CHAPTER - 5

CONCLUSIONS

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CHAPTER –V

CONCLUSION AND RECOMMENDATIONS

5.1. INTRODUCTION:

A right conclusion is an indication of a good research work. In other words all the authentic and resourceful efforts meet to a good right conclusion. This concluding chapter collectively records the Table wise conclusions, major findings of the research and the testing of hypotheses. Besides, it deals with some suggestions and recommendations with the reforming intention of the investigator to avoid the future chances of errors occurrences.

5.2 TABLE WISE CONCLUSIONS:

5.2.1 From Table No. 4.2.1, it can be concluded that very few urban English teachers i.e., 3(30%) teachers are post graduates in English and only 1(10%) rural English teacher is post graduate in English.

5.2.2 From Table No. 4.2.2, it can be concluded that 6(60%) urban and English teachers are having teaching experience above 10 yrs. and 7(70%) rural English teachers have less than 10 yrs. teaching experience.

5.2.3 From Table No. 4.2.3, it can be concluded that only 50(50%) of the urban Eng. teachers read English newspapers and journals
regularly and among rural teachers, only 1(10%) Eng. teacher reads English newspapers or journals regularly.

5.2.4 From Table No. 4.2.4, it is concluded that only 4(40%) urban Eng. teachers teach English grammar along with English text book and very few i.e. 2(20%) rural Eng. teachers teach grammar along with English text book.

5.2.5 From Table No. 4.2.5, it can be concluded that 8(80%) urban Eng. teachers and 6(60%) rural Eng. teachers do not conduct special coaching class for slow learners.

5.2.6 From Table No. 4.2.6, it can be concluded that most of the urban secondary school Eng. teachers i.e.7(70%) and 8(80%) rural Eng. teachers do not arrange group discussion for their students.

5.2.7 From Table No.4.2.7, it can be concluded that 8(80%) of urban Eng. teachers and all the 10(100%) rural Eng. teachers think that allotting separate periods to teach English grammar will be faithful.

5.2.8 From Table No. 4.2.8, it can be concluded that 8(80%) urban teachers and 7(70%) rural Eng. teachers agreed that it is not possible to pay individual attention towards students in English class.

5.2.9 From Table No.4.2.9, It can be concluded that most of the urban Eng. teachers i.e. 9(90%) and 10(100%) rural Eng. teachers want to increase number of periods for teaching grammar.
5.2.10 From Table No.4.2.10, it can be concluded that most of the urban Eng. teachers i.e. 6(60%) and 8(80%) rural Eng. teachers think that workbooks help students to develop their listening, reading, writing and speaking skills.

5.2.11 From Table No.4.2.12, it can be concluded that 8(80%) urban English teachers and all 10(100%) rural English teachers use Marathi in English class.

5.2.12 From Table No.4.2.14, it can be concluded that all the 10(100%) urban English teachers and all the 10(100%) rural English teachers agreed that to learn the usage of Modal Auxiliary Verbs, a lot of practice and drilling should be done.

5.2.13 From Table No.4.2.15, it can be concluded that the 8(80%) urban Eng. teachers and 10(100%) rural Eng. teachers think that comparing grammatical system of Marathi with that of English while teaching modal Auxiliary Verbs in English will be helpful.

5.2.14 From Table No.4.2.17, it can be concluded that 10(100%) rural Eng. teachers wrote that their students use Marathi language while conversing with them while they teach.

5.2.15 From Table No.4.2.19, it can be concluded that nearly all i.e. 10(100%) urban teachers and 9(90%) rural teachers are agreed with the assumption that making error itself shows that the learning process is taking place.
5.2.16 From Table No. 4.3.3, it can be concluded that 269(59.77%) urban students are below 15 years of the age and 181 (40.22%) urban students are above 15. In case of rural students, 321(71.33%) students are below the 15 and 129(28.66%) students are above the 15 years of the age.

5.2.17 From Table No. 4.3.4, it can be concluded that 291(64.66%) urban students are male students, and 159(35.33%) urban students responder are female students. Among rural students, 253(56.22%) students responded are male students and 197(43.77%) students are female students.

5.2.18 From Table No. 4.3.5, it is concluded that large no of students i.e. 341(75.77%) urban students and 341(75.77%) rural students have ‘Marathi’ as their mother-tongue.

5.2.19 From Table No. 4.3.6, it can be concluded that a large number of urban students i.e. 297(66%) students got the marks below 50 whereas 322(71.55%) rural students got the marks below 50 in English in their previous exams.

5.2.20 From Table No 4.3.7, it can be concluded that a large number of urban students’ guardians i.e., 194(43.11%) parents are graduates and 279(62%) rural students’ parents/ guardians have their education below H.S.C. and 97(21.55%) rural students’ parents are uneducated.
5.2.21 From Table No. 4.3.8, it can be concluded that most of the guardians/ father of the urban students i.e. 153(34%) are govt. servant and 171(38%) are business persons whereas most of rural students guardians i.e. 201(44.66%) are farmers and 177(39.33%) are labours.

5.2.22 From Table No. 4.3.9, it can be concluded that very few urban students i.e. 104(23.11%) students read, English newspaper, whereas most of the rural students i.e. 426 (94.66%) students never read English newspapers.

5.2.23 From Table No. 4.3.10, it can be concluded that only 138 (30.66%) urban students speak English but only 27(6%) rural students speak English.

