# CHAPTER – V

# SUMMARY AND CONCLUSIONS

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# SUMMARY AND CONCLUSIONS

## INTRODUCTION

The world has become a global village in this age of Information Technology. The knowledge of English is vital for availing the benefits of the advance information technologies. India as a country benefitted from its exposure to English during the British rule.

English is the language of international politics, trade, commerce, industry and the medium of instruction in technical, medical, law and other institutions. Current knowledge of the world in science and technology is published in English language.

English is spoken by 350 million people in the world. It is the link language of the common wealth countries. Any one who can read English can keep in touch with the world without leaving his house.

English is the language of communication between the Union Government and the State Government.

The main purpose of teaching English in India is to make our students active users of simple, natural and living English. Keeping this fact in mind, the Government of India adopted three language formula. English was introduced from V standard onwards as a third language in 1971. The Government of Maharashtra declared the new policy about

English language in December 1999. English introduced as third language from June 2000 onwards from I standard.

The objective of teaching English as a third language as follows:

1. To enable the pupils to understand when spoken.
2. To enable them to speak with ease and understanding.
3. To enable them to read with ease and understanding.
4. To enable them to express themselves in simple and correct English.

The pros and cons of introduction of English from the I standard onwards has been debated widely in Institutions, in Press etc. The Government has implemented the scheme and like any new programme the individuals involved in its implementation are bound of face certain problems.

It is the fact that English has become one of the major languages of the world and Indians can neglect its study at their own task. Whole political and scientific thought has been organised, for the historical reasons, by the English language. Two hundred years association with English and with English institutions in a privilege that cannot be easily thrown away. It is an acquisition of very great value of Indians. It links Indians and places them in the tradition of European thought and culture. It is through English that Indians have shared the wisdom of the West

and the West has shared with Indians, their intellectual and spiritual heritage.

The importance of English can be considered as an international language, our major window of the world, as a link language, and as a library language.

English language has an important place among the subjects which are taught in the Marathi Medium Primary schools. The student has to three languages in secondary school. The study of English begins at I standard in primary schools of Maharashtra. The study of Hindi as well as English begins at the V standard in primary schools. English is a prestigious subject among the school subjects. The student is expected to learn English to acquire four basic skill i.e. listening, speaking, writing and speaking, along with understanding.

Thus the Indian teachers of English needs to knowledge of the place given to English in the curriculum to formulate the objectives and to plan teaching accordingly and effectively.

**STATEMENT OF THE PROBLEM**

"A CRITICAL STUDY OF THE PROBLEMS IN THE INTRODUCTION OF ENGLISH AS III LANGUAGE IN PRIMARY SCHOOLS OF HATKANANGALE TALUKA IN MAHARASHTRA".

## SIGNIFICANCE OF THE STUDY

This is a status study research identifying the problems of introduction of English as III language as both I and V standard.

The appropriate suggestion given by the researcher based on identified be useful to the students, teachers, and administrators minimise the problems to make the scheme more effective and fruitful.

The study of the problems of introduction of English as III language in primary schools of Hatkanangale taluka has not been undertaken by any more.

The research on the above said study is very essential for the following reasons :

i. It will enable the teachers to find out the difficulties in the teaching of English as a third language.

ii. It will help them to improve upon the teaching of English and leading to the improvement in the standard of English at the primary stage.

iii. It will make them familiar with the methods and techniques of teaching English as a third language.

iv. It will enable them to study English as a skill course rather than the content course.

v. It will help them to strengthen the language acquisition skills of the learners.

vi. It will enable them to study and understand the objectives of teaching English as a third language in the primary schools.

vii. It will enable them to study and follow the ways means of evaluating the students achievement in English.

## DELIMITATIONS OF THE STUDY

1. The present study is delimited to the Marathi medium primary schools of Zillha Parishad of Hatkanangale taluka in Kolhapur district.
2. This study delimits administrators as Block Education Officer and Headmaster of School.

## OBJECTIVES OF THE STUDY

The main objective of the study is to study critically the problems of introduction of English in I and V standard in primary school and offer appropriate remedies to make the introduction of English as III language in primary school, more effective and fruitful.

