
CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

In order to elicit major findings of this study, to make recommendations and to suggest some areas for further study the summary of all the chapters has been brought in a nutshell in this chapter. So this chapter deals with the following subtopics .

- A) Chapterwise summary.
- B) Major findings of the study.
- C) Recommendations.
- D) Areas for further research study.

A) Chapterwise Summary

Chapter I - Introduction.

This chapter mainly consists of approach to the problem, need and importance of the study and objectives and hypotheses determined for this study. Defining educational technology it explains the multi-media approach to teaching. English is a foreign language and it is of utmost importance to use audio-visual aids in teaching English. The National Educational Policy has given a new approach to the system of education. Taking into consideration the aims and objectives of this policy the syllabus for primary education was prepared in Maharashtra State in 1988. Accordingly the Maharashtra State Bureau of

Text-book Production and Curriculum Research published a book of English for std.V with a new approach of teaching. This approach need audio-visual aids to teach English to the beginners effectively. A number of investigations have concluded the effectiveness of audio-visual aids in teaching, however, nobody has undertaken this type of study. In view of the fact, the researcher has undertaken this study entitled as -

"A Study of the Use of the Audio-visual Aids in Teaching English to the Beginners in Satara City."

This chapter states the objectives of this study as,

- 1) To know the existing position of the schools regarding audio-visual aids for teaching English to the beginners.
- 2) To see to what extent audio-visual aids are used by the teachers while teaching English to the beginners.
- 3) To know the opinions of the teachers who teach English to beginners regarding the use of audio-visual aids in their teaching.
- 4) To know the difficulties of the teachers who teach English to the beginners regarding the use of audio-visual aids in teaching.
- 5) To create awareness among teachers teaching the beginners about the importance of audio-visual aids.
- 6) To suggest them the ways of teaching English to the beginners with the help of audio-visual aids.

The above objectives are accompanied with the following major hypotheses :-

- 1) Comparatively the position of audio-visual aids in highschools is better than primary schools.
- 2) Most of the schools have many audio-visual aids but many of them are not

used. 3) The teachers have difficulty of time to use audio-visual aids in teaching and 4) Audio-visual aids facilitate English teaching.

This chapter also states the delimitations of the study and the definitions of the terms used.

Chapter II. - Review of Related Literature -

This chapter gives a brief account of prominent research studies done at Ph.D., M.Phil. and M.Ed. level in the field of educational technology. Some researches financed by the government are also reviewed. After reviewing the various types of literature it concludes that no research work of this type has been undertaken and justifies as to how the present study is different from these and unique of its kind.

Chapter III. - Audio-visual aids and Teaching of English.

This chapter falls in two major parts,

1) Audio-visual aids and teaching 2) Teaching of English. The first part brings out the need and importance of audio-visual aids in teaching, experiences provided by audio-visual aids, classification of audio-visual aids and teachers' duties regarding audio-visual aids. In the second part importance of English, position of English in India, language teaching methods, English language teaching methods and approaches, teaching English to the beginners and the use of audio-visual aids in teaching English are explained at length.

Chapter IV. - Methodology of the study -

This chapter deals with the methodology generally used for the study in survey research. It discusses at length the

survey method, the nature of questionnaires, interviews and observation schedules. Further it describes in detail the survey procedures followed in this study alongwith the various tools used. Next, it deals with the sampling and the design of the sample used.

Chapter V - Analysis and Interpretation of Data -

This chapter consists of three parts. The first part is having analysis and interpretation of data gathered through questionnaires received from the forty seven teachers teaching English to std.V in the primary and secondary schools in Satara City. The data are analysed in twenty eight tables and interpretation of each table is given under every table. Availability of audio-visual aids and their uses are shown in five graphs. Part second is of interview schedules. It is splitted into three subparts, they are - A) Interview of the headmasters B) Interview of the officials and C) Interview of the experts in English. The third part is of observation schedule where in the researcher has given his observation regarding the availability and position of the audio-visual aids in the schools and the observation of the actual lesson taken by the teachers.