5.2.24 From Table No. 4.3.11, it can be concluded that 243(54%) urban students hear English news whereas most of the rural students i.e. 399(88.66%) students do not hear English news.

5.2.25 From Table No. 4.3.12, it can be concluded that large number of 317(70.44%) urban students wrote that they like English language whereas most of the rural students i.e. 302(67.11%) students wrote that they don’t like to speak English language.

5.2.26 From Table No. 4.3.13, it can be concluded that large number of urban students i.e. 307(68.22%) read English text-book, whereas most (321) 71.33% of rural students do not read English text-book.
5.2.27 From Table No. 4.3.14, it is evident that most of the i.e., 321(71.33%) urban students use English guides, whereas most of the i.e., 409(90.88%) rural students do not use English guides.

5.2.28 From Table No. 4.3.15, it can be concluded that 419 (93.11%) urban students never speak English with their parents or others and 443(98.44%) rural students also do not speak English with their parents or with others.

5.2.29 From Table No. 4.3.16, it can be concluded that most of i.e., 281(62.44%) urban students do not like English classes and a large number i.e., 369(82%) rural students do not like English classes.

5.2.30 From Table No. 4.3.17, it can be concluded that 350(77.77%) urban students learn grammar separately and 431(95.77%) means nearly all the rural students learn grammar separately.

5.2.31 From Table No. 4.3.18, it is concluded that most of the urban students i.e., 297(66%) students attend coaching class, whereas only 41(9.11%) rural students attend coaching class to improve their English language.

5.2.32 From Table No. 4.4.1, it can be concluded that, most of the urban students (67.33%) and also a large number of rural students (77.77%) have committed errors by writing ‘will’ instead of ‘shall’.
5.2.33 From Table No. 4.4.1.2, it is concluded that, 299 (66.44%) urban students and 264 (58.66%) rural students have committed the error in the use of ‘will’.

5.2.34 From Table No. 4.4.1.3, it is concluded that 197 (43.77%) urban students and 179 (39.77%) rural students have committed the errors in the use of auxiliary verb ‘shall’.

5.2.35 From Table No. 4.4.1.4, it can be concluded that 161 (35.77%) urban students and 198 (44%) rural students have committed errors in the use of ‘shall’

5.2.36 From Table No. 4.4.1.5, it can be concluded that 201 (44.66%) urban students and 200 (44.44%) rural students have committed errors in the use of auxiliary ‘will’.

5.2.37 From Table No. 4.4.1.6, it can be concluded that 129 (28.66%) urban students and 177 (39.33%) rural students have committed error in the use of auxiliary verb ‘will’.

5.2.38 From Table No. 4.4.2.1, it can be concluded that 310 (68.88%) urban students and 342 (76%) rural students have committed errors in the use of auxiliary verb ‘ought to’.

5.2.39 From Table No. 4.4.2.2, it is concluded that 173 (38.44%) urban students and 223 (49.55%) rural students committed errors in the use of ‘may’.
5.2.40 From Table No. 4.4.2.3, it can be concluded that 121 (26.88%) urban students and 311 (69.11%) rural students have committed the errors in the use of auxiliary verb ‘can’.

5.2.41 From Table No. 4.4.2.4, it is concluded that 45 (10%) urban students committed errors in the use of auxiliary ‘may’ and 86 (19.11%) rural students have entered their wrong auxiliary.

5.2.42 From Table No. 4.4.2.5, it can be concluded that 217(51.33%) urban and 219(48.66) rural students have committed errors in the use of auxiliary ‘must’.

5.2.43 From Table No. 4.4.2.6, it can be concluded that 217(48.22%) urban students and 240(53.33%) rural students have committed errors while using the auxiliary ‘Ought to’.

5.2.44 From Table No. 4.4.2.7, it can be concluded that 131(29.11%) urban students wrote the wrong answers and 166(36.88%) rural students committed the errors in the use of auxiliary ‘must’.

5.2.45 From Table No. 4.4.2.8, it is concluded that 201(44.66%) urban students and 231(51.33%) rural students have committed errors in the use of auxiliary ‘should’.

5.2.46 From Table No. 4.4.2.9, it can be concluded that 227(50.44%) urban students and 257(57.11%) rural students committed errors in the use of ‘would’.
5.2.47 From Table No. 4.4.2.10, it can be concluded that 198(44\%) urban students and 203(44.88\%) rural students committed errors in the use of auxiliary ‘should’.

5.2.48 From Table No. 4.4.2.11, it is concluded that 298(66.22\%) urban students and 266(59.11\%) rural students committed errors in the use of auxiliary ‘would’.

5.2.49 From Table No. 4.4.2.12, it can be concluded that 178 (39.55\%) urban students and 227(50.44\%) rural students committed the errors in the use of ‘can’.

5.2.50 From Table No. 4.4.3.1, it can be concluded that 170(37.77\%) urban students and 198 (44\%) rural students committed the errors in the use of ‘shall’ in future continuous tense.

5.2.51 From Table No. 4.4.3.2, it can be concluded that 301(66.88\%) urban students and 277(61.55\%) rural students committed errors while using ‘shall’ in simple future tense.

5.2.52 From Table No. 4.4.3.3, it brings up to the conclusion that 201 (44.66\%) urban and 179 (39.77\%) rural students committed errors in the use of ‘shall’.