The specific objectives of the study as follows :

1. To study the various methods of teaching English as a third language in standard I.
2. To study the various methods of teaching English as a third language in standard V.

3. To identify the problems encountered by teachers while teaching English in I standard.
4. To identify the problems encountered by teachers while teaching English in V standard.
5. To study the problems encountered by students of I and V standard.
6. To identify the availability and use of teaching aids to teach English in I and V standard.
7. To identify the problems encountered by the administrators having introduced English in I standard.
8. To suggest appropriate measures to remedy the problems of English teacher teaching I standard.
9. To suggest appropriate measures to remedy the problems of English teacher teaching V standard.

## PLAN AND PROCEDURE

### Research Design

### A. Research Method

The main objective of the study is to collect, analyse and to interpret the facts about the existing conditions, prevailing practices and problems of introducing and problems of introducing English as a third language in I and V standard, the researcher made the use of the survey method of research, which is descriptive in nature.

## 1. Research Tools and Techniques

In order to collect the data for this research, the researcher was used the following tools :

1. Questionnaire for I standard English teacher (class teacher).
2. Questionnaire for V standard English teacher.
3. Interview schedule for Block Education Officer and Headmaster.
4. Questionnaire for students.

### 1. Questionnaire for I standard English Teacher (Class Teacher)

The questionnaire was used to collect information from the I standard English teachers (class teachers) such as preparation, methods, problems regarding teaching of English to I standard.

### 2. Questionnaire for V Standard English Teacher

The questionnaire was used to collect information from the V standard English teacher such as preparation, methods, problems regarding teaching of English to V standard.

### 3. An Interview Schedule

This schedule was used to interview Head Master of the school with a view to find out the problems and suggest the remedies for the improvement of English to I and V standard at the primary stage.

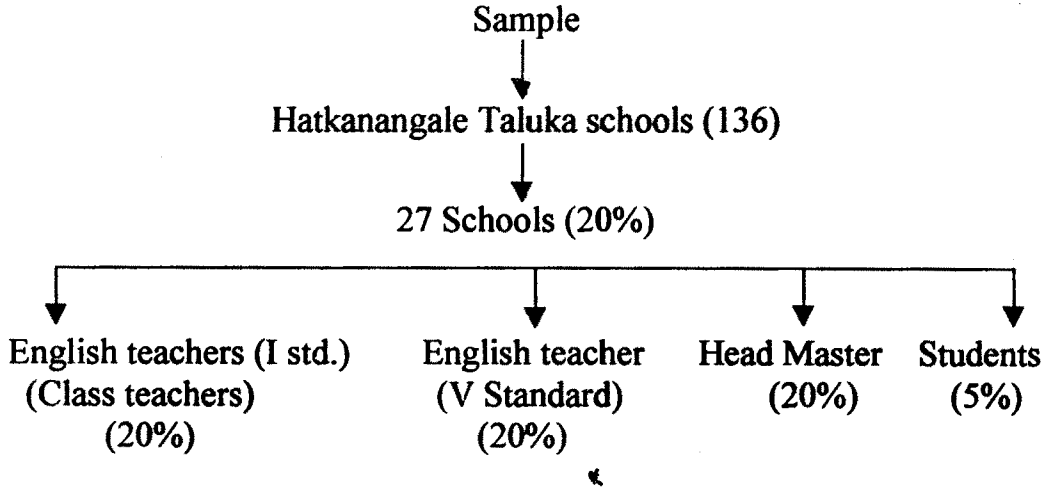
### 4. Questionnaire for Students

This questionnaire was used to collect information from the students of I and V standard such as teacher's teaching according to introducing English as a III language in primary school.

Data, thus, collected were analysed and interpreted with the help of tables, figures and the measures of descriptive statistics, conclusions based thereupon and also recommendations were presented at the end.

**SAMPLING DESIGN**

The researcher had selected the area of Hatkanangale taluka as the field for the present study. There were 136 Marathi medium schools in Hatkanangale taluka. The researcher was selected 27 schools out of 136 Marathi medium schools of Zillha Parishad of Kolhapur in Hatkanangale taluka. The researcher was selected randomly 20% schools in this research. The researcher was randomly selected 5 per cent students from I and V standard of randomly selected 27 schools. The researcher was selected 27 English teacher means class teacher of I standard, 27 English teacher of V standard and 27 Head Masters from randomly selected 27 schools. The researcher also interviewed the Block Education Officer of Hatkanangale taluka.