Chapter VI - Summary, Conclusions and Recommendations

This is the last chapter of the dissertation. It brings together different aspects of the whole work of study and presents in a nutshell a chapterwise summary, major finding of the study, recommendations and areas for further research study. In the beginning it gives a brief summary of all the chapters discussed so far in the study. It further presents the various findings

arrived at on the basis of evidences and makes the recommendations in the light of the findings. Lastly the chapter suggests some areas for further research.

B) Major findings of the study :-

As per the record on 31st August, 1993, there were ten high schools in Satara municipal area. Of them one was run by the government i.e. Zilla Parishad and the remaining nine were run by private educational bodies. Of these ten high-schools three were girls' high schools. The number of teachers teaching English to std.V in these schools was twenty-eight.

On the same day of survey there were nineteen primary schools in Satara municipal area having I to VII classes. Of them fourteen were run by the Satara Nagar Parishad and five were run by private educational bodies. The number of teachers teaching English to std.V in these schools was nineteen.

Findings based on Teachers' Information.

- 1) All the forty seven teachers (100.00%) were trained. Forty (85.11%) teachers were graduates and of them twenty six (55.32%) had taken their bachelor degree in education. Others were having Jr.P.T.C.(2.13%), Sr.trained (2.13%) and D.Ed.(38.30%) as their training qualifications. Fourteen (29.79%) were post-graduates. It porved that the teachers English to standard V were having adequate qualifications.
- 2) Of the forty teachers only twelve (30.00%) had taken English as a special subject for their graduation and one (2.50%) and four (10.00%) had offered English as their first and second subsidiary subject respectively. Of the fourteen post graduate teachers only three (21.43%)

had taken English as their special subject. Of the twenty six trained graduates twelve (46.15%) and two (7.69%) had taken English as their first and second teaching method respectively at their B.Ed.degree. As far as English teaching was concerned the number of teachers studied English and English methodology at their degrees were relatively less.

- 2) Of the forty seven teachers thirty-five (74.47%) had the teaching experience for more than ten years. Twenty-five (53.20%) had the experience of teaching English for more than ten years. But only fifteen (31.91%) had the experience of teaching English to std.V. The teacher teaching English to std.V were experienced but comparatively their experience of teaching English to std.V was less.
- 3) There were twenty two (46.81%) out of forty-seven teachers who had completed two or more than two orientation courses for std.V English. Seventeen (36.17%) had completed only one course and eight (17.02%) had not attended a single. As a new course was introduced to std.V, it was necessary for all the teachers to get oriented. But the number of teachers completed more than two courses was below expectation.
- 4) Of the thirty-nine teachers fourteen (35.90%), Six (15.38%) and five (12.82%) teachers completed one, two and three courses respectively organised by the government. This was good thing on the part of the government

as it was the responsibility of the government mainly to organise such type of courses. Thirteen (33.33%) two (5.13%) and one (2.56%) teachers had completed one, two and three courses respectively organised by private educational institutions. It showed that the private educational institutions shared their responsibility. The courses organised by educational organisations were completed by the teachers as - nine (23.08%) and one (2.56%) teachers completed one and two courses respectively. It showed that educational organisation also took part in organising courses.

- 5) Eight teachers did not attend any course. Though the number was small, it was not good on their part. Of them four (50.00%) didn't attend any course because their headmasters didn't allow them to attend the course though they were willing to attend. In the interview of the headmaster, the headmasters told the reasons of not sending the teachers to attend the courses. Even though it was clear that these teachers missed the chances of attending the courses only because of headmasters' view.
- 6) Of the forty-seven teachers forty one (87.23%) teachers did not attend a single course in preparing audio-visual aids. This means majority of the teachers could not get the facilities of training in preparing audio-visual aids. Consequently it had adverse effect on the teaching learning process.

