CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS
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CONCLUSIONS AND RECOMMENDATIONS:

In this chapter the researcher has drawn the conclusions from the analysis and interpretation of the data as discussed in the previous chapter and also made recommendations suggesting the subjects for future study.

5.1 Research Findings:

5.1.1 Findings from English Medium

Teachers’ Questionnaire:

1. 92.30% teachers know the objectives of teaching English at Secondary level.
2. 84.61% teachers understood the objectives of teaching English clearly.
3. 69.23% teachers develop listening skill through Oral Approach.
4. 53.84% teachers evaluate listening skill through Oral Approach.
5. 23.07% teachers use audio-visual aids to develop listening skill of the students.
6. 30.76% teachers develop speaking skill of the students through Oral Approach.
7. 46.15% teachers evaluate speaking skill of the students through Oral Approach.
8. 38.46% teachers develop comprehension skill through Oral
Approach.

9. 84.61% teachers develop the skill of expression through Oral Approach.

10. 23.07% teachers evaluate the skill of expression through Oral Approach.

11. 69.23% teachers teach vocabulary through Oral Approach.

12. 84.61% teachers develop the skill of acquisition of pronunciation through Oral Approach.

13. 30.76% teachers teach grammar through Oral Approach.

14. 53.84% teachers teach structures through Oral Approach.

15. 84.61% teachers teach composition through Oral Approach.

16. 76.92% teachers accept that Oral Approach achieves 60 to 70% Objectives of teaching English at Secondary level.

17. 23.07% teachers use Audio-Lingual approach to develop understanding and speaking skill of the students.

18. 15.38% teachers are of the opinion that for Oral/Situational Approach a) students find difficult to express by themselves b) the teachers can not place each and every idea in a situation.

19. 76.92% teachers use Oral Approach / Situational Approach 30 to 40% in the class-room situations.

20. 84.61% teachers come across the following difficulties while using appropriate method of teaching English:

a) Students do not learn basic principals of language learning.
b) Time allotted for the class is limited.

c) There is shortage of teaching material.

d) There is an impact of private tuitions over the students.

e) Students' tendency to rely on ready-made material.

21. 38.46% teachers teach grammar, vocabulary, structures and various writing skill items by creating situations i.e. Situational Approach / Oral Approach.

22. 61.15% teachers use the following as their reference reading:
   - Teachers Hand Book
   - Dictionary
   - Books of Grammar and Phonetics
   - Books of Methodology along with the Text Books.

5.1.2 Findings from Marathi Medium (Urban)

Teachers' Questionnaire:

1. 80.00% teachers know the objectives of teaching English at Secondary level.

2. 84.61% teachers understood the objectives of teaching English clearly.

3. 43.07% teachers develop listening skill through Oral Approach.

4. 32.30% teachers evaluate listening skill through Oral Approach.

5. 23.07% teachers use audio-visual aids to develop listening skill of the students.

6. 50.76% teachers develop speaking skill of the students through
Oral Approach.

7. 30.76% teachers evaluate speaking skill of the students through Oral Approach.

8. 43.07% teachers develop comprehension skill through Oral Approach.

9. 83.07% teachers develop the skill of expression through Oral Approach.

10. 21.53% teachers evaluate the skill of expression through Oral Approach.

11. 69.23% teachers teach vocabulary through Oral Approach.

12. 86.15% teachers develop the skill of acquisition of pronunciation through Oral Approach.

13. 29.23% teachers teach grammar through Oral Approach.

14. 49.23% teachers teach structures through Oral Approach.

15. 63.07% teachers teach composition through Oral Approach.

16. 67.69% teachers accept that Oral Approach achieves 60 to 70% Objectives of teaching English at Secondary level.

17. 24.61% teachers use Audio-Lingual approach to develop understanding and speaking skill of the students.

18. 69.23% teachers use Oral / Situational Approach 30 to 40% in the class-room situations.

19. 84.61% teachers come across the following difficulties while using appropriate method of teaching English.

   - Students do not learn basic principals of language learning.

   - Time allotted for the class is limited.
• There is shortage of teaching material.

• There is an impact of private tuitions over the students.

• Students’ tendency to rely on ready-made material.

20. 26.15% teachers teach grammar, vocabulary, structures and various writing skill items by creating situations i.e. situational/Oral Approach.

21. 58.46% teachers use the following as their reference reading:

• Teachers Hand Book

• Dictionary

• Books of Grammar and Phonetics

• Books of Methodology along with the Text Books.

5.1.3 Findings from Marathi Medium

(Rural) Teachers: Questionnaire

1. 84.00% teachers know the objectives of teaching English at Secondary level.