## COLLECTION OF DATA

To collect data from 27 primary schools in Hatkanangale taluka, the researcher had to be visited and the data were collected from the class teachers. English teachers, Head Masters and students.

The data was collected on different days. Data were analysed and interpreted with the help of tables, figures and measures of descriptive statistics.

## ANALYSIS OF DATA

Data, thus, collected were analysed and interpreted with the help of tables, figures and measures of descriptive statistics. Conclusions and measures to remedy the problems were presented in the Chapter V.

## CONCLUSIONS

1. Sixty three per cent teachers of I standard were learned upto S.S.C. D.Ed. or H.S.C. D.Ed. The other teachers were learned upto B.A. D.Ed. (Twenty six percent), B.A.B.Ed. (Three percent) and M.A.B.Ed. (Seven percent). Sixty three percent teachers of I standard were graduates and thirty seven percent teachers were not graduates.

2. Seventy seven per cent teachers of V standard were graduate with training programme and twenty two percent teachers were graduates.

3. Sixty three per cent English teachers of I standard were not graduate but they were teaching English to students. Only seven percent teachers were graduates with English subject. Eleven percent teachers were graduates with History, fourteen percent teachers were graduates with Marathi and only one teacher is graduate with Hindi.

4. Seventy four per cent teachers of V standard were graduates with Marathi, Hindi, History, Sociology and Geography at graduates level. Only twenty six percent teachers of V standard were graduates with English subject.

5. Only twenty six per cent teachers of V standard offered special English teaching method in training programme. Seventy four percent teachers offered Marathi, Hindi, History and Geography teaching methods in the training programme.

6. Ninety two percent teachers of I standard used reading the text book and explaining new words. Teachers used the other methods such as 'Making use of Audio aids', 'Making use of mother tongue', 'Using question answer methods', 'Group drilling of new words', 'Making them to listen radio', 'Using graded exercise for listening', 'Reading the new words loudly and practice of listening new English words' and 'Conducting the entire lesson in English only' in the range of fourty four to eighty eight percent. Only forty percent teachers used 'Aural-oral approach' to develop listening skill among pupils.

7. Eighty five per cent teachers of I standard faced the problem 'Lack of own competence confidence in speaking English' to develop English speaking skill among pupils. Teachers faced other problems such as 'Ignorance of sound system', 'Lack of knowledge of various types of exercise', 'Less stress on drill work', 'Lack of English atmosphere in school and outside the school', 'Lack of knowledge of proper speed', 'Lack of parents' co-operation' and 'Lack of audio-aids' while teaching to develop speaking skill among students. Only thirty three percent teachers faced the problem 'Lack of students interest in listening' for developing listening skill in students.

8. Eighty one per cent teachers of I standard used the method 'Giving different types of drills' to develop English speaking skill among students. Teachers used the other methods such as 'Using direct

method', 'Using questions to invite answers', 'Arranging oral and picture composition', 'Giving proper opportunities for speaking and conversation', 'Telling a story', 'Using story books for loud reading', and 'Arranging speech competitions and prizes for winners' in the range of thirty seven to seventy four percent while teaching to develop speaking skill in students. Only twenty nine percent teachers used 'By dramatisation method' for developing speaking skill among pupils.

9. Eighty five percent teachers of I standard faced the problem of 'Ignorance of various ways of oral work' to develop English speaking skill among pupils. Teachers faced the other problems such as 'Ignorance of language games', 'Interference of mother tongue', 'Lack of library facilities', 'Lack of good model of classroom speech', 'Inadequacy of exercises to devices for developing speech', 'Lack of co-curricular activities', 'Lack of time' and 'Lack of parents' co-operation' in the range of forty to seventy seven percent. Only thirty seven percent teacher faced the problem of 'Lack of audio-visual aids' to develop speaking skill among pupils.