5.2.53 From Table No. 4.4.3.4, it can be concluded that 213(47.33\%) urban students and 234(52\%) rural students, committed errors in the use of ‘will’ in future perfect continuous tense.
5.2.54 From Table No. 4.4.3.5, it can be concluded that 211(46.88%) urban students and 224(49.77%) rural students have committed the errors in the use of ‘should’ in its voice form and to show the modality of moral obligation.

5.2.56 From Table No. 4.4.4.1, it can be concluded that 75(16.66%) urban students and 112(24.88%) rural students committed errors while using ‘will’.

5.2.57 From Table No. 4.4.4.2, it can be concluded that 27(6%) urban students and 107 (23.77%) rural students committed errors in the use of auxiliary verb ‘may’.

5.2.58 From Table No. 4.4.4.3, it can be concluded that 149 (33.11%) urban students and 173(38.44) rural students have committed errors in the use of auxiliary verb ‘might’.

5.2.59 From Table No. 4.4.4.4, It can be concluded that 61(13.55%) urban students and 102(22.66%) rural students have committed errors while using auxiliary verb ‘can’.

5.2.60 From Table No. 4.4.4.5, the conclusion can be drawn out as 101(22.44%) urban students and 147(32.66%) rural students have committed errors in the use of auxiliary ‘need not’.

5.2.61 From Table No. 4.4.4.6, It can be concluded that, 167(37.11%) urban students and 117(26%) rural students committed errors in the use of auxiliary verb ‘could’.
5.2.62 From Table No. 4.4.4.7, it can be concluded that 97 (21.55%) urban students and 130 (28.88%) rural students made errors in the use of auxiliary verb ‘will’.

5.2.63 From Table No. 4.4.4.8, it is concluded that 73 (16.22%) urban students and 119 (26.44%) rural students committed errors in the use of auxiliary verb ‘must’.

5.2.64 From Table No. 4.4.4.9, it can be concluded that 89 (19.77%) urban students and 122 (27.11%) rural students made errors in the use of auxiliary ‘should’.

5.2.65 From Table No. 4.4.4.10, it can be concluded that, 88 (19.55%) urban students and 137 (30.44%) rural students made errors while using auxiliary ‘could’.

5.2.66 From Table No. 4.4.4.11, it can be concluded that 123 (27.33%) urban students and 147 (32.66%) rural students have made errors in the use of ‘must’.

5.2.67 From Table No. 4.4.4.12, it can be concluded that 66 (14.66%) urban students and 110 (24.44%) rural students made errors in the use of ‘will’.

5.2.68 From Table No. 4.4.5.1, it can be concluded that 109 (24.22%) urban students and 137 (30.44%) rural students made errors in the use of auxiliary verb ‘may’.
5.2.69 From Table No. 4.4.5.2, it can be concluded that 168(37.33%) urban students and 134(29.77%) rural students made errors in the use of ‘must’.

5.2.70 From Table No. 4.4.5.3, it can be concluded that 129 (28.66%) urban students and 124(27.55%) rural students made errors in the use of auxiliary ‘can’.

5.2.71 From Table No. 4.4.5.4, it is concluded that, 208(46.22%) urban students and 167(37.11%) rural students have committed errors while using ‘should not’.

5.2.72 From Table No. 4.4.5.5, it can be concluded that 205(45.55%) urban students and 188(41.77%) rural students committed errors while using ‘ought to’.

5.2.73 From Table No. 4.4.5.6, it can be concluded that 164(36.44%) urban students and 164(36.44%) rural students made errors in the use of auxiliary verb ‘should’.

5.2.74 From Table No. 4.4.5.7, it can be concluded that 165(36.66) urban students and 181(40.22%) rural students made errors in the use of auxiliary ‘may’.

5.2.75 From Table No. 4.4.5.8, it can be concluded, 201(44.66%) urban students and 210 (46.66%) rural students committed errors in the use of ‘need not’.
5.3 MAIN CONCLUSIONS:

1. Sec. school students of Marathi medium schools know what are the modal Auxiliary Verbs but they are not able to use those in suitable sentences.

2. Sec. school students of Marathi medium schools cannot pick up the correct auxiliary from the given choices, of auxiliaries because they do not know the respective use of each auxiliary.

3. The tense and voice form of the sentence is not well known to Std. IX students of Marathi medium schools.

4. The mood and meaning of English sentence is difficult to understand to Std. IX students, so, they cannot use the proper auxiliary according to its suitability in the sentence.

5. Std. IX students of Marathi medium schools get confused with the English sentence pattern as S-V-O, when, they are habituated of Marathi sentence pattern as S-O-V.

6. Interference of Mother-tongue, backward socio-economic background of the students and lack of efficient teaching, some of the reasons responsible for students’ committing errors.

7. Auxiliaries ‘shall’ and ‘will’ are easy for the students to use than other auxiliaries.
8. Students do not understand the prert form of the auxiliary and the meaning of both the forms.

9. Auxiliaries ‘ought to’, ‘need to’ are more difficult for the students to use.

10. Marathi medium sec. school students do not speak English at English classes or in any situation out of the school, so, they are weak in English.

11. The family background of the students do not support them to strengthen their English abilities.

12. Sec. school English teachers do not take much efforts to cater their students in English.

13. Sec. school English teachers are not familiar with innovative methods and techniques of teaching English.

14. The present allotment of English periods for Marathi medium school level, where English is taught as ‘third language’, is not sufficient.