2. 74.66% teachers understood the objectives of teaching English clearly.

3. 42.66% teachers develop listening skill through Oral Approach.

4. 33.33% teachers evaluate listening skill through Oral Approach.

5. 24.00% teachers use audio-visual aids to develop listening skill of the students.

6. 50.66% teachers develop speaking skill of the students through Oral Approach.

7. 25.33% teachers evaluate speaking skill of the students through
Oral Approach.

8. 44.00% teachers develop comprehension skill through Oral Approach.

9. 74.66% teachers develop the skill of expression through Oral Approach.

10. 25.33% teachers evaluate the skill of expression through Oral Approach.

11. 66.66% teachers teach vocabulary through Oral Approach.

12. 69.23% teachers develop the skill of acquisition of pronunciation through Oral Approach.

13. 30.66% teachers teach grammar through Oral Approach.

14. 48.00% teachers teach structures through Oral Approach.

15. 65.33% teachers teach composition through Oral Approach.

16. 64.00% teachers accept that Oral Approach achieves 60 to 70% Objectives of teaching English at Secondary level.

17. 25.33% teachers use Audio-Lingual approach to develop understanding and speaking skill of the students.

18. 62.66% teachers use Oral / Situational Approach 30 to 40% in the class-room situations.

19. 74.66% teachers come across the following difficulties while using appropriate method of teaching English.
   - Students do not learn basic principals of language learning.
   - Time allotted for the class is limited.
   - There is shortage of teaching material.
   - There is an impact of private tuitions over the students.
• Students’ tendency to rely on ready-made material.

20. 24.00% teachers teach grammar, vocabulary, structures and various writing skill items by creating situations i.e. situational/Oral Approach.

21. 57.33% teachers use the following as their reference reading:
• Teachers Hand Book
• Dictionary
• Books of Grammar and Phonetics
• Books of Methodology along with the Text Books.

5.1.4 Findings from Observation Schedule:

1. 53.33% Marathi medium urban, 13.33% Marathi medium rural and 60% English medium teachers prepare well before entering the class.

2. 66.66% Marathi medium urban and 53.33% rural teachers as well as 80% English medium teachers clearly know the objectives of the particular unit to be taught in the class.

3. 40.00% teachers of Marathi medium and 50% English medium teachers use Oral Approach in the class.

4. 22.22 % teachers use Oral Approach systematically.

5. Whenever the teachers of English or Marathi medium schools used Oral Approach in the class, student’s response was proper.
5.1.5 Findings from Interview Schedule:

1. 60% experts are of the opinion that Oral Approach is necessary for fulfillment of the objective of teaching English at Secondary level.

2. 50.00% experts are of the view that teacher fell short for the following things to use Oral Approach systematically in the class.
   - Listening-speaking practice is not done as expected.
   - Advanced Audio-Visual aids and teaching material is not used.
   - Proper speech-practice is rarely taken.
   - Proper training is not received.

3. 70.00% experts are of the opinion that listening habits are not developed properly and appropriate speech-practice is not taken.

4. 60.00% experts are of the opinion that ‘Remedial Method’ is generally not used.
5.2 Research Conclusions:

1. 81.29% teachers know the objectives of teaching English at Secondary level clearly.
2. 51.65% teachers develop listening skills through Oral Approach.
3. 23.38% teachers Use Audio-visual aids to develop Listening skill of the students through Oral Approach.
4. 39.82% teachers evaluate listening skill through Oral Approach.
5. 44.06% Teachers develop speaking skill though Oral Approach.
6. 34.08% Teachers evaluate speaking skill through Oral Approach.
7. 41.84% Teachers develop comprehension skill through Oral Approach.
8. 80.78% Teachers develop the skill of expression through Oral Approach.
9. 23.31% Teachers evaluate the skill of expression through Oral Approach.
10. 68.37% Teachers teach vocabulary through Oral Approach.
11. 79.99s% Teachers develop the skill of acquisition of pronunciation through Oral Approach.
12. 30.21% Teachers teach grammar through Oral Approach.
13. 50.35% Teachers teach structure through Oral Approach.
14. 71.00% Teachers teach composition through Oral Approach.
15. 69.53% Teachers accept that Oral Approach achieves 60 to 70% objectives of teaching English.
16. 24.33% Teachers use Audio-Lingual Approach to develop understanding and speaking skill of the students.

17. 69.60% Teachers use Oral Approach 30 to 40% in the class-room situations.

18. 58.98% Teachers use the following as their reference reading
   - Teachers Hand Book
   - Dictionary
   - Books of Grammar and Phonetics
   - Books of Methodology along with the Text Books.