10. Ninety six percent teachers of I standard used the method 'Using the word method' for developing reading skill among pupils, followed 'Applying the sentence method' (ninety two percent). Teachers used the other methods such as 'Individual reading in the class', 'Training them to interpret the printed symbol', 'Reading simple words', 'Encouraging

students to read books and newspapers', 'Giving the exercise of reading aloud in the class', 'Using Alphabet method' and 'forming a library association of the pupils' in the range of thirty seven to eighty one percent. Only thirty three percent teacher faced the problem of 'creating proper situation for reading' to develop reading skill among students.

11. Eighty eight percent teachers of I standard faced the problem of 'Ignorance of proper pause, stress and intonation' while teaching to develop English reading skill in pupils. Teachers faced the other problems such as 'Ignorance of proper speed', 'Ignorance of the mechanics of reading', 'Ignorance of pronunciation', 'Non-availability of English newspapers and magazines', 'Ignorance of different methods for use', 'Lack of interest in reading material', 'Lack of time', 'Lack of library facilities' and 'Lack of comprehension of content reading' in the range of fifty one to eighty five percent. Only thirty seven percent teachers faced the problem of 'Lack of parents' co-operation' to develop reading skill among pupils.

12. Eighty eight per cent teachers of I standard used method of 'Encouraging the pupils to copy the matter written on the blackboard' for developing writing skill among pupils followed by 'Using square line books (eighty five percent). Teachers used the other methods such as, 'Giving proper practice of curves and circles of letters', 'Using four lines copy notebooks', 'Presenting teachers writing as model', 'Using

substitution tables', 'Remedying the mistakes of the pupils', 'Holding competitions of handwriting' and 'Displaying good hand writing in display cases' in the range of fourty eight to eighty one percent. Only twenty nine percent teachers used the method of 'Dictation writing' to develop writing skill among pupils.

13. Eighty five percent teachers faced the problem of 'Ignorance of mechanics of reading' to develop writing skill among students. Teachers faced the other problems such as 'Over crowdedness and bad-furniture', 'Lack of good specimen of good handwriting', 'Lack of giving exercise for writing', 'Imitation of wrong things', 'Use of handwriting material', 'Lack of practice', 'Carelessness while writing', 'Lack of proper exposure due to unhealthy surroundings', 'Lack of guidance in the correction of mistakes' and 'Rough notebooks' in the range of forty eight to eighty five percent. Only thirty three percent teachers faced the problem of 'Lack of parents co-operation' for developing writing skill among students.

14. Eighty eight per cent teachers of V standard used the method 'Making use of mother tongue' to develop speaking skill among pupils. Teachers used the other methods such as, 'Group drilling of new words', 'Reading the text book and explaining new words', 'Using questioning answer method', 'Using graded exercise for listening', 'Reading the new words and practice of listening English words', 'Aural-oral approach',

'Conducting the entire lesson in English only and Making them to listen Radio lesson' in the range of forty eight to eighty five percent. Only Forty percent teachers used the method 'Making use of audio-aids' for developing listening skill among pupils.

15. Eighty one percent teachers faced the problem of 'Lack of own competence confidence in speaking English' to develop listening skill among pupils. Teachers faced other problems such as 'Lack of knowledge of various types of exercise', 'Ignorance of sound system', 'Lack of knowledge of proper speed', 'Less stress on drill work', 'Lack of English atmosphere in school and outside school', 'Lack of audio-aids', 'Lack of parent's co-operation' and 'Lack of students interest in listening' in the range of forty to seventy four percent, while teaching to develop listening skill in pupils. Only thirty seven percent teachers faced the problem of 'Lack of ambition to proceed to education' for developing listening skill among students.

16. Eighty five per cent teachers of V standard used the method 'Arranging oral and picture composition' to develop speaking skill among pupils. Teachers used the other methods such as 'Giving different types of drills', 'Using direct method', 'Using teachers speaking as model', 'Using questions to invite answers', 'Using story books for loud reading', 'Telling a story', 'Arranging speech competitions and prizes for winners' and 'Giving proper opportunities

for speaking and conversation' in the range of forty to eighty one percent. Only thirty seven percent teachers used the method 'By dramatisation' for developing speaking skill in students.