15. English teachers do not take much efforts in considering and correcting the errors made by the students.

16. Teachers, teaching English, themselves have the greater influence of Marathi as their mother-tongue, which is one of the reasons for students’ lacking in English.
5.4 TESTING OF HYPOTHESES:

Following is given the testing of hypotheses which are the major findings of this research study.

5.4.1: HYPOTHESIS-1 On the basis of facts and figures gathered through the survey, it can be safely inferred that hypothesis 1. i.e. the students of std. IX know what are the Modal Auxiliary Verbs but they are not able to use them in suitable sentence.

The investigator found that, while responding to Q-I, Item No. 4.4.1.1, 303 (67.33%) urban students and 350 (77.77%) rural students committed errors. In case of Item No.4.4.1.3, 197 (43.77%) urban students and 179(39.77%) rural students found with errors. While responding to Item No. 4.4.1.4, 161(35.77%) urban students and 198(44%) rural students committed errors. Responding to the Item No. 4.4.1.5, 201 (44.66%) urban students and 200(44.44%) rural students entered auxiliaries with errors. While giving response to Item No.4.4.1.6, 129(28.66%) urban students and 177(39.33%) rural students committed errors. Thus from the above findings, it can be concluded that most of the students of Std. IX committed errors because they know what are the Modal Auxiliary Verbs, but are not able to use them in suitable sentences.
5.4.2: HYPOTHESIS-2  A lot of Modal Auxiliary Verb is difficult for the students to understand and they are not able to pick up the correct auxiliary verb from it.

The investigator found that while responding to Q –II, Item No. 4.4.2.1., 310(68.88%) urban students and 345 (76%) rural students committed errors. In the response to Item No. 4.4.2.2. 173 (38.44%) urban students and 223(49.55%) rural students committed errors. 121(26.88%) urban students and 311(69.11%) rural students found with errors in the response to item 4.4.2.3. While responding to Item No. 4.4.2.4, 173(38.44%) urban students and 223 (49.55%) rural students committed errors. 121(26.88%) urban students and 311(69.11%) rural students found with errors in the response to item 4.4.2.3.

While responding to Item No. 4.4.2.4, 45(10%) urban students and 86(19.11%) rural students committed errors. In case of Item No., 217(48.22%) urban students and 231( 51.33 %) rural students’ entries are incorrect. In the response to Item No., 217 (48.22%) rural students and 240 (53.33%) rural students and 240 (53.33%) rural students committed errors. 131 (29.11%) urban students and 166 (36.88%) rural students, entries found incorrect while responding Item No., 201(44.66%) urban students and 231(51.33%) rural students entered wrong auxiliary verb. While responding to Item No.,
227(50.44%) urban students and 257(57.11%) rural students committed errors.

In the response of Item No. 4.4.2.10., 198(44.%) urban students and 203 (44.88%) rural students committed errors. While responding to Item No. 4.4.2.11, 298 (66.22%) urban students and 266(56.11%) rural students entered wrong auxiliary verbs. In the response to Item No. 4.4.2.12, 178(39.55%) urban students and 227(50.44%) rural students committed errors.

Thus a large number of students committed errors while they had been asked to select a proper, suitable auxiliary verb from a given lot of auxiliaries.

Here is proved, hypothesis no.2

5.4.3: HYPOTHESIS-3 The students of Std. IX are not able to identify the tense form in the sentence has also proved positively.

In regard with Q.III, the investigator found that in the response of Item No. 4.4.3.1, 170 (37.77%) urban students and 198(44%) rural students committed errors. While responding to Item No. 4.4.3.2., 301 (66.88%) urban students and 277(61.55%) rural students wrote auxiliary verbs with errors. In case of the response to Item No. 4.4.3.3, 201 (44.66%) urban students and 179 (39.77%) rural students found committed errors. While responding to Item No. 4.4.3.4., 213 (47.33%)
urban and 234 (52%) rural students committed errors. In the response of Item No. 4.4.3.5., 226 (50.22%) entries of urban students and 224 (49.77%) rural students’ entries are found incorrect.

Thus, the above mentioned large number of errors by the std. IX students, have proved Hypothesis-3.

5.4.4: HYPOTHESIS-4. Std. IX students do not understand the meaning and mood of the sentence, so they commit errors in using auxiliary verbs suitable is proved positively.

While giving response to Q-IV, Item No. 4.4.4.1, 75 (16.66%) urban students and 112 (24.88%) rural students committed errors. In case of Item No. 4.4.4.2., 27 (6%) urban students and 107 (23.77%) rural students entered wrong auxiliaries. Responding to Item No. 4.4.4.3, 149 (33.11%) urban students and 173 (38.44) rural students committed errors. In the response of Item No. 4.4.4.4, 61 (13.55%) urban students and 102 (22.66%) rural students committed errors. 101 (22.44%) urban students and 147 (32.66%) rural students entered wrong auxiliary verbs while responding to Item No. 4.4.4.5, 167 (37.66%) rural students entered wrong auxiliary verb, while responding to Item No. 4.4.4.5. 167 (37.11%) urban students and 117 (26%) rural students wrote wrong auxiliaries. While answering Item No. 4.4.4.7, t 73 (16.22%) urban students and 119 (26.44%) rural students committed errors. 89 (19.77%) urban students
and 122 (27.11%) rural students. Committed errors while responding to Item No. 4.4.4.9. The response recorded of Item No. 4.4.4.10. shows that, 88 (19.55%) urban students and 137 (30.44%) rural students committed errors. In case of Item No. 4.4.4.11, 123 (27.33%) urban students committed errors. While responding to the last item in Q-IV, 340 (75.55%) urban students and 110 (24.44%) rural students entered errors.

