestions as are reflected through the conclusions drawn from the study. Some areas of further study, emerging from the research on hand, are also indicated in this chapter.

5.2 OVER-VIEW :

Before going to the conclusions, it is in the fitness of the things dealt till now to have a picture of the whole study at a glance.

The study undertaken basically aimed to get the prevailing picture of the professional as well as academic
equipment of the teachers; existing mode of teaching procedure, availability of transactional facilities, motivational mechanism provided to the learners, the role played by procedure of evaluation followed by the schools, remedial programme undertaken for the improvement of the level of achievement of students.

To realize these objectives, the investigator has gone through the literature available and researches carried out in the area of ELT in India and abroad at masters and Doctorate degree as well. The insight gained through indepth study of the related literature benefited the investigator in designing her study scientifically which is evident from the previous chapter.

Teaching, itself, is a multi-dimensional task and considering its constituents it includes the teacher, the school, the students, language components, methods of classroom teaching and evaluation approach. As such, this chapter categorically includes all these points to have a comprehensive report of the conclusions.

5.3 **CONCLUSIONS** :

The conclusions of the study are divided as mentioned above in five major parts reported as under:

5.3.1 **Professional Equipment of Teachers** : 
The teacher is a vital agent in teaching learning process. Therefore the quality of the programme of teaching English inevitably depends upon teachers. It includes

(i) Teachers reading habit
(ii) Participation in seminar and discussions
(iii) Consulting seniors
(iv) Faith in experimentation
(v) Readiness for self-evaluation
(vi) Getting rid of inadequacy
(vii) Planning

These are some of the ingredients that constitute the teacher of English. Keeping in mind these points the following conclusions are drawn out.

1. From the interpretation of the data it is found that teachers belonging to low achieving group of schools have not shown their readiness in attending seminars and participation in discussions. It is evident from the data that only 4% of them, as compared to 46% of high achieving group of teachers, had shown their interest.

2. Regarding the positive attitude towards consulting seniors, both the groups have shown their equal preference.
3. Regarding the habit of reading it is evident from the interpretation of the data that the teachers, irrespective of their being in either group, have not cultivated habit of reading books to a great extent.

4. The innovativeness of the teachers plays a greater role in making the teaching learning process alive. From the data it is found that the group of low-achieving school teachers are not innovative to a great extent in their teaching process.

5. Regarding the point of self-evaluation the notable lack of awareness in this respect has been found in the teachers of low achieving schools. The difference of 20% between the two groups here was notable.

6. Large number of teachers belonging to low achieving group of schools do not care to a great extent regarding the inadequacy of the text books and a supplementary role played by instructional material as well.

7. The importance of planning has not been realized by majority of teachers belonging to both the groups. School authorities also were found not giving due emphasis to the importance of planning.

8. Teachers belonging to low-achieving group were not much interested in the academic discussions with the
colleagues and within the group of English teachers. The difference of 24% between the two groups was evident of the fact that these teachers did not get benefited from mutual discussions.

5.3.2 **School Facilities** :

The programme of teaching English can be made effective only by equipping the schools with a variety of audio/visual aids, different books on English literature, newspapers and magazines. Conclusions in this respect are drawn as under:

1. From the data it is found that low achieving group of schools had to face the crisis of the availability of instructional material and in number of schools in spite of having these facilities there was a lack of proper use of such facilities.

2. Further it was found that in low achieving school group the purchase of magazines was overlooked. Teachers naturally had to depend on whatever was available to them.

5.3.3 **Emphasis on Language Components** :

Components of language and the emphasis given to each component by the teacher concerned bears a legitimate concern in the field of teacher education. It becomes important
as to how these components are emphasized and to what extent they have been studied. Conclusions drawn in this respect are as under:

1. 96% of the teachers belonging to high achieving schools were aware of the importance of theoretical and functional knowledge of English, whereas the same was neglected by low-achieving school group to an extent of 68%.

2. In low-achieving group of schools it was found that the development of reading skill of the students was neglected to a great extent.

3. Regarding the use of textbook, as it was treated by low-achieving school group teachers, was just for the sake of completion of quantum of content.

4. Regarding the use of textual vocabulary, it was found that the responses of the teachers of both the groups were up to the level of satisfaction.

5.3.4 **Method of Teaching**

A separate section in the tool was meant to inquire about the method and approach adopted by the teachers for transaction of curriculum. On the basis of the interpretation of the data collected, facts were found and are concluded as under:
1. It was evident from the interpretation that majority of teachers belonging to high achieving group of schools were doing their best to adopt structural method and communicative approach but the same was not the case with the teachers belonging to low achieving group of schools.

2. Majority of teachers belonging to low achieving group were depending largely on mere translation into Gujarati of text-material.

3. A language game, drill material, assignments, use of workbook, recitation of poem and preparation of script for dialogue had a satisfactory place in the teaching procedures of the teachers of high achieving school group, whereas the same was neglected by low achieving group.

4. The allotment of periods was not equally distributed in the majority of low-achieving group schools, whereas picture of the same in the high achieving group schools was at a level of some satisfaction.

5. Serious care had not been taken to get rid of the problem of inhibition of mother tongue faced by the students in both the groups.

6. Similarly, considerable lack of awareness about the use
of the diagnostic technique and remedial approach was persistent in both the groups of schools.