17. Seventy seven percent teachers of standard faced the problem of 'Ignorance of various way of oral work' to develop speaking skill among pupils. Teachers faced the other problems such as, 'Ignorance of various methods', 'Ignorance of language games', 'Interference of mother tongue', 'Inadequacy of exercises or devices of developing speech', 'Lack of library facilities', 'Lack of co-curricular activities', 'Lack of good model of classroom speech', 'Lack of opportunities' and 'Lack of audio-visual aids' in the range of forty four to seventy four percent while teaching to develop speaking skill among pupils. Only forty percent teachers faced the problem of 'Lack of time' for developing speaking skill among pupils.

18. Hundred per cent teacher of V standard teachers used methods, 'Using Alphabet method' and 'Using the word method' to develop reading skill among pupils. Teachers used the other methods such as, 'Applying the sentence method', 'Reading simple words', 'Training them to interpret the printed symbols', 'Giving the exercise of reading aloud in the class', 'Individual reading in the class', 'Encouraging students to read books and newspapers' and 'Forming a library association of the pupils' in the range of forty four to ninety two

percent. Only twenty nine percent teachers used the method 'Creating proper situation for reading' to develop reading skill in students.

19. Eighty one percent teachers faced the problem of 'Ignorance of proper pause, stress and intonation' to develop reading skill among students. Teachers faced the other problems such as 'Ignorance of mechanics of reading', 'Ignorance of speed', 'Ignorance of pronunciation', 'Non-availability of English newspapers and magazines', 'Ignorance of different methods for use', 'Lack of time', 'Lack of interest in reading material' and 'Lack of comprehension of content reading' in the range of thirty seven to seventy seven percent. Only thirty three percent teachers faced the problem of 'Lack of parents co-operation' for developing reading skill among pupils.

20. Eighty eight per cent teachers of V standard used the method 'Presenting the teacher's writing as a model' to develop writing skill among pupils. Teachers used the other methods such as, 'Giving proper practice of curves and circles of letters', 'Using square line books', 'Using four lines copy books', 'Remedying the mistakes of the pupils', 'Encouraging the pupils to copy the matter on the black board', 'Using substitution tables,' 'Holding frequent competitions' and 'Displaying good hand writing in display cases', in the range of forty to eighty one percent while teaching to develop writing skill among its. Only twenty

nine percent teacher used the method, 'Dictation writing' for developing writing skill.

21. Seventy four percent teachers faced the problem of 'Ignorance of mechanics of writing' to develop writing skill among students. Teachers faced the other problems such as, 'Over crowdedness and bad furniture', 'Imitation of wrong things', 'Use of hand writing material', 'Lack of practice', 'Lack of guidance in the correction of mistakes', 'Lack of giving exercise for writing', 'Lack of good specimen of good hand writing' and 'Rough notebooks' in the range of thirty three to seventy percent. Only twenty nine percent teachers faced the problem of 'Lack of parents' co-operation' for developing writing skill in students.

22. Hundred per cent teachers of I standard used the teaching aids, 'pictures' to develop English skills among pupils. The other teaching aids such as, charts, flash cards, slides, radio, taperecorder, language games, postures, film strips, television, VCR, transparence and model used by teachers to develop teaching English skills in the range of eighteen to eighty five percent. Nobody have used language laboratory for developing English skills in students.

23. Eighty eight per cent teachers of V standard used the teaching aid 'Pictures' to develop English skills among students. The other teaching aids such as taperecorder, radio, charts, television, flash cards, language games, posters, film strips, slides and transparency used for developing

English skill among pupils in the range of thirty seven to eighty five percent. Only twenty two percent teacher used VCR as a teaching aid to develop English skills in students. Language laboratory is not available in any school.

24. Seventy seven per cent Headmasters of schools faced the problem of 'Ignorance of knowledge of subject' to introduce English as a III language in school, followed by 'Teachers educational and professional qualification (seventy four percent).

Headmasters of the schools faced the other problems such as 'Quality of teacher teaching', 'Teacher's response', 'Interference of mother tongue', 'Lack of knowledge of curriculum', 'Lack of extra work', 'Ignorance of advanced knowledge', 'Over crowdedness of students', 'Lack of good evaluation', 'Ignorance of knowledge of use of teaching aids', 'Lack of co-curricular activities', 'Unhealthy surrounding of school', 'Lack of various competitions', 'Lack of teachers co-operation', 'Lack of time' and 'Teachers training' while to introduce English as a III language in schools. Only twenty two percent Headmasters faced the problem of 'Lack of Administrator's co-operation' for introducing English as a III language in schools.