- 7) There were some reasons for the teachers not attending the courses in preparing audio-visual aids. The reason told by the majority i.e. twenty-nine (70.73%) of teachers was that their schools didn't receive the letter regarding the course. It was the government's responsibility to organise these courses and inform the schools accordingly.
- 8) The education officer, as government officer, opined that there should be maximum sixty students in a class but as a teacher he told that the strength in a class should not be beyond 40. Of the fifty three divisions of std.V in the schools taken for study thirteen (24.53%), fifteen (28.30%), eleven (20.75%) and six (11.32%) divisions had 41 to 50, 51 to 60, 61 to 70 and 71 to 80 pupils respectively. That means forty five (84.91%) divisions had more than forty students. This made disturbance in providing the learning experiences to the pupils.
- 9) The teachers wished to provide learning experiences to the pupils but of the forty seven teachers nine ((19.15%) teachers could only provide learning experiences to a great extent. But thirty seven (78.72%) could provide them to some extent and one (2.13%) could not provide at all. That means in thirty-eight (80.85%) schools learning experiences were not being provided to a great extent. It affected adversely on achieving the objectives of teaching English.

- 10) There were some difficulties in providing the learning experiences to the pupils equally. Of the thirty eight teachers sixteen (42.11%) teachers gave their first preference to the factor 'Lack of audio-visual aids.' The same factor was given second preference by thirteen (34.21%) teachers. This evidenced that majority of the teachers could not provide variety of learning experiences to the pupils to a great extent due to the prominent factor i.e. lack of audio-visual aids. First and second preference was given to the factor 'Strength of pupils in the class is beyond limit' by thirteen (34.21%) and four (10.53%) teachers respectively. This proved that 'Strength of Pupils' was also a considerable factor affecting on providing the learning experiences to the pupils. Six (15.79%) and seventeen (44.74%) gave their first and second preference respectively to 'sufficient periods are not available' as a factor affecting the providing of learning experiences. So this factor was not negligible.
- 11) Of the forty seven teachers thirty two (68.09%) opined that 'conversation' was the most important skill out of the five skills. It made clear that 'Conversation' was given more importance in teaching and it was correct.
- 12) Teaching English means to achieve five objectives of teaching English. But of the forty-seven teachers thirty-eight (80.85%) teachers could not achieve them

to a great extent. It proved that in majority of schools taken for research the objectives of teaching English were not achieved to a great extent.

- 13) The objectives of teaching English were not being achieved to a great extent because of 'Lack of audio-visual aids' according to twenty three (60.53%), thirteen (34.21%) and two (5.26%) teachers out of thirty eight teachers as they gave their first, second and third preference to this factor. So it was the prominent factor responsible for non-achievement of objectives of teaching English. Next to this, the factor 'Sufficient periods are not available' was the responsible factor for it as eight (21.05%), thirteen (34.21%) and eight (21.05%) teachers gave their first, second and third preference respectively. The factors like lack of proper atmosphere, stress on writing because of written examination, lack of enough learning experiences and lack of pre-planning of the lesson were of less importance comparatively.
- 14) Except 'Models' adequate non-projected visual aids like black-board, roll-up-board, bulletin board, flannel board, pictures, charts, objects and flash cards were found available in high schools. Comparatively the number of primary schools having these aids was less with exception of pictures and models.
- 15) None of the high schools and primary schools had projected visual aids like epidioscope and overhead projector. Only one school had a film -strip projector but none

of the primary school had that aid also. Consequently the pupils in these schools were deprived of the visual experiences provided by these aids.

- 16) Majority (80.00%) highschools had audio-aids as radio and tape-recorder. Comparatively the primary schools having these aids were less (52.63%) in number. Only one (10.00%) high school and one (5.26%) primary school were having record player. Consequently it was impossible for the teachers in primary schools to provide their pupils listening experiences to a great extent.
- 17) T.V. was available in six (60.00%) high schools. The remaining high schools as well as primary schools didn't have adequate audio-visual aids like T.V., V.C.R and cinema. This again made the teachers unable to provide their pupils audio and visual experiences.
- 18) Of the twenty-eight secondary school teachers fifteen (53.57%) and twenty (71.43%) teachers were using radio and tape-recorder respectively in their teaching to provide listening experiences to their pupils. But the number of the teachers using record player and T.V. for this purpose was less. Comparing to secondary school teachers the number of primary teachers using these aids for listening was much less. Nobody was using V.C.R. for this purpose. Consequently the pupils in these schools were deprived of listening good pronunciation and speeches in English. They had no chance for imitating good English.

