CHAPTER 5

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5.1 Summary

The present study is an attempt to analyze the needs of the school learners and to analyze the prescribed English syllabi of Central Board of Secondary Education (CBSE) and Bihar School Examination Board (BSEB) for class IX and X in Bihar. Keeping in view the significance of need analysis in the process of learning a second/foreign language this research survey was conducted with the aims of the analysis of students’ needs for learning English in India. As discussed earlier in the chapters of the present research; Needs Analysis is a process for identification, and defining valid curriculum and instructional and management objectives in order to facilitate learning in an environment that is closely related to the real life situations of the student. The notion of “target needs” became paramount in language teaching research and proved that need based research is fundamental in the research related to language teaching. Needs analysis plays an important role in second language or foreign language learning classes. Different approaches to needs analysis attempt to meet the needs of the learners in the process of learning a second language. Today, there is an awareness of the fact that different types of needs analyses are not exclusive but complementary and that each of them provides a piece to complete the jigsaw of needs analysis. Other approaches to needs analysis have been proposed by linguists. They are further classified as Pedagogic Needs Analysis, Register Analysis, Discourse Analysis, and Genre analysis.

In the first chapter of this thesis the statement of the problem, Rationale of the study, and some of the Research Questions, Hypothesis of the study and the review of literature have been presented.

The second chapter presents the historical background of Needs Analysis. The definition of Needs analysis, types of needs analysis, importance of Needs Analysis, frameworks for Needs Analysis and theories of syllabus design, distinction between curriculum and syllabus and types of syllabi have been presented in this chapter.
The Third chapter of the thesis has dealt with the close observation and analysis of the syllabi of English followed in CBSE and BSEB affiliated schools. The present research has analyzed the English syllabus for class IX and X followed in CBSE and BSEB both. The analyses and findings of the present research make it clear that CBSE syllabus is more effective as it provides enough time for the improvement of the English language. Though the syllabus does not treat all the four skills equally still it was observed that CBSE syllabus is better than BSEB syllabus because CBSE focus on all the four skills and teach English as a language not only as a subject while BSEB syllabus has completely ignored the speaking and listening skills and taught English only as a subject not as a language. Syllabus of BSEB could not make the students competent enough to become a proficient English speaker. In CBSE affiliated schools, students are being assessed for their speaking and listening skills while there is no such kind of assessment in the BSEB schools. It further suggests there is a need to teach communicative skills to school students as they are required to communicate effectively in different communicative situations. The students are required to think creatively and critically to demonstrate good interpersonal and team skills. Therefore, the English courses in CBSE and BSEB schools should be modified based on the needs of the students and expectations of the university administration.

The Fourth chapter is the core research. This comprises a survey conducted through an elaborate questionnaire. The chapter is statistical analysis of the data elicited. The analysis of the data and the findings are presented in the chapter. As mentioned earlier, the needs analysis of the school learners from CBSE and BSEB schools were analyzed and presented in the chapter.

5.2 Research Instrument

A set of questionnaire for the students of class IX and X was designed and developed. The questions were chosen so as to entice the responses of students regarding the curriculum of BSEB and CBSE and also to find their needs of English language and methodologies and instructions they wanted to have in their curriculum. A set of questions was also adapted from Nunan 1999 for the comparative analysis of BSEB and CBSE students.
The questionnaire consisted of seven sections.

1) **Student Profile:** The first section of the questionnaire was based on students’ profile it consisted of six biographical questions like name, age, gender, class, regional and educational background.

2) **Objective Needs:** The second section of the questionnaire consisted four questions. The purpose of these questions was to get information about students’ background and his level of language proficiency.

3) **Self-Assessment/ Language Ability:** The third section deals with respondents’ self-assessment of their language ability and their self-esteem. This section consisted 19 questions with three options; Yes, Sometime and No.

4) **Learning Strategies/ Ways of Learning:** The fourth section was designed to gather information about the likes of the respondents regarding various learning strategies and ways of learning.

