

CHAPTER-VICONCLUSIONS AND RECOMMENDATIONS

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RESEARCH

CHAPTER-VICONCLUSIONS AND RECOMMENDATIONSCONCLUSIONSVI.1 INTRODUCTION :

The various aspects and issues pertaining to the teaching of English at the secondary stage have been discussed in the earlier chapters of this dissertation. The review of the related research literature was taken in the III chapter. The research methodology was described in the IV chapter. The analysis of the data collected from the teachers of English and interpretation based upon this analysis were made in the previous chapter. It is, therefore, high time to draw conclusions and make recommendations. This is done in the following paragraphs.

VI.2 CONCLUSIONS :

1) More than 80% of teachers agreed that the objectives of teaching English as stated in the syllabus of Standards VIII to X of secondary schools Marathi medium are achieved to the various extents as shown in the Table No.V.1.(Cf. p.77)

2) Eighty seven point thirty two percent of teachers said that lack of English atmosphere was one of the reasons for not achieving the objectives. 66.19% of teachers said that over crowded classes were

also responsible. 64.78% of teachers agreed that lack of audio-visual aids was one of the reasons. Less than 50.00% of teachers agreed that there were some other reasons than these. They are given in table No.V.2 (Cf. pp. 81 and 82).

3) About 80.00% teachers agreed that 'question-answer', 'reading aloud', 'giving ample oral drills' and 'encouraging pupils to imitate the teacher's model pronunciation were used in teaching English pronunciation and less than 80.00% of teachers used other ways than these as given in table No. V.3.(Cf.p.84) Only 16 out of 18 teachers used the way of 'drilling/practice/exercise/recitation/repetition/imitation' and less than 10 out of 18 teachers used other ways than said above, are given in table No.V.41 (Cf.p.189).

4) More than 50% of teachers were facing the difficulties of 'lack of time' and 'individual attention', 'regional influences over English', 'lack of good models of sounds' and 'ignorance of stress and intonation', while teaching English pronunciations and less than 50% of teachers faced the other difficulties than these as shown in the table No.V.4.(Cf.p.86) More than 10 out of 18 teachers were facing 'the problem of some English sounds' and less than 10 out of 18 teachers faced the other difficulties than these as given in table No.V.42 (Cf. p.190).

5) About 50% of teachers had suggested the remedies like 'using different aids such as 'linguaphone, tape-recorder and radio', 'presentation of models of sounds', 'importance of teacher's model speech' and 'explaining proper rhythm' to remove the difficulties of teaching English pronunciation, and less than 50% of teachers suggested other remedies than these as shown in table No.V.5 (Cf.p.88). More than

10 out of 18 teachers agreed that 'providing and using instructional material' was one of the remedies, and less than 10 out of 18 teachers had suggested the other remedies than said above, are given in table No.V.43 (Cf.p.191).

6) More than 50% of teachers followed the ways of 'comparing and contrasting the structures with that of mother tongue' and 'obtaining a mastery over a given structure by drilling it' in teaching English structures and less than 50% of teachers used other ways than these as given in table No.V.6 (cf.p.90). More than 10 out of 18 teachers followed the way of 'examples - rules - examples' and less than 10 out of 18 teachers used the other ways than said above, are given in table No. V.44 (Cf.p. 192).

7) Above 30% of teachers were facing the 'problems of presenting the structures, practising the structures and applying the structures', and less than 30% of teachers faced the other difficulties than said above, are given in the table No.V.7 (Cf. p.92). More than 10 out of 18 teachers said that 'poor vocabulary of the pupils' and 'lack of self-study at home' were the difficulties that they faced while teaching structures, and less than 10 out of 18 teachers faced other difficulties than these. They are given in table No. V.45 (Cf.p. 193)

8) More than 40% of teachers suggested that they should have knowledge of 'presenting the structures', 'practising the structures' and 'applying the structures', while teaching English structures and less than 40% of teachers suggested the other remedies than said above, as given in table No.V.8 (Cf.p. 93). More than 10 out of 18 teachers

suggested that 'sufficient time for revision and practice', 'refresher courses how to teach structures' and 'only one structure in each lesson' were the remedies to overcome the difficulties and less than 10 out of 18 teachers suggested other remedies than these. They are given in table No.V.46 (Cf.p.195).