Thus the record of large number of errors supports above hypothesis-4.

5.4.5: HYPOTHESIS-5. The difficulty the students face in the use of Modal Auxiliary Verbs is because of the main difference between Marathi (S-O-V) and English (S-V-O) sentence pattern is proved.

When the Std. IX students were given a piece of conversation, with inter-depending meaning and asked to fill in the blanks with suitable auxiliary verbs in Q-5, large number of urban as well as rural students committed errors. While responding to Item No. 4.4.5.1., 109 (24.22%) urban students and 137 (30.44%) rural students committed errors. In the response to Item No. 4.4.5.2., 168 (37.33%) urban student and 134 (29.77%) rural students committed errors. 129(28.66%) urban students and 124 (27.55%) rural students wrote wrong auxiliaries while responding to Item No. 4.4.5.3. 129 (28.66%) urban students and
124 (27.55%) rural students entered errors. 208 (46.22%) urban students and 167 (37.11%) rural students wrote auxiliary verbs with errors. While responding to Item No. 4.4.5.2, 168 (37.33%) urban students and 134 (29.77%) rural students made errors. In case of Item No. 4.4.5.5, 205 (45.55%) urban students and 188 (41.77%) rural students committed errors. The response to Item No. 4.4.5.6 counted 164 (36.44%) errors by urban students and 164 (36.44%) errors by rural students and 181 (40.22%) rural students committed errors while responding to Item No. 4.4.5.7. The response to the last item in the last question i.e. Q-5 counted 201 (44.66%) errors by urban students and 210 (46.66%) errors by the rural students.

5.4.6: HYPOTHESIS-6. Unfavorable socio-economic condition of Std. IX students, over influence of Marathi language and unequipped English teachers these factors are responsible for students’ weakness in English is also proved positively.

The investigator found from the analysis of the socio-economic questionnaire for the Std. IX students that 297 (66%) urban students and 322 (71.55%) rural students obtained the marks below 50 in English as per the response to Item No. 4.3.2.6. From the response to Item No. 4.3.2.7, 169 (37.55%) urban students’ guardian have their education below H.S.C., whereas 47 (10.44%) urban student’ guardians are
uneducated. In case of rural students, 279(62%) students’ guardians have their education below H.S.C. and 97 (21.55%) rural students’ guardians are uneducated. From the response to Item No. 4.3.2.8, it is found the 199 (44.22%) the parents of urban students are farmers, 27 (6%) parents are labours, whereas 201 (44.66%) parents of rural students are farmers and 177 (39.33%) of them are engaged in some sort of labour work. While responding to Item No. 4.3.2.9, 346 (76.88%) urban students wrote that they never read English newspapers, and 426 (94.66%) rural students’ response was ‘No’ to the assumption. In Item No. 4.3.2.10 it is recorded that 312 (69.33%) urban students and 423 (94%) rural students do not speak English at English classes. Again Item No. 4.3.2.11’s analysis shows that 243 (54%) urban students and 399 (88.66%) rural students do not hear English news, because most of them do not have T.V. sets at their home. While responding to Item No. 4.3.2.12, 133 (29.55%) urban student and 302 (67.11%) rural students wrote that they do not like to speak English. In the response to Item No. 4.3.2.13, 143 (31.77%) urban students and 321 (71.33%) rural students recorded that they do not read English text-books. As per Item No. 4.3.2.14, 321 (71.33%) urban students and only 41 (9.11%) rural students use English guides. Responding to Item No. 4.3.2.15, only 31 (6.88%) urban students and 27 (1.55%) rural students wrote that they speak English with their parent and others. Again, surprisingly, 281 (62.44%) urban students wrote that they
do not like English classes, as recorded it in Item No. 4.3.2.16. As depicted in Item No. 4.3.2.18, 153 (34%) urban students and 409 (90.88%) rural students responded that they do not attend any coaching class to improve their English.

Thus, all the negative response of Std. IX students regarding their unfavorable socio-economic condition, supported hypothesis-6. Over influence of mother tongue on the minds of the Marathi medium students of Std. IX is a very common reason always found. As in above paragraph mentioned most of the students agreed that they do not like to speak in English and a large number of students whether urban or rural wrote that they do not like English classes very few students speak English with their parents or with other, the number of whom is countable on fingers. Very few Std IX students read English text books do not listen English news and generally in English class, they speak Marathi. Thus Std. IX students of Marathi medium schools are not friendly with English and have influence of Marathi all the time on their minds. These factual findings support hypothesis-6, positively.

