CHAPTER-V

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5.01 RESTATEMENT OF PROBLEM:

A critical study of problems of learning and teaching English in Zilla Parishad High Schools of Osmanabad District with special Reference to Standard X.
5.02 DESCRIPTION OF PROCEDURES:

English has acquired the place of third language in the school curriculum.

English being a foreign language, most of the students find this subject difficult.

Many difficulties come in the way of learning and teaching it. Especially Zilla Parishad Highschools face number of difficulties in respect of learning and teaching this subject.

The Zilla Parishad High Schools of Osmanabad District also face the several problems in this regard.

The Survey Method is adopted to study the problems.

The data is collected through the separate questionnaires prepared for the Experts and for the Teachers of English.

The data collected was then organised for further study.
5.03 MAJOR FINDINGS:

The major findings of the study are as follows:

1. The hypothesis i.e. students find the subject difficult has been accepted because most of the respondents responded that the students found the subject difficult.

2. The hypothesis i.e. students' vocabulary is poor has been accepted because majority of the respondents responded that the students' vocabulary was poor.

3. The hypothesis i.e. students are unable to write the sentences grammatically correct has been accepted because most of the respondents responded that maximum students were unable to write the sentences grammatically correct.

4. Very few respondents responded that students do not read the prescribed Text Book. On the other hand majority of the respondents responded that students read the prescribed Text Book.
Hence the hypothesis, "students fail to read the prescribed text book" has been rejected.

5. Most of the respondents responded that maximum students found it very difficult to write compositions such as essays, stories and letters.

Therefore, the hypothesis i.e. "students found it very difficult to write compositions" such as essays, stories and letters has been accepted.

6. The hypothesis i.e. "students do not bring the Text Book in the class room has been rejected because almost all the respondents responded that students brought their Text Books of English in the classroom.

7. Similarly, the hypothesis i.e. "students do not do their home work" has been rejected because majority of the respondents responded that maximum students did their homework.

8. The hypothesis i.e. "students go to the private tuition classes" has been accepted because most of the respondents responded that majority of the students went to the private tuition classes.
9. Most of the respondents responded that tendency of passing through the examination not by studying hard but by using unfair means is increasing day by day among the majority of students.

Hence the hypothesis concerned has been accepted.

10. The hypothesis i.e. 'there is a dearth of special teachers of English has not been accepted because most of the respondents responded that special teachers of English were available.

11. Most of the respondents responded that there was a lack of teaching aids. So, the hypothesis i.e. 'there is a lack of teaching aids' has been accepted.

12. The hypothesis i.e. 'there are not specific criterias in regard to the postings and transfers of teachers of English' has been accepted because most of the respondents gave the responses that no such criterias were there.
13. Majority of the respondents responded that there were chances of in-service training. So, the hypothesis i.e 'there are less chances of in-service training' has been rejected.

14. The hypothesis i.e 'generally average and below average students are seen in Zilla Parishad Highschools' has been accepted because most of the respondents responded that average and below average students are seen in Zilla Parishad Highschools.

The above findings are presented in the light of hypotheses.
5.04 CONCLUSIONS

The conclusions of the present research work are as under.

The conclusions are justified by the data analysis.

1. In most of the Highschools there was no dearth of special teachers of English. Where as in the remaining Highschools there was a dearth of special teachers of English.

2. Text Books of English were supplied to all the needy pupils in all the Highschools.

3. Teaching aids were available in some Highschools. On the other hand, in some other Highschools there was a lack of teaching aids.

4. In maximum Highschools the Extra periods were taken. In the remaining Highschools the Extra periods were not taken.

5. In most of the Highschools the supervised study was taken. In a few Highschools the supervised study was not taken.
6. There were opportunities of inservice training for the Teachers of English.

7. The administrators got sufficient time for paying attention towards learning and teaching process.

8. There were no norms regarding the appointments of the Teachers of English.

9. There were no norms regarding the transfers of the Teachers of English.

10. Efforts were made for improving the quality of learning and Teaching of English at Standard X.

11. In each and every Highschool, few students found the subject difficult.

12. Most of the students were average so far as their calibre is concerned.

13. The vocabulary of maximum students was poor.
14. More than 50% students were irregular in their attendance in the schools.

15. Maximum students were attentive at the time of learning in the class room.

16. Only few students asked their doubts.

17. Majority of students brought their text books in the class room.

18. 50% of students used the guides of English.

19. Only few pupils brought their guides in the class room.

20. Maximum pupils did their homework.

21. Few students went to the private tuition classes.

22. Few students used the unfair means in the examination.

23. Maximum students listened carefully in the class room.
24. Very few students tried to speak in English.

25. Few students read the prescribed text book.

26. Few students did their written exercises.

27. Few students made the spelling mistakes.

28. Few students made the mistakes in pronunciation.

29. Few students found the prose section difficult.

30. Few pupils found the poetry section difficult.

31. Few students found the grammar section difficult.

32. Most of the teachers taught grammar at the time of teaching prose.

33. More than 50% students found the composition section difficult.
34. Maximum teachers used both the Direct as well as the Translation method of teaching English.

35. In most of the Highschools, the teaching aids were not available.

36. In the maximum Highschools the extra periods were taken.

37. Supervised study was taken in most of the Highschools.

38. Most of the teachers teaching English to standard X, had not undergone any course conducted by the SIEM.
5.05 Recommendations for Further Research

The researcher recommends the following topics for further research.

1. Problems of Learning and Teaching English in the primary schools in regard to standard V.

2. Problems of Learning and Teaching English in the Upper primary schools.


4. Problems of Learning and Teaching English in the Rural Highschools.

5. Problems of Learning and Teaching English in the Urban Highschools.

6. Problems of Learning and Teaching English in the Non-aided Upper primary schools.

7. Problems of Learning and Teaching English in the Non-aided secondary schools.
8. Dearth of special Teachers of English and the measures on it.


10. Problems of unfair means at the time of examination and the measures.

11. Problems that come in the way of qualitative improvement of English and the measures on those.