9) Above 40% of teachers opined that 'giving word for word translation in mother tongue', 'drilling the word over and over again,' 'performing actions' and 'showing models, pictures and charts' were used to introduce English vocabulary and less than 40% of teachers used other ways than said above, as shown in table No. V.9 (Cf.p.95) More than 10 out of 18 teachers gave mother tongue equivalent/ translation for introduction of English vocabulary. Less than 10 out of 18 teachers used other ways than these. They are given in table No.V. 47 (Cf. p.196).

10) More than 30% of teachers asserted that 'ignorance of presenting vocabulary in the known structures, 'no repetition and application after presenting words', 'lack of audio-visual aids were the difficulties that they faced in word study and less than 30% of teachers faced other difficulties than said above, are given in table No.V.10 (Cf. p.97) More than 10 out of 18 teachers faced difficulties like 'lack of self-study at home', 'no sufficient time for practice/ drilling', and 'unable to give more examples' and less than 10 out of 18 teachers were facing other difficulties than these. They are given in table No.V.48. (Cf.p.198)

11) Above 40% of teachers suggested the remedies like, 'material demonstration', 'establishing direct bond between word' and idea, 'making use of word through classroom situations', 'arranging spelling games' and 'look,say and write' to remove the difficulties in teaching English vocabulary, and less than 40% of teachers suggested the other remedies than these. They are given in table No.V.11 (Cf. p.99). More than 10 out of 18 teachers asserted that 'revision of words before starting lesson', 'developing prescribed vocabulary sincerely at each stage' and 'sufficient time for drilling and practice were also important remedies to overcome the difficulties and less than 10 out of 18 teachers suggested the other remedies than these. They are given in table No. V.49 (Cf.p.199).

12) Nearly 85.91% of teachers followed the way of 'question-answer' to develop the listening skill of pupils. Above 40% and less than 85% of teachers followed the ways of 'conducting the entire lesson in English only', 'making use of audio-visual aids', 'listening to radio lessons', 'opening the text-books and explaining new words' etc. and less than 40% of teachers used other ways than said above, as shown in table No.V. 12 (Cf. p.101). More than 10 out of 18 teachers used the ways of 'reading aloud', 'creating English atmosphere', and 'drilling words and structures'. Remaining less than 10 teachers used other ways than these. They are given in table No. V. 50 (Cf. p.201).

13) Above 87.32% of teachers asserted that 'lack of English atmosphere in school and outside the school' was one of the difficulties in developing listening skill of the pupils. More than 35% and less than

87% of teachers faced the difficulties like 'lack of knowledge of various types of exercise', 'lack of tape-recorder and radio' and 'lack of own competency in speaking English' and less than 35% of teachers came across other difficulties as said above, are given in table No.V.13 (Cf.p.103). More than 10 out of 18 teachers agreed that lack of mastery over language' and 'poor vocabulary of the pupils' were the difficulties in developing the listening skill, and less than 10 teachers faced the other difficulties than these. They are given in table No.V.51 (Cf.p.202).

14) More than 50% of teachers suggested that 'using playway method' and 'direct method', 'giving ear-training exercises', 'creating English atmosphere', 'introducing sound system to the pupils', 'providing students with different kinds of input, such as lectures, radio news, films, T.V.plays, announcements, every day conversation, interviews, story telling, English songs' and 'providing visual aids or drawing pictures and diagrams associated with the listening topics' were the important remedies to overcome the difficulties while developing the listening skill of the pupils and less than 50% of teachers suggested the other remedies as said above, are given in table No.V.14 (Cf.p.105). More than 10 out of 18 teachers suggested the remedies like 'creating English atmosphere' and 'increasing vocabulary of the pupils' to remove the difficulties and less than 10 teachers suggested the other remedies than these. They are given in table No.V.52 (Cf.p.204).

15) Above 50% of teachers used the ways of 'giving ample opportunities for speaking', 'arranging oral composition', 'good model of teacher's speaking', 'arranging question-answer session', 'arranging talks and discussions', 'giving different types of drills' for developing

the speaking skill of the pupils and less than 50% of teachers used other ways as said above, are given in table No. V.15 (Cf. p. 107). More than 10 out of 18 teachers used the ways of 'question-answer', 'reading aloud' and 'drilling words and structures' for developing the speaking skill and less than 10 teachers used other ways than these. They are given in table No.V.53 (Cf. p. 206)

16) Above 50% of teachers stated that 'lack of audio-visual aids', 'lack of time', 'ignorance of language games' and 'lack of co-curricular activities were some of the difficulties of developing speaking skill and less than 50% of teachers faced other difficulties than these. They are given in table No.V.16 (Cf.p.109). More than 10 out of 18 teachers faced the difficulties like, 'lack of atmosphere in school and outside the school', 'ignorance of sequence of tense' and 'poor vocabulary'. Remaining less than 10 out of 18 teachers faced other difficulties as said above, are given in table No.V.54 (Cf. p.207).