- 19) To develop the skill of speaking English tape recorder was being used by seventeen (60.71%) highschool teachers. Nineteen (67.86%) secondary school teachers and eleven (57.89%) primary teachers were using pictures for this purpose. Objects were being used by sixteen (57.14%) secondary school teachers and twelve (63.15%) primary teachers. But most of the teachers, secondary as well as primary, were not using radio, tape recorder, record player, T.V. and models to achieve the objective of speaking English. This proved that the extent of providing speaking experiences to the pupils was less. In this regard the number of primary teachers was less as compared to secondary school teachers. This affected the skill of conversation.
- 20) Black board, rollup board, flash cards and charts were used by most of the secondary school teachers as well as by the primary teachers also to a great extent to achieve the skill of reading English. But nobody used epidoscope, overhead projector and film strip projector for this purpose. Percentage of the secondary school teachers and primary school teachers using bulletin board and flannel board for reading was less however the percentage of high school teachers was better than the primary school teachers. } 9
- 21) To achieve the objective of writing English most of the high school and primary school teachers were using blackboard, rollup board, charts, pictures and objects. The number of primary school teachers using flash

cards for this purpose was comparatively more than high school teachers. The percentage of teachers using flannel board and models for this purpose was less (24.81%), (24.63%). Nobody was using epidioscope and overhead projector for this purpose. However the figures showed that the skill of writing was stressed more as compared to other skills and many of the educational aids mentioned for writing were used for this purpose. The percentage of primary teachers using these aids was more as compared to high school teachers.

- 22) Of the forty-seven teachers most of the teachers used audio-visual aids occasionally and it was not upto the expectation as English is a foreign language.
- 23) It was good that thirty six (76.60%) and thirty eight (80.85%) teachers used the audio-visual aids to introduce new words and to explain events in the lesson respectively. However the number of teacher using them for teaching grammar i.e.linguistic items was less.
- 24) All the teachers agreed with the benefits of using audio-visual aids in teaching English. It creates interest in learning to a great extent according to thirty three (70.21%) teachers. This extent of benefit was told for the benefits of 'pupils understand quickly', 'avoids use of mother tongue' and 'saves time' by twenty-nine (61.70%), twenty-two (46.81%) and eighteen (38.30%) teachers respectively.



- 25) Though the teachers agreed with the benefits of using audio-visual aids in teaching English, some of them were not using them because of some reasons. The main reason told by thirty-three (70.21%) teachers was the 'Non-availability of audio-visual aids in the school.' The reason next to this that 'Syllabus remains incomplete' was told by twenty-two (46.81%) teachers. This proved that most of the school were not providing audio-visual aids to the teachers and the teachers didn't want to use audio-visual aids because it took a lot of time of their teaching period and then it becomes impossible for them to complete the portion. 'Not knowing of the technology of using audio-visual aids' and 'apathy of the teacher' were also the considerable reasons behind not-using the audio-visual aids.
- 26) To fulfil the need of audio-visual aids some measures were undertaken by the teachers. Most of them (53.19%) made their pupils prepare the educational aids. Comparatively the percentage of the teachers (40.43%) undertaking the measures like preparing the aids by self, purchasing them from the market and getting them from the nearby school or colleges was less.
- 27) The teachers were not provided the handbooks alongwith the text-books. So most of the teachers (76.60%) opined that because of non-availability of the handbook they didn't get proper guidelines to teach the text-book. Next to this (42.55%) the teachers didn't get proper

guidance to teach this text-book.

- 28) In regard with the teaching of English to std.V the prominent suggestion made by the teachers was that the guidance of the experts should be made available to them. For this, some orientation courses should be organised every year. The other suggestions made by them were that the school should provide audio-visual aids, the teacher himself should prepare some educational aids and the planning of using audio-visual aids should be made.