The researcher found out the facts after fining analytical treatment to English teachers’ responses, that as per Item No. 4.2.1.2., 3(30%) rural teachers and 6 (60%) urban teachers have their teaching experience above 10 year. As per Item No. 4.2.1.3, only 5 (50%) urban English teacher reads English news papers and journals regularly. As shown in Table No.
4.2.1.4., large number or teachers i.e. 6 (60%) of urban teachers and 4(40%) rural teachers teach English grammar separately i.e. in separate classes when they are not teaching text book content. Most of the English teachers i.e. 8(80%) urban and 6(60%) rural teachers do not conduct special coaching class for slow learners as per Item No. 4.2.1.5 As mentioned in Item No 4.2.1.,. 7 (70%) urban teachers and 8(80%) rural teachers do not arrange group discussion for students. 8(80%) urban teachers and all 10 (100%) rural teachers believe that allotting separate periods to teach grammar will be helpful as mentioned it in Table No. 4.2.1.7. As per Table No. 4.2.1.8., 8(80%) urban teachers and 7(70%) rural teachers rejected the possibility of paying individual attention towards students .9(90%) urban teachers and all 10(100%) rural teachers want to increase number of periods for teaching grammar as depicted it Table no 4.2.1.9. As shown in Table no 4.2.1.10., 6 (60%) urban teachers and 8(80%) rural teachers think that work books help in developing LSRW skills of the students, which is very ironic conclusion regarding teachers of English. As depicted in Table no 4.2.1.11, most of the teachers i.e. 6(60%) urban teachers and 5(50%) rural teachers believe that English proficiency of school students means their command over LSRW skills. As per Table no 4.2.1.12, 8 (80%) urban teachers and 10 (100%) rural teachers agreed that they use Marathi language in English classes. According to Table No 4.2.1.13, 5(50%) urban teachers and 5(50%) rural
teachers believe that to make English language learning effective, teachers should teach the language effectively. As per Table No. 4.2.1.14. all 10 (100%) urban teacher and 10(100%) rural teachers agreed that to learn usage of Modal Auxiliary Verbs, a lot of practice and drilling should be done. As per Table No 4.2.1.15. 8(80%) urban teachers and 10(100%) rural teachers believe that the comparison between Marathi and English grammatical system will be helpful while teaching Modal Auxiliary Verbs, which is very illogical outcome. As per Table No. 4.2.1.17. 8(80%) urban teachers and 10(100%) rural teachers agreed that their students commonly use Marathi while conversing with them ,it mean teachers never motivate them to speak in English. As depicted in Item No. 4.2.1.18, 6(60%) urban teachers and 8 (80%) rural teachers agreed that mood and modality these concept within modals and to convey these through auxiliaries, which apparently seem alike by its meaning, such difficulty come in their way while teaching auxiliary verbs. Such difficulty in the minds of the teachers points finger towards their inability in their teaching ways as shown in Table No 4.2.1.18., all 10(100%) urban teachers and 9(90%) rural teachers believe that making errors itself shows that the learning process is taking place. A child while learning his/ her mother tongue , commits number of errors and one day he speaks the language with ease.. Why should a teacher expect errors
from his students, when he introduces the content of foreign language and teach it them in a controlled, self made atmosphere!

All the above findings, strengthen the current disappointing assumption of unequipped teachers of English, on mainly school level of education. Thus, all the facts and findings regarding socio-economic background of the Std. IX students, regarding mother tongue of the students Marathi and those of English teachers teaching at secondary school level supported to prove hypothesis – 6.

5.5 SUGGESTIONS AND IMPLICATINS:

According to education commission, the quality of education depends upon the quality of teachers.

Knowledge can be gained from books, but the love of knowledge is transmitted only by the devoted teacher. If a teacher can grasp essentials and pass them on to the other students in such a way that they can grasp more easily than he did then, he is a good teachers.

In this regard G.S. Gautam writes “Quite often even on extremely bad teaching / learning situation can be redeemed by a committed teacher capable of enthusing and inspiring the students in to meaningful activities by sheer dint of his / her personality. A good teacher one who loves as well as knows his subject can overcome all obstacles to effective
teaching. But good language teachers are a fast diminishing tribe and may soon become a threatened species.”

5.5.1 Suggestion for English Teachers:

The researcher found a sorry state affairs with the English teachers after going through the responses of them. Many of the teachers do not read even the English newspapers than, any other sort of English literature is an outrageous thing for their poor minds. Teachers whether those from urban or rural areas, do not have any serious business with the teaching objectives or its outcome. Their answers regarding the enrichment of English among students or about the effective teaching techniques and strategies are very wage. Ironically, they agreed very lightly that students of Marathi medium schools do not speak English in English classes because they cannot speak. Such state of English teachers really, causes the pathetic condition of their students looking at the negative circumstances regarding English teachers, a very strong need emerges to prescribe and highlight the qualities and qualification of an English teachers.
QUALITIES AND QUALIFICATIONS OF ENGLISH TEACHER:

1. He must have a thorough knowledge of English.
2. He must be passionate lover of English so that the subject lives in him and his enthusiasm for it is unbounded.
3. He must know the scientific methods of teaching and must be able to handle the subject methodically and systematically.
4. He must know the art of dramatization.
5. He must know the mother tongue of the pupils equally well.
6. His own language must be correct, simple and of practical use to the pupils.
7. He must be gentle and sympathetic.
8. He must be a good counselor.
9. He must have a good knowledge of educational psychology.
10. His pronunciation and enunciation must be correct and clear so that no wrong impression may be formed in the minds of the pupils.
11. He must be good at conversation.
12. He must be a man of good temperament and he must encourage his pupils.
13. He should have good knowledge of phonetics.
14. He should be able to give enough practice to the students in speech and written work.
15. He should be able to teach literary appreciation and to create a proper atmosphere in the class.

16. He should be competent enough to encourage self study in the students.

Besides, the educational qualification for an English teacher at secondary level must be B.A. with English and B.Ed with English method.