17) More than 40% of teachers suggested the remedies like, 'giving picture lessons', 'saying and doing exercises', 'developing the ideas on the topic within the range', using tape recorder to give the feedback', 'dramatization', 'play way method' and 'oral method' to overcome the difficulties of developing speaking skill and less than 40% of teachers suggested other remedies as said above are given in table No.V.17 (Cf.p. 111). More than 10 out of 18 teachers suggested the remedies like 'improving vocabulary of the pupils', 'improving basic knowledge of English' (e.g. sequence of tense) and 'arranging speech eloquences and less than 10 out of 18 teachers suggested other remedies than these. They are given in table No.V.55 (Cf.p.209).

18) Above 60% of teachers used the ways of 'applying the sentence method' and 'giving the exercise of reading aloud in the class' to develop the reading skill of the pupils and less than 60% of teachers used other ways than these. They are given in table No.V.18 (Cf.p.113). More than 10 out of 18 teachers used the ways of 'demonstration of model reading', and 'reading competition' and less than 10 out of 18 teachers followed the other ways than said above, are given in table No. V.56 (Cf. p. 210).

19) More than 50% of teachers asserted that 'lack of library facility' (e.g. reading room) 'lack of English Newspapers, magazines' and 'no sufficient ^{time} /for practice' were the difficulties of developing reading skill of the pupils and less than 50% of teachers faced other difficulties as said above, are given in table No. V. 19 (Cf. p. 115). More than 10 out of 18 teachers stated that 'poor vocabulary of students', 'ignorance of reading with proper pauses and reasonable speed' and 'lack of proper demonstration of model reading' were some of the difficulties, and less than 10 out of 18 teachers faced other difficulties than these. They are given in table No.V.57 (Cf.p.212).

20) Above 50% of teachers suggested the remedies like, 'giving supplementary reading', 'explaining the utility of library reading', 'arranging classroom library', 'using English newspaper and magazines' to remove the difficulties of developing reading skill of the pupils and less than 50% of teachers suggested the other ways than these. They are given in table No.V.20 (Cf.p.117). Only 38.02% of teachers have suggested the remedy of 'developing reading skills', viz. scanning, skimming, intensive and extensive reading'. More than 10 out of 18

read with proper

-teachers agreed that 'developing vocabulary', 'enabling the pupils to /
 pauses and reasonable speed', 'individual guidance' and 'provision of
 sufficient time for practice' were the remedies to eradicate the
 difficulties of developing reading skill and less than 10 out of 18
 teachers suggested other remedies than said above, are mentioned in
 table No.V.58 (Cf. p. 214).

21) Above 50% of teachers agreed that 'presenting the
 teacher's writing as a model', 'encouraging the pupils to copy down
 the matter from the black board', 'using substitution table', 'displaying
 good hand-writing in display-cases', 'holding frequent competitions of
 hand writing' and 'remedying the mistakes of the pupils' were the ways
 of developing writing skill of the pupils and less than 50% of teachers
 used other ways as stated above, are described in table No. V.21 (Cf.
 p. 119). More than 10 out of 18 teachers used the ways of 'demonstra-
 tion of orthography', 'individual guidance' and 'punctuation marks and
 capital letters' and less than 10 out of 18 teachers used other ways
 than these. They are given in table No. V.59 (Cf. p. 215).

22) Above 35% of teachers faced the difficulties of 'ignorance
 of mechanics of writing', 'imitation of bad examples', 'over-crowdedness
 and bad furniture', 'lack of specimen of good hand-writing', 'lack of
 correction of faults' and 'lack of demonstration of holding the pen'
 in developing the writing skill of the pupils. And less than 35% of
 teachers faced other difficulties than these. They are given in table
 No. V. 22 (Cf. p.121). More than 10 out of 18 teachers were facing
 the difficulties of 'insufficient time for individual guidance' and
 'promoting pupils to next class with a gap in their achievements' and

less than 10 out of 18 teachers were facing the other difficulties as stated above, are mentioned in table No. V.60 (Cf. p.217).