25. Ninety one per cent students of I and V standard faced the problem of 'Teachers use of English language in class' while teachers

teaching English as a III language in class, followed by 'Lack of use of mother tongue in class' (eighty four percent).

Students of I and V standard faced the other problems such as 'Lack of Teacher's good behaviour', 'Lack of Teacher's proper pronunciation', 'Ignorance of using of teaching aids', 'Lack of arrangement of various competitions', 'Lack of parents co-operation' 'Lack of language games', 'Lack of use of various methods', 'Lack of opportunities', 'Unhealthy atmosphere', 'Lack of time', 'Comprehension of subject knowledge', 'Ignorance of teachers reading with proper pause, stress, intonation and speed', 'Comprehension in content', 'Group drilling', 'Lack of library books' while teacher teaching English in the class in the range of seventeen to eighty percent. Only fourteen percent students faced the problem of 'Lack of interest in English subject' while teachers teaching English.

26. The Block Education Officer of Hatkanangale Taluka faced the main problem of 'Teachers training for teaching English' and 'Teachers educational and professional qualification' for developing English in the schools.

## MEASURES TO REMEDY THE PROBLEMS

### MEASURES TO REMEDY THE PROBLEMS FOR DEVELOPING THE LISTENING SKILL IN PUPIL OF I AND V STANDARD

English teacher of I and V standard should use direct method in their teaching of English. He should also give ear training exercise, memory exercise, knowledge of sound system, to the pupils. He should create English atmosphere in the class and outside the class. English teacher should design task oriented exercises to engage the students interest and help them learn listening skill. Teacher should provide authentic material rather than idealised and filtered samples. English teachers should provide students with different kinds of input, such as, lectures, radio news, films, T.V. plays, announcements, everyday conversation, interviews, story telling, radio lessons, English songs etc. Teachers should also provide visual aids or drawing pictures and diagrams associated with the listening topics. Teachers should grade listening material according to students level. Teachers should also use model reading by teacher and a few students in the class. Teachers should use audio-aids to develop listening skill in pupils. Teachers should avoid use of mother tongue. Teachers should use audio-aids and aural-oral approach. Teachers should make them to listen to radio lesson. Teachers should use questioning answering method and graded exercise of listening. They should have knowledge of the proper speed and various types of exercises. Teachers should have own competence confidence in speaking English. Teachers should encourage students interest in listening.

## MEASURES TO REMEDY THE PROBLEMS FOR DEVELOPING SPEAKING SKILLS AMONG PUPILS OF I AND V STANDARD

English teacher of I and V standard should use some remedies for developing speaking skill in pupils of I and V standard. English teachers should give picture lessons and should give them saying and doing exercises. Teachers should develop the ideas on the topic. Teachers should use audio-visual aids such as taperecorder, radio, television to give the feedback to the pupils. Teachers should arrange dramatisation and language games and co-curricular activities in the class. Teachers should know the phonetic of English speaking. Teachers should arrange question-answer session in the class. He should encourage pupils to express his ideas in English. Teachers should create English atmosphere in the class. Teacher should enable pupils to try to speak simple sentences in English. Teacher should know various methods of oral work. He should give pupil opportunities to speak English. Teacher should give different types of drills. Teacher should arrange oral and picture competition in the class. He should give proper opportunities for speaking and conversation.

## MEASURES TO REMEDY THE PROBLEMS OF DEVELOPING READING SKILL AMONG PUPILS OF I AND V STANDARD

English teachers of I and V standard should use some remedies for developing reading skill in pupil of I and V standard. Teacher should use the phonetic method in pupil for developing reading skill. Teachers should set a model in different language items. Teachers should give supplementary reading and extensive and intensive reading to pupil. Teachers should explain the utility of library reading. Teachers should arrange the classroom library. Teachers should use English newspapers and magazines. Teachers should give the mechanism of proper eye movement and eye-span for reading. Teachers should give training of visual symbols into stream of sounds. Teachers should give knowledge of the objectives of reading to pupil. Teachers should use audio aids e.g. taperecorder, cassettes, record player etc. in the class. Teachers should provide interesting story books and increase vocabulary of pupils. Teacher should help them to read sentences with proper pause and reasonable speed. Teachers should give the knowledge of comprehension of content read. Teachers should encourage students to read books and newspapers. They should train them to interpret the printed symbols. Teacher should form a library association of the pupils. Teachers should use proper methods e.g. alphabet method, word method, sentence method etc. for developing reading skill in pupil.