Findings based on the Headmasters' Information -

- 1) The care was taken by the headmasters to allot the work of teaching English to std.V to those teachers who had offered English as their special subject for graduation or English as one of the teaching methods at their B.Ed.level. Moreover, their experience of teaching was also taken into consideration. But in primary school the teachers with English as a special subject were not available so the headmasters had to allot the work of teaching English to the trained graduate teachers though they had not taken English for their graduation or at B.Ed.level.
- 2) Three periods in a week for teaching English to std.V were not adequate. So the headmasters had given five or more periods for teaching English to std.V. More periods were required to provide variety of learning experiences.

- 3) Most of the schools had adequate educational aids except the costly audio-visual aids as epidioscope, overhead projector, V.C.R. or cinema.
- 4) The highschoools were getting adequate grants to purchase educational aids. But the primary schools were not getting such grants.
- 5) Though audio-visual aids were available in the schools, the teachers were not using them in their day to day teaching.
- 6) In the highschoools the supervisors, assistant headmasters and sometimes the headmasters were observing the lessons of the teachers teaching English to std.V and they were giving them proper guidance. But the heads of the primary schools were not observing the lessons because of office work.
- 7) The headmasters allowed their teachers to attend orientation courses. Private educational managements took lead in organising orientation courses.
- 8) The headmasters themselves were guiding their English teachers as far as possible. English teachers' organisations were formed in schools where the problems and difficulties regarding teaching English is beginners were discussed. Senior teachers were guiding them. Eventhough proper guidance from the experts in English was necessary.
- 9) There was a contrast among the opinions of the headmasters' regarding the syllabus introduced to std.V. Some of them appreciated it but on the other hand

the remaining others felt it as danger to the schools in rural areas.

- 10) The government, the Zilla Parishad and the Nagar Parishad should provide either educational aids or grants to the primary schools under their control to purchase educational aids.
- 11) Using of audio-visual aids in teaching English was beneficial.
- 12) The teachers should use them in their day to day teaching .

Findings based on the Officials' Information -

- A) Education Officer, Zilla Parishad, Satara.
 - 1) There were no hard and fast rules in appointing English teachers. Only the proportion of S.S.C. trained teachers and trained graduate teachers was seen and the total of the staff was considered. Except one all the highschools were run by private educational managements and they had the authority of appointing the teachers.
 - 2) Three periods for teaching English to std.V were not sufficient. Minimum five periods were required.
 - 3) Strength of the pupils in std. V was beyond limit. It affected on the providing of learning experiences.
 - 4) The government had started to organise orientation courses for English. It had organised three courses with the co-operation of the Headmasters' Association.
 - 5) Adequate grants to purchase educational aids were provided to the schools.

- 6) There was no special provision of supervision and guidance to the teachers teaching English to std.V.
- 7) The approach of teaching English suggested in the text-book of std.V was really noteworthy.
- 8) The teachers did not use the audio-visual aids available in the schools in their day-to-day teaching.

B) Administrative Officer, Nagar Parishad Satara.

- 1) The Administrative Officer had not full authority in appointing the teachers. There was political influence in it. Consequently there was hardly any single English trained graduate teacher to teach English.
- 2) More than five periods were allotted for teaching English to std.V.
- 3) There was no problem of strength of pupils beyond limit in std.V.
- 4) The Nagar Parishad couldn't organise orientation courses for English teachers as it had no funds to be spent on them.
- 5) Because of the lack of funds the Nagar Parishad primary schools had no enough audio-visual aids.
- 6) The schools were supervised. Teachers were not using educational aids in their teaching.
- 7) The new approach of teaching English to std.V was good but perhaps it would prove danger to the schools in rural area and Nagar Parishad's schools because



of lack of educational aids, eligible teachers and proper guidance to the teachers.

- 8) The government or the Nagar Parishad should provide grants for audio-visual aids and orientation courses.

Findings based on the information of the Experts in English.