23) Above 50% of teachers suggested the remedies like, 'each letter should be completely distinct from each other', 'each letter should be of moderate and even size', 'writing in straight line', 'simplicity in writing', 'attractiveness', 'individual attention right from the beginning', 'direction of movement in the formation of various letters', 'use of proper punctuation marks and capital letters', 'correction of faults' and 'demonstration of holding the pen' for developing the skill of writing among the pupils and less than 50% of teachers suggested the other remedies than these. They are given in table No. V. 23 (Cf. p. 123). More than 10 out of 18 teachers suggested the remedies like, 'holding competition of hand-writing' and 'imitation of teacher's good hand writing' and less than 10 out of 18 teachers suggested the ^{other} remedies as stated above, are given in table No. V.61 (Cf. p. 218).

24) More than 50% of teachers used the 'translation method', the 'structural approach' and the 'question-answer method' for teaching prose lessons and less than 50% of teachers used other methods than these. They are given in table No.V.24 (Cf.p. 125). More than 10 out of 18 teachers used the ways like 'reading aloud', 'introducing difficult words/phrases/structures' and 'question-answer' and less than 10 out of 18 teachers used the other ways than said above, are given in table No. V. 62 (Cf. p. 220).



25) Above 25% of teachers were facing the difficulties like, 'ignorance of different methods', 'ignorance of creating meaningful situations', 'lack of time for revision and practice' and 'lack of audio-visual aids' in teaching prose lessons and less than 25% of teachers faced the other difficulties than these. They are given in table No. V. 25 (Cf. p.127). Out of 18,10 teachers were facing the difficulties of 'poor vocabulary', 'insufficient time for detailed study' and 'ignorance of clear-cut objectives of teaching prose lessons', and ignorance of framing and asking questions of various types. Remaining less than 10 out of 18 teachers faced other difficulties stated above, are given in table No. V. 63 (Cf. p. 221).

26) More than 35% of teachers suggested the remedies like 'objectives of teaching English prose', 'using evaluation method', 'using audio visual aids properly', 'knowledge of proper methods to follow', 'creating meaningful situations', 'using different techniques i.e. narration explanation' etc. and 'self study and assignments' for teaching prose lessons effectively and less than 35% of teachers suggested the other remedies than these. They are given in table No. 26 (Cf. pp. 128 and 129). More than 10 out of 18 teachers asserted that 'increasing vocabulary of the pupils', 'developing comprehension power of the pupils', 'question-answer method', and 'evaluation method' were the remedies to overcome the difficulties in prose lessons and less than 10 out of 18 teachers faced the other difficulties as mentioned above, are given in table No.V.64 (Cf. p. 223).

27) Above 50% of teachers used 'meaning method', 'explanation method' and 'reading aloud' for teaching of poetry and less than 50% of teachers used the other ways than said above, are given in table No. V.27 (Cf. p.131). More than 10 out of 18 teachers used the ways of 'model recitation of the whole poem', 'stanzawise explanation in simple English', 'question-answer method' and the 'pictures' and less than 10 out of 18 teachers used the other ways than these. They are shown in table No.V. 65 (Cf. p. 224).

28) More than 35% of teachers were facing the difficulties such as, 'lack of imagination', 'lack of creating meaningful situations', 'ignorance of reciting poems rhythematically', 'lack of audio-visual aids' and 'lack of time' while teaching English poetry and less than 35% of teachers faced other difficulties than said above, are given in table No. V.28 (Cf. pp.132 and 133). More than 10 out of 18 teachers faced the difficulties like, ignorance of reciting poems with proper rhyme and rhythm', 'unable to explain poetical meaning', 'ignorance of framing and asking questions of various types' and 'ignorance of creating meaningful situations' in poetry lesson and less than 10 out of 18 teachers faced the other difficulties than these. They are given in table No. V.66 (Cf. p. 226).

29) More than 50% of teachers suggested some remedies to overcome difficulties while teaching poetry such as 'model reading is must', 'bringing enthusiasm and zeal is must' and 'the poem should be taught as a whole' and less than 50% of teachers suggested the other remedies than said above are given in table No.V. 29 (Cf. pp. 134 and 135). More than 10 out of 18 teachers asserted that 'increasing

vocabulary of the pupils', 'knowledge of reciting poems with proper rhyme and rhythm', 'explaining poem in simple and correct English' and 'following question-answer method' were also important remedies to remove the difficulties and less than 10 out of 18 teachers suggested other remedies than these. They are given in table No.V. 67 (Cf. p. 227).