19. 81.29% teachers come across the following difficulties while using appropriate method of teaching English:
   - Students do not learn basic principals of language learning.
   - Time allotted for the class is limited.
   - There is shortage of teaching material.
   - There is an impact of private tuitions over the students.
   - Students’ tendency to rely on ready-made material.

20. 29.53% teachers teach grammar, vocabulary, structures and various writing skill items by creating situations i.e. situational / Oral Approach.

21. Whenever the teachers of English or Marathi medium schools used Oral Approach in the class, student’s response was proper.

22. Teachers try to develop listening, speaking and expression skills properly but do not evaluate these skills as expected through Oral Approach.
23. 66.00% experts are of the opinion that Remedial Teaching Method is generally not used.

24. 15.38% teachers are of the opinion that for Oral/Situational Approach a) students find difficult to express by themselves 
b) the teachers can not place each and every idea in a situation.

25. 60% experts are of the opinion that Oral Approach is necessary for fulfillment of the objective of teaching English at Secondary level.

26. 50.00% experts are of the view that teacher fell short for the following things to use Oral Approach systematically in the class.
   a) Listening-speaking practice is not done as expected.
   b) Advanced Audio-Visual aids and teaching material is not used.
   c) Proper speech-practice is rarely taken.
      Proper training is not received.

27. 60% English medium, 53.33% Marathi medium(urban) and 13.3% Marathi medium (rural) teachers prepare well before entering the class.

28. Teachers come across the following difficulties while using appropriate method of teaching English.
   a) Students do not learn basic principals of language learning.
   b) Time allotted for the class is limited.
   c) There is shortage of teaching material.
   d) There is an impact of private tuitions over the students.
e) Students' tendency to rely on ready-made material.

29. Only 22.22% teachers use Oral Approach systematically.

5.3 Suggestions: (Recommendations)

1. As Oral-Approach covers 60 to 70% objectives in its use; it should be used prominently to
   a) Get mastery of basic structures.
   b) Take drilling for oral production and reception.
   c) Building of accurate and fluent—linguistic habits.

2. Teachers need to use advanced learning material.

3. Teachers have to concentrate on listening and speaking practice to get mastery over structural accuracy and enrichment of vocabulary.

4. Teachers have to create situations to evaluate the understanding, listening and speaking skills of the students.

5. Emphasis should be given on language rather than writing.

6. Speaking knowledge must be desirable goal of language instruction.

7. A) Teacher is expected to . . .
   a) Use advanced teaching-learning material to teach thorough Oral Approach.
   b) Use intensive and teacher-controlled Methodology to aim at Oral Approach.
   c) Provide ample opportunity to the students to practice
variety of structures, different types of vocabulary and grammatical practice through drilling, ear-training and recitation.

d) Make maximum efforts to elicit expected responses from the students through situational language teaching.

e) Develop advanced teaching and instructional material for teaching.

f) Introduce specific vocabulary essential for the composition concerned.

g) Make the students to use variety of structures in various types of situations.

h) Make Specific ear-training for accent, pronunciation and intonation.

i) Introduce and practice general and useful vocabulary.

j) Engage students for Pair-work, group work, group discussions to develop communication skill.

**B) Students are expected to . . .**

a) Repeat the structures, general and useful vocabulary, closely graded grammar and pronunciation as a part of practice to get familiar with.

b) To use variety of situations, structures, vocabulary and grammar comfortably.

c) Listen to train the ears for oral reproduction.

d) Concentrate on the target language.

e) Listen and speak primarily and then switch over to read
and write.

f) Read and write to get mastery over oral reproduction.

8. Teachers' trainings are to be arranged specially for *Oral Approach* of language teaching for the higher primary and secondary teachers.

9. Schools are to provide advanced teaching material to the teachers of English.

10. Teachers are to use various journals, question banks, various researches related to the teaching of English, material available on the internet in this regard as the reference reading to upgrade teaching.

11. Parents' participation from rural areas is to be taken.

12. Evaluation of the students should be language based rather than text-based.

**5.4 Subjects For Future Study (Research):**

1. A critical study of *Oral Approach* of teaching English for Marathi and English medium primary schools (I to IV)

2. A comparative study of Audio-lingual and Oral-Approach of teaching English used in the class-room situations for the classes I to VIII.

3. A comparative study of Structural Approach and Oral Approach of teaching used in the classroom situations for classes V to VIII.

4. An experimental study of Speech-Practice (oral reproduction)
taken in the classes I to VIII in Marathi and English medium schools.

5. An experimental study of Ear-Training made in the classes I to VIII in Marathi and English medium schools.

6. A critical study of teaching of grammar, structures and vocabulary to the classes V to X Marathi and English medium Schools.


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