### 5.3.5 Procedure of Evaluation:

The section dealing with the evaluation aspect of English teaching has found some contradictory responses from the teachers of both the groups. Keeping in mind their responses, some of the major conclusions are drawn as under:

1. So far the weightage of written as well as oral testing was concerned, theoretically teachers belonging to both the groups were agreed upon the principle of equal weightage to be given to both the aspects.

2. When the question of weightage comes to practical implementation the difference in both the group was found to a considerable extent. Teachers belonging to low achieving group of schools firmly believed in written test only, whereas teachers to a great extent, of high achieving group did try their best to give some emphasis to testing students' achievement orally also.

3. Regarding the evaluation of different components like language skills, syntactical organisation and so forth, the teachers belonging to low achieving group of schools
4. The point of correctness of language in written test was not clear from the information collected through the tool. It is assumed, therefore, that a greater emphasis might have been given to correctness of spelling and order of words in the sentence, whereas the improvement of the syntactical organisation, it is assumed might have been neglected almost to a great extent.

5.4 SUGGESTIONS:

On the basis of the interpretation of the data and the conclusions drawn, some noteworthy suggestions have been structured in the mind of the investigator. For the betterment of teaching of English as a second language in the state some of the suggestions made are follows:

1. Striking lack of supportive facilities in the form of instructional aids on the one hand and equipment of the teacher on the other was one of the major findings of the present study. Keeping this in mind it is suggested that:

   (A) Most of the schools had necessary facilities but it was not utilized due to the only reason that teachers were not trained and had not developed
their insight for the proper use of these aids. To get rid of this deficiency the in-service teaching programmes for the teachers specially based on technological know-how of aids should be strengthened on a wider scale.

(B) Teacher by definition is in making throughout his life and hence, renewal process of the teachers equipment should be adopted both at individual institutional level as well as in-service training programme level.

(C) Teachers working in remote areas especially should be provided with the latest information regarding the experimentation in the methodology of teaching. That is carried out all over the country by a way of special journal magazine newsletter on English teaching.

(D) Orientation and refresher courses at a regular interval, on the line of Academic Staff College meant for college teachers, should be made available for secondary teachers also.

2. Lack of proper modality of curriculum transaction is an another major finding of the study. On the basis of the interpretation of the data, it is suggested that:
(A) There should be a proper guide line in the form of a hand book for accurate and methodical transaction of textbook in the class.

(B) Textbooks should be shaped in such a way that they enable the teacher to prepare sequential planning of the topics to be taught throughout the year.

(C) Critical analysis of the content of the textbooks should be made available to the teachers with an outline of the instructional procedure with an intention to enable the teachers to equip themselves with the transactional procedure modality. In this connection it should, however, be mentioned that teachers do not get any proper guideline either from the Secondary Education Board or from Textbook Production Board.

(D) An intensive training for the diagnostic technique and remedial programme should be provided as urgently as possible since it is found that teachers belonging to high achieving group even do not respond positively with confidence in this respect.

3 Regarding the position of co-curricular activities, inquiry was made in the study and the existing position of the same has been interpreted in the text of the
thesis.

From the data it is suggested that:

(A) The concept of co-curricular activity is not clear in the minds of majority of teachers because subject-wise co-curricular activities are not planned and hence negligible attention is being paid in most of the schools. The role of extra-curricular activity and improving the spoken language ability, conversation ability, assembly skills like, introducing a guest, extending a vote of thanks, speaking to the occasion and so forth, should be planned in a proper way.

(B) Organisation of extra-curricular activity needs a training programme for the teachers. This should be provided through audio, visual cassettes. So that teachers as well as students could be benefited.

4. The position of evaluation is almost confusing in the minds of the teachers. Evaluation and measurement is a major area of the process of education at large. Keeping this in mind it is suggested that:

(A) Secondary Board of Education, first of all, should make it clear that English was being taught as a second language and hence its evaluation procedure
should not be same as that of first language. That means at S.S.C. examination the format of the question paper should reflect the objectives of skills, concepts understanding and application. This format should be percolated at a secondary school level. Here the change should be made at the top bringing it down to Std.VIII, IX and X.

(B) Teachers should be trained especially in framing test items so that the objectives of the teaching points can be tested scientifically.

5.5 SUGGESTIONS FOR FURTHER STUDY:

The present study is in its nature a comparative study of the prevailing position of teaching of English in two different groups of schools. During a strenuous and lengthy process of study, the investigator has found some areas of further study related to the teaching of English as a second language. Some scientific work in the area was needed to be undertaken by the researchers. These are suggested as under:

There was a considerable lack of experimental studies in this particular area, hence it is suggested that:

(i) A study of effectiveness of structural and communicative approaches, grammar translation and assignment.
approaches may be undertaken.

(ii) Attitude of the teachers towards the teaching of English, it was felt by the investigator needs to be studied.

(iii) Reading interest Inventory of the teachers of English is not available at present, it needs to be taken up.

(iv) Reading habit of the students, vocabulary, knowledge of mechanics of language are also some of the areas in which separate researches can be conducted.

(v) Achievement test for the students of English may be constructed and standardized.

(vi) Student appraisal and teachers appraisal profiles may be made scientifically to evaluate the performance of particular teachers so that improvement in their teaching may be suggested.

(vii) Audio-Visual packages may be prepared on an experimental design for the purpose of transaction of curriculum in general and textbook in particular.