30) Nearly 77.46% of teachers used the way of 'giving examples first and then arriving at rules with their help' while teaching grammar. Less than 75% and more than 50% of teachers used the way of 'introducing rules first and then giving examples' and less than 50% of teachers used the other ways than these. They are given in table No. V.30 (Cf.p. 137). More than 10 out of 18 teachers used the way of 'giving exercise and practice' and less than 10 out of 18 teachers used the other ways than said above, are given in table No.V.68 (Cf. p.228).

31) Above 30% of teachers faced the difficulties of 'lack of thorough knowledge of grammar', 'ignorance of different methods', 'influence of vernacular grammar', 'lack of audio-visual aids' and 'lack of time in teaching English grammar and less than 30% of teachers faced the other difficulties than these. They are given in table No.V. 31 (Cf. p.139). More than 10 out of 18 teachers faced the difficulties such as 'ignorance of proper steps' to be used in teaching grammar', 'lack of self-study at home' and 'teaching many items at a time', and less than 10 out of 18 teachers came across other difficulties than said above, are given in table No. V.69 (Cf. p. 229).

32) More than 50% of teachers suggested the remedies of 'through knowledge of English grammar', 'knowledge of proper method', 'teaching of grammar integrated with that of text-book' and 'using different aids' to remove the difficulties while teaching English grammar. Less than 50% of teachers suggested the other remedies than these. They are given in table No.V.32 (Cf. p. 141). More than 10 out of 18 teachers asserted that 'thorough knowledge of English grammar, 'sufficient time for practice and revision', 'refresher courses for demonstration of various grammatical items', 'teaching one item at a time' and 'using inductive method were the remedies to eradicate the difficulties of teaching English grammar and less than 10 out of 18 teachers suggested the other remedies than said above, are mentioned in table No. V.70 (Cf. p.231).

33) Above 80% of teachers used the ways of 'giving outlines', 'asking oral questions and receiving their answers' and 'giving points in question form' while teaching composition in English and less than 80% and more than 50% of teachers used the way of presenting certain model compositions before the pupils and below 80% of teachers used the other ways than these. They are given in table No.V.33 (Cf. p. 143). More than 10 out of 18 teachers used the ways of 'developing story with the help of points', 'by question-answer' and less than 10 out of 18 teachers used other ways than said above, are given in table No. V.71 (Cf. p.232).

34) More than 60% of teachers faced the difficulties such as, 'lack of various aids to use', 'lack of proper time', 'lack of

individual attention' in teaching of composition in English and less than 60% of teachers faced other difficulties than said above, are given in table No.V. 34 (Cf.p. 145). Out of 18, 10 teachers faced the difficulties like, 'lack of expression power', 'no sufficient time for practice', 'ignorance of sequence of tense, 'lack of interest' and 'ignorance of ways developing composition of various types and less than 10 out of 18 teachers were facing other difficulties than these. They are given in table No.V.72 (Cf. p. 234).

35) Above 40% of teachers suggested remedies of 'organising a conversation on a given topic, 'presenting pictures serially', 'separate periods', 'knowledge of different ways of teaching composition', 'using audio-visual aids' and 'displaying model compositions to overcome the difficulties of teaching composition in English and less than 40% of teachers suggested the other remedies than these. They are given in table No. V.35 (Cf. p.147). More than 10 out of 18 teachers agreed that 'sufficient time for practice', 'acquisition of mastery over language', 'more stress on composition work', 'self-study at home' and 'using guided or controlled composition' were also important remedies to overcome the difficulties of teaching composition in English and less than 10 out of 18 teachers suggested other remedies than these. They are given in table No.V.73 (Cf.p. 235).

36) Most number of teachers i.e. 73.43% said that use of mother tongue was helpful in teaching English as a third language. Very few teachers i.e. out of 71, only 9 teachers (12.67%) disagreed with the use of mother tongue in teaching English. Simply 10 out of

71 teachers had not expressed any opinion for and against the use of mother-tongue. This information is given in table No.V.36 (Cf.p.149).

37) Nearly 60.56% of teachers opined that mother-tongue was useful to explain meaning of words and phrases. Out of 71, 54.92% of teachers said that it was useful in teaching grammar. Only 49.29% teachers stated that it was useful for giving instructions to pupils and making clear the contrast between mother-tongue and English. Almost 36.61% of teachers asserted that mother-tongue was useful for testing comprehension of the pupils. Only 9.85% of teachers said that it was useful at other levels also. All this is mentioned in table No. V.37 (Cf.p.150).