5) **Instruction/Method of Teaching:** The purpose of this fifth section was to know about the existing teaching methodology and the pattern of teaching in their classroom.

6) **Questions on Syllabus:** This section consisted of five questions regarding the curriculum of the English course taught in their classroom. The purpose was to get information about the syllabus pattern and to analyze whether the learners are satisfied with the existing syllabus or not.

7) **Comparative Need Analysis Of BSSE And CBSE Students:** This section has five questions and also a set of questionnaire adopted from Nunan (1999) which has 25 questions individually. These questions were selected in order to analyze the subjective as well objective needs of the students and to compare the needs and ability of BSEB and CBSE students.

5.3 **Conclusion of the study**

This research comes to the conclusion that school students lack in the necessary communicative skills in English. The reason behind their inefficiency to speak fluently in English are discussed in chapter 3 and 4. The syllabi were analyzed in
Chapter 3 and it was found that syllabus does not match with the wants, necessities and lacks of the learners as it was revealed by the results and findings discussed in chapter 4. The study also found that only some of the CBSE students were able to deliver the skills in the higher studies providers want but none from BSEB schools were up to the expectations. The limitations of the school English courses were also discussed in chapter 3. The study reveals that majority of CBSE students confessed that they are conscious about grammar. They are proficient enough to listen and understand what is taught in English by their English teacher. The findings presented in the table 90 (Page 145) in chapter four declared that although BSEB syllabus was not perfect as the shortcomings of the syllabus were discussed in the chapter three still majority of BSEB students were satisfied with their syllabus.

The findings discussed in chapter four suggested that CBSE students felt that they need better pronunciation while BSEB students could not judge themselves and majority of them were found neutral may be because they were not being assessed for speaking skills. Majority of CBSE students felt shy when they speak in English with their teacher. Majority of CBSE students as well as BSEB students need English language to talk with their classmates in English out of the classroom. Majority of CBSE students wanted to be evaluated by their teacher and BSEB students also displayed inclination for similar sought of evaluation but they did not show their strong agreement. The findings suggested that some of the students from CBSE and majority of BSEB students wanted to know English so that they could speak in English with foreigners out of the classroom. It was also revealed that CBSE students were more interested in studying from textbooks, vocabulary books, etc. as compared to BSEB students. BSEB students were more interested in studying about other countries customs and cultures as compared to CBSE students. It was found that BSEB and CBSE students are quite good in writing skill as compared to the other skills. The findings in table 17 (Page 83) in chapter four suggested that majority of CBSE students believe that they can pronounce sounds correctly. The findings reveal that CBSE students strongly agreed to improve their grammar in particular. The majority of CBSE students found their syllabus helpful to improve their communicative skills. It was observed that majority of students like listening to teacher’s stories and explanations, so researcher considers that it should be kept in mind while writing instructions for teachers to make classes more interesting.
5.4 Limitations of the study

The present research took place at the secondary school level. In few cases certain shortcomings were observed regarding responses of the young learners. Some of the problems can be listed as follows:

- The learners have limited awareness of the possible activities.
- The learners are perfectly happy to let the teacher teach.
- Learners’ wants are only a small part of learners’ needs.
- The needs of the learners are too diverse to reach agreement.
- Cultural expectations make learners reluctant to negotiate with the teacher.

(Nation & Macalister, 2010:156)

The data was collected only from two districts of Bihar. The responses may vary if data for CBSE schools would also be collected from other states and more schools.

In addition, need analysis was conducted on some group of students from one session but when this group of students will leave the school, new students with their different subjective and objective needs will take their place. So researcherbelieve that need analysis should be an ongoing process.

5.5 Suggestions:

The research undertaken in the present thesis may be expanded into a bigger sample from other state boards of education as this was not possible due to limited scope of the present research. Such an elaborate survey and analysis may be taken as part of collaboration with state agencies, government bodies, NGOs and language experts. This can be used to frame policies and create materials for the learners according to their needs.
Reference