- 1) The syllabus introduced for std.V was not at all new. Only the framing of the textbook and teaching accordingly were new ones. In it oral, functional and conversational English was stressed more comparatively. The minimum expectation from this syllabus was that the pupil in std. V should use simple English and social manners in his every day speech.

- 2) For developing the ability of listening and speaking of the pupils the cassettes prepared by Balbharati, cassettes on a course in English by J.D.O.Conner and three cassettes on stress, rhythm and intonation by CFEFLHyderabad are useful.

- 3) The pictures in the text book could not fulfil the entire need so it is necessary for the teachers to prepare some aids as per the models given in the text-book.

- 4) The audio-visual aids useful for listening, speaking, reading and writing could be used for developing the skill of conversation. The conversation regarding the matter suggested by the particular educational aids should be organised.

- 5) To create the atmosphere of English the teachers should organise lessons on radio and T.V. and they and their students should speak in English in their schools as far as possible. The cassettes should be played on for the pupils to listen.

Findings based on the Observation Schedule

- 1) There were audio-visual aids in the schools as per the lists given by the teachers but many of them were not in good condition.
- 2) Non-projected visual aids were used but projected visual aids, audio aids and audio-visual aids were not used by many teachers in the schools.
- 3) The teachers and the students had made some educational aids.
- 4) Many teachers didn't use audio-visual aids in teaching because of insufficient time and non-availability of projected visual aids, audio aids and audio-visual aids.
- 5) The teachers didn't know the techniques of using audio-visual aids in teaching English.
- 6) Pupils took active participation in the lessons when audio-visual aids were used.
- 7) Teaching of English with audio-visual aids had a good impact.
- 8) The teachers were made aware of using audio-visual aids in their teaching.

- 9) The Co-relation between the headmaster and the teachers regarding the use of audio-visual aids in teaching English found good.

Testing of the Hypotheses and achievement of objectives.

The above conclusions are drawn keeping in view the objectives and hypotheses of the study. So to what extent they have been achieved and proved respectively in this study is shown as below :-

- 1) Most of the schools have many audio-visual aids, but many of them are not used. This hypothesis has been proved under table Nos.VE-1, VE-2, VE-3, VE-4 and by the graph No.1 and 2, conclusion No.3 and 5 drawn from the headmasters' information and the conclusion No.8 drawn from the information provided by the officials. It was also seen when the observation was made. So the objective No.1 of the position of audio-visual aids in the school and the objective No.2 of their use by the teachers are achieved.
- 2) Teachers don't want to use audio-visual aids in teaching because they think that it takes a lot of time of their teaching period and then it becomes impossible for them to complete the portion. This hypothesis is proved under table VE-6 and through the discussion made with the teachers whose lessons were observed.
- 3) The investigator understood the opinions of the teachers who teach English to the beginners regarding the use of audio-visual aids in their teaching and their difficulties

regarding the same through table VE-3, VE-4, VE-5, VE-6, VE-7, VE-9 and through the information got from the discussion with them. Thus objective No.3 and 4 are achieved.

- 4) To some extent English is taught to the beginners with the help of audio-visual aids in those schools where std.V is attached to secondary schools. This hypothesis has been proved under table No.VE-2 alongwith the graph No.2 drawn for it and through the interview of the Administrative Officer of the Nagar Parishad.
- 5) Municipal Council Primary schools have no audio-visual aids because they are not provided grants to purchase them. This fact was agreed by the Administrative Officer of the Nagar Parishad in the interview and the headmasters of the primary schools told the same when they were interviewed and the hypothesis No.4 has been proved.
- 6) Teachers who teach English to the beginners agreed with the benefit of using audio-visual aids in teaching English. This hypothesis has been proved under the table No.VE-4 and VE-5.
- 7) Audio-visual aids facilitate English teaching especially to beginners. Table Nos.VE-4, VE-5, VE-7 and VE-9 prove this hypothesis. To supplement to these tables the headmasters, officials and the experts opined the same.