38) Most number of teachers i.e. 69.01% agreed with the use of principles of teaching of English. Very few teachers i.e. out of 71, only 2 teachers (2.81%) disagreed with the use of principles of teaching of English. Simply 21 out of 71 teachers had not expressed any opinion for and against the use of principles of teaching of English. This information is given in table No. V.38 (Cf.p.152).

39) More than 50% of teachers said that 'habit formation and intensive practice', 'oral work', 'situational approach', 'teaching basic sentence patterns' and 'making lessons interesting' were important principles of teaching English. Remaining less than 50% of teachers agreed with the use of the other principles of teaching of English than said above, are shown as table No. V.39 (Cf. pp. 153 and 154).

40) Above 75% of teachers used 'Translation method', 'structural approach' and 'question-answer method' for teaching of

English as a third language and less than 75% and more than 50% of teachers used 'Direct Method', 'oral method', 'evaluation method', 'picture composition method', 'meaning method', 'explanaton method' and 'story method while teaching English language and less than 60% of the teachers used other methods than these. They are given in table No.V.40 (Cf.p. 156).

41) Only 3 out of 18 teachers (16.66%) said that the present work-load prescribed for English teaching was sufficient. The percentage is very low. Remaining 15 out of 18 teachers (83.33%) were of the opinion that the present work-load was not sufficient. Its percentage is very high. According to the most of the teacher, two more periods were required and their aspectwise allotment of work load was prose 3, poetry 2, grammar 3, composition 2 and other allotment was 4 - 2 - 2 and 2 respectively. This information is given in table No.V.74 (Cf. p.237).

42) Cent-percent teachers (100%) were of the opinion that inservice training was necessary for teaching of English language more effectively.

43) Out of 18, 16 teachers were of the opinion that the changed examination system had resulted in better teaching of English but only 2 out of 18 do not agreed with this. This shows present examination system is proper. This information is given in table No.V.75 (Cf. p. 239).

44) Almost all the 18 teachers had not prepared lesson plan of their units. This information is given in table No.V.76 (Cf. p.242).

45) While teaching prose, 3 introductions out of 4 were not effective. Three teachers introduced difficult words. Three teachers read a few lines and translated into Marathi. All the 4 teachers did not write comprehension questions on the black board. Three teachers asked some questions during the course of teaching. Three teachers did not recapitulate the main ideas. Half the teachers helped the pupils to answer the questions. Three teachers did not give home work, and all the four teachers did not complete the lesson in time. This information is given in table No. V.77 (Cf.p.243).

46) While teaching poetry, half the teachers introduced the unit effectively. The same number of teachers introduced difficult words. Out of 2, 2 teachers read a few lines and translated them into Marathi. All the teachers did not write comprehension questions on black board. Half the teachers asked questions, recapitulated the main ideas, helped his pupils to answer, gave home work and completed the unit. This information is also given in table No. V.77 (Cf.p.243).

47) While teaching grammar, the introduction of 4 teachers out of 6, was not effective. Five teachers wrote examples on the black board. Four teachers gave some exercises. Half the teacher helped the pupils to do exercise. Four teachers did not use the suitable method. While teaching composition, the introduction of one teacher out of 2, was effective. All the two teachers did not write questions and points on the black board. Half the teachers gave summary of essay and story orally. All the two teachers got answers and explanations from the students. Half the teacher did not use proper method. While teaching letter writing, two introductions out of two were not



effective. All the teachers did not produce a model letter. Two teachers explained the parts of a letter. Half the teachers gave important clues of letter and wrote clear suggestions. Two teachers did not help the pupils while writing a letter and did not show the mistakes of the pupils. While teaching comprehension/translation the two introductions out of two were not effective. All the two teachers wrote a passage on the black board and got answers from the pupils. Half the teachers gave important points and corrected the mistakes. This information is shown on table No.V.78 (Cf. pp. 245 and 246).