Prof. Billows says “The teacher must have a clear idea of the grammar of the language, its structure and usage. Everything he teaches must be based on it. He should always be conscious of introducing or practicing some point of grammar”. By considering the above view regarding the teaching of grammar the teachers of English can be induced with some more elaborate teaching views.

1. First of all a teacher of English need to understand the importance of grammar. He should not teach it in separate periods or just for the sake of examination, but it should be understood by the teacher, that grammar is an integral part of language learning.

2. Language is a dynamic phenomena, it grows and changes in respect of time. So, the English teachers should give importance to functional teaching of grammar than the formal type of it.

3. It is the result of the keen observation in the classroom at secondary level that students blink and they forget in the next
minute, when something is taught in grammar. To avoid this, oral
test can be given. By this, they will be able to remember what has
been taught in the classroom.

4. Teachers should follow the principle that the choice of vocabulary
or sentences depends upon its present utility to the students.

5. While teaching the use of auxiliary verbs, a teacher should have
enough knowledge to consider the different senses in which an
auxiliary may be used and different shades of the expressions.

For example: 1) Can you please, give me your pen?

2) You can do it.

6. In above two sentences, modal auxiliary verb ‘can’ is used but in
sentence (1) it indicates politeness of the speaker whereas, in
sentence (2) the speaker stands for ability to do something.

7. Teachers can give clues to the students to remember the
grammatical features of the sentences. The clues are like: While
modal Auxiliary verb is taught, teacher will use sentences- (e.g.)
you must come, and will ask to use the same sentence with
auxiliaries should, must, may by creating the contexts. Students
will use various auxiliaries in the according contexts and will
understand what Modal Auxiliary verbs are.

8. In their text-books, grammar exercises are given to the students to
do. Besides those, teachers have to give more examples and
exercises of his own, sometimes situational, which will make students learn more grammatical sentences with auxiliaries.

9. Teachers can also explain some of the grammatical categories in Marathi to make their students easily understand the grammatical items based on Modal Auxiliary Verbs. Only grammar does not enable the students for acquiring English but continuous practice of language will help the students to steer the language.

10. Teacher should speak and converse continuously in English, which will help the students to understand the specific grammatical structure, and again, this will help them in written exercises too.

11. Teachers have to check the exercise done by the students but picking up the errors and correcting those is to be done by them very seriously.

By considering all these factors, it is expected by the teachers of English that they should adopt and implement multi-skill approach in their teaching not only grammar but teachers should pay attention towards all the other language skills simultaneously. Because learning of language is not an effort to learn a single component, but it is an integral process.

In regard of teaching to English, D.A. Wilkins says “We learn what we do and experience is all that matters. So, a teachers’ duty is to provide a learning experience consists of four activities speaking, listening,
reading and writing. On the basis of these only other objectives of language learning can be achieved”.

5.5.2 Implications:

Teaching of any subject cannot be more a simple process to give knowledge to the learners, but it is a very vast and complex phenomena when it is thought in terms of its end product. So, there is no use finding fault with pupils, teachers or systems for the kind of inadequacy that present day education as a whole and English teaching in particular levels.

Joseph C. Mukalel suggest, while discussing the lacking in ELT programs.

“The tremendous gap between policy making on one hand and adequate implementation of programmers on the other seem to be the principle cause for most of the failures”

The issue of ELT became seriously considerable when the Government of Maharashtra introduced English right from Std. I. Facts tell us about the overindulgence of Marathi in English classroom teaching and to the other hand students are having wider exposure of English through media and electronic gadgets. Modern innovations in the field of information and technology increasing importance of English and also
bringing changes in the language. So, teachers of English will have to face many challenges in forthcoming days.

The present dynamic and globalizing scenario around, affecting each and every sector of our life and so, the education sector too. English being a global language encompasses our whole sphere, so, its linguistic absorption is going to make a big difference in individual’s life thus, learning of English language has become the top priority of this age.

According to Valdman, Albert, “If the generations of learners are to be well equipped with English language, then the teaching population require adequate training follow-up programs and necessary resources to equip the learners.”

In the formal learning of English language, well equipped teachers perform the core role and the well set teachers’ training programs provide the strong basis for equipping teachers. In this regard Richey writes,

“What the present day centers of teacher education are doing is to react to and cope with a changing situation rather than positively reconstruct institutional planning and bring about fundamental reforms. Highly utopian programs are planned and recommended for institutional reforms but nothing stands implemented on the basis of purely academic interests.”

Such disappointing statement is an unfortunate fact of ELT which reflects in to weak learning status of the learners of English. But again,
the fault is not of mere teacher training institutes or mere teachers. When lacking and low fouls are found in the learning process, then the possible responsible factors should be considered all roundelay.

In view of the findings of this study and the theories of language teaching and learning available today, investigator suggests certain measures for making the existing ELT situation more relevant so as to cater to the needs of the learners and to make it learning-oriented.

5.5.2.1 Syllabuses:

Brumfeld says about the syllabus, “The form of syllabus specification is less important than the type activity and above all, the type of relationship encouraged between the user and the process of use.” To agree with the above opinion of Brumfeld, it is desirable that the syllabuses should clearly state the aims and objectives of teaching English at secondary level. But in a situation like in Marathi medium schools, where neither the teaching materials are properly edited nor the teacher are trained, a syllabus has to be detailed and explicit, it must specify not only the content but also the aim behind the content it must make distinction between aims and pedagogic objectives. Syllabuses should also clearly state the amount of English which the learner should attain while they complete their secondary level course. At present, many of the teaching items such as tense, active-passive, narration,
prepositions, articles and transformation of words and sentences continue to be included in English syllabus at all levels without any specification of difficulty levels from lower to higher classes. The syllabus of secondary level should be according to the needs of the learners. Besides, language skills should be given due importance because communication is the only way to learn the language and its components.