- 8) Observation schedule was specially selected to create awareness among the teachers teaching English to the beginners about using audio-visual aids in teaching and suggest them the ways of teaching English with the help of audio-visual aids. After the observation it was found that awareness was created among them. Their suggestions in Table No.VE-9 it is also seen. They got ideas of using audio-visual aids in teaching. Thus objective No.5 and 6 are achieved.

Recommendations :-

In the light of the conclusions of this study, it is expedient to make the following recommendations in order to improve the standard of teaching English by using audio-visual aids especially to std.V in Satara city.

- 1) For better teaching and learning trained graduates with English as their special subject and teaching method should be allotted the work of teaching English to the begginers and the private educational managements and the government should provide the schools these kinds of teachers.
- 2) To improve the standard of English it is suggested that those teachers should be allotted the work of teaching English to std.V who have more than ten years of experience of teaching English to std.V.
- 3) For effective implementation of the syllabus in English it is necessary to entrust the teaching of English to those who have been specially trained to teach the English language. So the government should organise



orientation courses each of at least a fortnight duration in a year especially for the teachers teaching English to the beginners. These orientation courses should be made compulsory to the concerning teachers and the headmaster should allow them to attend these courses at all costs.

- 4) The government should organise the courses in preparing audio-visual aids at least once in a year and the English teachers should be given opportunities to attend these courses.
- 5) To provide learning experiences to all the students to a great extent it is suggested that the strength of the pupils in std.V should not be more than forty.
- 6) For the better achievement of objectives of teaching English it is recommended that the school should provide the teachers with audio-visual aids.
- 7) As the officials concerned, the headmasters and the teachers opined that three periods for teaching English were not sufficient, it is recommended that the government should make the provision of five periods for teaching English to std.V in the syllabus itself.
- 8) The government and the Nagar Parishad especially should raise funds to provide audio-visual aids to the primary schools. The local commercial and industrial institutions, social clubs and donors should come forward and extend their helping hands to meet the acute need of audio-visual aids.

- 9) As there was dirth of modern audio-visual aids such as T.V., V.C.R., record player, epidioscope, overhead projector, filmstrip projector cinema etc. in majority of the schools, it is therefore, suggested that the government should give liberalized and adequate grants to the needy schools to purchase them in view of its significance in teaching-learning process in current area.
- 10) it was evidenced that except blackboard, roll-up boards, charts, pictures and objects the teachers were not using other audio-visual aids frequently. Because of this the pupils were deprived of variety of learning experiences. It is therefore, suggested that the teacher should use the aids available continuously whenever necessary.
- 11) It was found that there was inadequacy of the audio-visual aids in many schools. But to fulfil this inadequacy it is suggested that teachers themselves should prepare some educational aids which are easy, simple and affordable to prepare.
- 12) To fulfil the fuñadequacy of the audio-visual adis especially in primary schools it is suggested that nearby highschoools and colleges should help them by providing the aids they need for time-being.
- 13) It was found that the teacher's handbook was not available when the new text-book of std.V was given in the hands of the teachers to teach and the teachers faced so many difficulties while teaching. It is recommended that the teachers handbook should be made available alongwith the text book.

- 14) For the teacher's guidance it is recommended that not only the government but also the private educational managements, educational organisations, academic colleges and especially colleges of education should make the intensive guidance available for the teachers.
- 15) The progress of teaching of English to std.V in Satara city as in elsewhere is impeded with very and varied difficulties as such the work can not meet the expectations of all. However, one should be optimistic as the candle tries to remove the darkness with utilising its utmost strength without cursing the darkness though it is surrounded by it.

Areas for further research study :-

- 1) A comparative study of the use of the audio-visual aids in teaching English in the secondary and primary schools in Satara Taluka.
- 2) An experimental study of the use of the audio-visual aids in teaching English to the beginners.
- 3) An experimental study of the effect of audio aids on the pronunciation of the beginners in English.
- 4) A comparative study of the use of non-projected visual aids and projected visual aids in secondary schools.
- 5) An investigation into the difficulties faced by the teachers teaching English to the beginners.
- 6) A critical study of the methods of teaching English and the use of audio-visual aids in them.