48) Out of 18 teachers, 11 teachers made a little efforts to stimulate listening on the parts of pupils and 7 teachers made appreciable efforts in this case. One teacher made no effort to encourage 'speaking', 16 teachers made a little efforts in this case, only one teacher made appreciable efforts in this regard. Six teachers made no efforts to stimulate reading, 8 teachers made a little efforts in this case and 4 teacher made appreciable efforts. Eight teachers made no efforts to stimulate 'writing', 10 teachers made a little efforts in this regard. Only one teacher made no efforts to encourage students' participation in the teaching-learning situation, 16 teachers made a little efforts in this case and only one teacher made appreciable efforts, in this regard. Two teachers made no efforts to remedy the students' mistakes in the class, and 15 teachers made a little efforts in this regard and only one teacher made appreciable efforts. Sixteen teachers made no efforts to encourage the students asking questions and 2 teachers made a little efforts in this context. Only 2 teachers made no use of black board and 10 teachers made a little use of black

board and 6 teachers made appreciable use of it. Seven teachers never made efforts to follow the principles of teaching English and 10 teachers made a little efforts in this case and only one teacher made appreciable efforts in this regard. Two teachers never made use of mother tongue but 11 teachers made a little use of it and 5 teachers made appreciable use of it. This information is given in table No.V.79 (Cf. pp. 248 and 249).

49) Out of 18 teachers, the behaviours of 10 teachers was encouraging. Three teachers were found strict and five were indifferent towards the pupils. The nature of 9 teachers was a discovered demanding efforts and correctness on the part of pupils. Three teachers were supporting and helpful in their behaviours. This information is given in table No.V.80 (Cf. p.250).

50) Out of 18 teachers, 11 teachers were poor in speaking English and 6 were correct. Only one teacher used over-simplified English. Ten teachers' in this was properly controlled and English of 2 teachers' was not controlled. Three teachers were fluent in speaking the language. This information is shown on table No.V.81 (Cf.p.251).

51) Out of 18 teachers, 12 teachers used translation method, 10 teachers made use of question-answer method and 5 teachers handled 'Direct Method'. Four teachers used 'Explanation Method' and 'Inductive Method' each. Only one teacher was found using 'Analytical Method', 'Picture Method', 'Inductive-Deductive Method', 'Bilingual Method', 'Structural Approach' each as explained in table No.V.82 (Cf. p.252).

52) General performance of 10 teachers out of 18 was poor, 7 teachers' performance was good and one's was excellent as described in table No.V.83 (Cf. p.253).

VI.3 RECOMMENDATIONS :

The conclusions based on the data analysed and interpreted in the last chapter were stated in the foregone pages of the present chapter. The researcher now presents the recommendations based on these conclusions in the following pages of this chapter.

1) The schools have hardly library facilities such as, English books, reference books, instruction material, magazines, story books, news papers, posters etc. These facilities should be made available with the help of Government and voluntary organisations like, Rotary Club, Lion's Club etc. The English room should be well equipped for reading, debating and self-study.

2) English classrooms should be well furnished, lighted, ventilated and be away from the disturbance of the neighbouring classes with a view to create atmosphere conducive to the teaching of English, proverbs in English, pictures, tables of English structures, charts of tenses be prepared and hanged on the walls of the classroom.

3) An English teacher, who has offered English as his special subject at graduation level and English as one of the methods of teaching English at his professional degree level should be appointed on recommendations of Maharashtra Public Service Commission.

4) Most of the schools should be instructed to complete the backlog of English teachers first.

5) The teachers of English should be resourceful.

6) English atmosphere should be created in the schools and outside the schools.

7) One and the same class should be allotted most to the same teacher to teach in the succeeding year so that there shall be no gap in the achievement. Great achievement is possible only if the teacher handles the same class.

8) The behaviours of teachers should be liberal in the classrooms.

9) The use of English language by the teacher should be fluent in the classroom.

10) The teachers should prepare lesson plans before conducting the lessons.

11) In order to improve their teaching of English, the B.Ed. colleges should conduct seminars and workshops to guide the teachers as to how a single unit can be taught with various teaching methods.

12) Extension Service Centre should conduct the orientation courses for teachers of English to improve their teaching of English with the help of modern techniques and carry out the follow up work with the co-operation of Educational Officer on Taluka level.

13) Phonetic classes should be conducted to improve the pronunciation of teachers of English.

14) The courses for teachers of English should be arranged to improve their knowledge of English thoroughly in Diwali and Summer vacations.

15) The teachers of English should not be given other work except teaching of English.

16) The teachers should know various types of exercises to develop the four skills. To make the teachers familiar with all these exercises and to train them, orientation and refresher courses, seminars, group conferences, workshops, weekly and monthly meetings, extension lectures, use of publications and number of other devices should be conducted either by B.Ed. Colleges or by English Teachers Associations, with the help of Educational Officer.

17) Individual guidance and correction work should always be followed.