5.5.2.2. Text Books:

Teachers and text-book these two are the important factors in the English classroom. First of all, it is desired that an appropriate agency, like UGC OR CIEFL should get the manuscript reviewed by the evident persons and only then should permit publishers and authors for its action.

According to new policies and planning, the text-books have been enriched with the activity oriented, practical materials in it. The proper weight age is given to the sub-skills like LSRW and also the proper judgment is given to the prose, poetry, composition, grammar genres of language. Secondary Board has also planned a teachers hand-book, which guides the teachers of English in regard of the enough content to be taught in given time and the needed activities to be done in the processes of teaching learning. But, it is a sad picture that teachers never follow the hand-book for teachers. So, it is desired that to make the communicative
approach successful, teachers need to follow the hand-book as well as the implications in the text-book and hand-book very seriously and strictly.

In this regard L.A. Hill’s statement is quotable. He says,

“Teachers need a textbook which will guide them on the path, so that they teach their students correct English and not a mass of errors which it will be difficult to eradicate later.”

5.5.2.3 Evaluation:

The present examination system has been the major contributing factors to the inordinate strain slackness, corruption and inefficiency in our secondary education system too.

“Bad examination does produce bad teaching and bad teaching produces bad examinations.” in the words of West.

Reforms in examination have been a serious discussion for long. In 1902, the Indian University Commission said “the greatest evil from which the education suffers is that teaching is subordinate to examination.” This fact is true about all levels of education in India. Unfortunately, this fact overmanned the same up to the present examination system, which despite the efforts to improve it, continues to encourage selective study and rote learning and discourage innovated teaching and serious and sustained study. However, the present secondary school syllabus of English is framed with the communicative approach of
teaching and learning so, some hopes have been ignited regarding examination system too. Still, the investigator feels a great need of continuous and comprehensive interval assessment which will eliminate examination fear, evaluate students’ proficiency, encourage regular study habits, facilitate continuous feedback on performance and help to improve it, ensure teacher’s accountability and help the teachers in self assessment. Besides, there should not be any optional questions which encourage the students to do selective studies. Hill says rightly, “Optional questions defeat the basic purpose of examination.”

Objective and essay type questions should be absolutely banned as they encourage the students to indulge in unfair means. In addition to it, a test of spoken English should be included in examination at secondary level which should aim to test proficiency in the language skills acquired by the learners.

In short, the examination should be done with a variety of tools and techniques such as written tests, oral tests and continuous recording of the students progress during the session.

5.5.2.4 Teaching Methods:

Changing methods and approaches cannot be the complete solution for good outcome. Hill’s opinion is important in this regard, “The only criterion of success is whether a method can successfully be used by the
average teacher teaching the average class. No other criteria matter. It is irrelevant to argue that this or that method must be better because it is more scientific or more natural or more direct or anything else.”10 All methods work in the hands of a skilled teacher. In fact, in the final analysis basic components of all successful approaches, methods and techniques have great similarity. Though no one method, approach or technique can be advocated or is self-sufficient, the teachers English should be familiar with most of them, so that they can use them all according to their need or as per the situation in their classrooms. In short, the effective teacher can apply teaching methods that are easier, quicker, better, safer, more rewarding, less labour intensive, and more suitable.

5.5.2.5 Teacher Training:

“Unplanned and untrained induction of teachers is dangerous to the very existence of our system”, says G.M. Patted.

It is recognized that the academic excellence acquired by prospective teachers in higher education is not adequate to teach even to secondary school level students. For that, our English teachers need to equip themselves in techniques of teaching and research methodology upgrade subject matter, develop evaluation skills and administrative responsibilities and so on. Teachers can fulfill their roles and
responsibilities only when efforts are made to improve their students and provide opportunities for professional development. Unfortunately the existing teacher training institutes except CIEFL in India do not have well equipped departments of English to cater for this need. Therefore, there is a need to open institute of English on the pattern of the CIEFL for importing specialized training to existing and prospective teachers of English. Besides, teacher training has to be a continuous process, in the form of in-service education as summer courses, workshops, refresher courses, etc.

In Indian setting, where there are number of languages exist, and where English language is accepted as one of the chief languages in individuals educational journey, there are the immense possibilities of further research. The importance of teaching English as a second language in India cannot be minimized because it is a global language and so shares large number of peoples’ understanding in the world.

While concluding, the investigator humbly requests the students of English experts and educational authorities to promote the studies in regard of this language. It is hoped that the findings of this study will help the language teachers, and learners to produce the desired results.

The present study is just a small scale effort to deal with a little part of English language. Such surveys and observations will definitely help the further works in this direction.
5.6. **Titles Recommended for Further Research:**

1. A study of Marathi Medium school students’ habits of using English Modal Auxiliary verbs.
2. A study of the origins of patterns of inflection in Auxiliary verb constructs.
3. A comparative study of the concept of Modality of Modal Auxiliary verbs in Marathi and English languages.

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