18) The teachers of English should enrich the vocabulary of the pupils by creating meaningful situations.

19) The pupils should be encouraged to speak in English and they should not be allowed to express themselves in their mother tongue in an English class.

20) The pupils should be given more and more opportunity to participate orally in the classroom situations of any kind.

21) The parents should help to improve English of their children.

22) Hand books and work books with model lesson plans of various aspects of teaching English should be provided to the teachers of English.

23) Audio-visual aids should be provided and used properly.

24) Teachers of English should pay their attention towards presenting structures, practising structures and applying them to teach English at the secondary stage.

25) Teachers of English should pay more attention towards the teaching of grammar and composition to their students as they develop oral and written expression simultaneously.

26) The grammar and composition work should be co-related with the teaching of English lessons.

27) Each prose lesson should have only one structure to teach it effectively.

28) Colleges of Education should arrange workshops to prepare appropriate teaching aids for using them in teaching of English in class-room situations and the planning of English lessons.

29) The head-masters should encourage the English teachers to adopt 'Eclectic/Compromise method and avoid traditional methods in teaching of English to realise the objectives to a great extent.

30) The poems which have Indian background should be included in the text-books. Teachers should try to recite the poems with proper rhyme and rhythm.

31) More stress should be given on 'habit formation and extensive practice' in English, on 'situational approach' in teaching basic sentence patterns, on 'oral work' and 'on making the lesson interesting while teaching English to the pupils at the secondary stage (Marathi Medium).

32) Correction work is of utmost importance for the language learning pupils. It is, therefore, necessary that the teachers of English should pay their attention to the written work of the pupils. Commonly acquiring mistakes should be explained thoroughly to the pupils and sufficient practice should be given to eliminate these mistakes.

33) Stress on teaching of English should be given at the upper-primary stage i.e. from V to VII standards.

34) As far as possible emphasis should be given on teaching of language rather than teaching of literature.

35) Sufficient time should be allowed for the teaching of English.

36) Most of the teachers should apply the principles of teaching English while teaching it in classroom situation.

37) The strength of class should be moderate.

38) The subject committee for English in the school must function effectively.

39) Most of the teachers were of the opinion that the objectives of teaching English have been realised to 'the various extents' It is recommended that the objectives of teaching English should be

specified unitwise and if possible in terms of learning outcomes to realise them to the possible extents.

40) The teachers of English must know the objectives with their specifications of teaching English as a third language to make the teaching of English more efficient and effective in the classroom situations. It is, therefore, necessary to acquaint the teachers with the objectives of teaching English and their specifications by organising seminars, symposia, workshops, inservice training programme, refresher courses. This work can be entrusted to the B.Ed. Colleges as a part and parcel of their extension service programme. S.C.E.R.T., Pune, Regional Office of N.C.E.R.T. and Association of English teachers are the organisations which can help in this context. This is not only necessary but very essential also for the teachers of English in secondary schools who have rare opportunity for developing their knowledge of the subject-matter and methodology of English teaching.

VL4 SOME PROBLEMS FOR FURTHER STUDY :

While conducting the research work, the researcher has come across some areas in the field of his study which according to him have not yet been explored. The researcher also did not explore these problems in detail as he felt that they were not directly related to the problem on hand. However, the researcher feels that the researches in these areas would also be helpful in enriching knowledge of teachers regarding teaching of English. The following are some of the areas that the present research worker has come across while working on his own problem.

1) The research work is pertaining to the teaching of English at the secondary stage (Marathi medium) in Tasgaon Tehsil. The researcher feels that the research should be made to study teaching of English at 'Upper Primary Stage I.e. Stds.V to VII (Marathi Medium) in the same Tehsil.

2) The research work is pertaining to the teaching of English at the secondary stage (Marathi medium) in Tasgaon Tehsil. The researcher feels that such type of research should be done in other Tehsils.

3) The researcher feels that separate study should be done on each of the four skills of English language.

4) The researcher feels that a separate study should be done on the four aspects of teaching English language I.e. prose, poetry, grammar and composition.

5) The researcher feels that the place of mother tongue in teaching of English language can be a very well topic for further research study.

6) The researcher feels that use of computer in teaching of English is also an important topic for further study.

7) The researcher feels that 'use of instructional material in teaching of English should be a very well topic for further research study.

8) The researcher feels that revised study of this problem can be done.

9) The researcher feels that problems of teaching English pronunclaton can be a very well topic for further research study.