## MEASURES TO REMEDY THE PROBLEMS OF DEVELOPING WRITING SKILL AMONG PUPILS OF I AND V STANDARD

English teachers should use some remedies for developing writing skill in pupil of I and V standard. English teachers should give knowledge of each letter should be completely distinct from each other and each letter should be of moderate and even size. They should also give knowledge of keeping proper space, writing in straight line, simplicity in writing, legibility, speed and attractiveness, and great attention need to be paid right from the beginning. Teachers should point out pupil the direction of movement in the formation of various letters. Teachers should give pupil knowledge of to write which they have already read and to use proper punctuation marks and capital letters where necessary. Teachers should avoid pupils use of rough notebooks. Teachers should correct faults of pupil. Teachers should show demonstration of holding the pen. Teachers should provide enough exercise to pupil. They should give opportunities for writing on black board. Teachers should give individual guidance. Teachers should encourage the pupils to copy the matter written on the black board. They should hold frequent competitions of hand writing. Teachers should know mechanism of writing and knowledge in the correction of mistakes. Teachers should give enough time for practice. Teachers should avoid imitation of wrong things in pupil.

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, trainings, seminars, group conference, workshops, meetings, extension lectures, use of publications and number of devices should be conducted by DIET or English Teacher Associations, with the help of Education Officer.

## SUGGESTIONS FOR FURTHER RESEARCH

While conducting the research work, the researcher has come across some areas in the field of his study which according to him have not 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 problems. Following are some of the suggestions for further research.

1. A research can be undertaken to study teaching of English at the secondary stage (Marathi medium) in Hatkanangale taluka.
2. A study can be undertaken on each of the four skills of English language separately in other states in India.
3. A study can be undertaken on the 'Use of teaching aids' in teaching of English.
4. A study can be done on 'The problems of Headmasters of schools faced while introducing English as III language in primary schools'.

## RECOMMENDATIONS

The researcher presents the recommendations based on the conclusions

1. The school have hardly library facilities such as English books, reference books, instruction material, magazines, story books, newspapers, posters etc.

   These facilities should be made available with the help of Government and voluntary organisations like Rotary Club, Lions Club etc.

2. The language laboratory should be well equipped for reading, debating and self-study.

3. English classrooms should be furnished lightened, ventilated and be away from the disturbance of the neighbouring classes with a view to create atmosphere conductive to the teaching of English, proverbs in English, pictures, charts of tense be prepared and hanged on the walls of the classroom.

4. 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 in the school.

5. The teachers of English should be resourceful.

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

7. The behaviours of teachers should be good in the classrooms.

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

9. The teachers should prepare lesson plans before conducting the lessons.

10. 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 the various methods.

11. 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.

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

13. The courses for teachers of English should be arranged to improve their knowledge of English thoroughly in Diwali and summer vacations.

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

15. The teachers should know various types of exercises to develop the four English skills. To make the teachers familiar with all these exercises and to train them, 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 Teacher Association with the help of Educational Officer.

16. The teachers of English should enrich the vocabulary of the pupils by creating meaningful situation.

17. The parents should help to improve English of their children.

18. Teachers should use Audio-visual aids properly.

19. Colleges of Education should arrange to prepare appropriate teaching aids for using them in teaching English in classroom situations and the planning of English lessons.

20. Teachers should try to recite the poems with proper rhyme and rhythm.

21. The teachers of English should pay their attention to the written work of the pupils.

22. The strength of class should be limited.

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

24. The objectives of teaching English should be specified.

25. The teachers of English must know the objectives with their specifications of teaching English as a third language to make the teaching of English most efficient and effective in the classroom situations. It is necessary to acquaint the teachers with the objectives of teaching English and their specifications by organising seminars, workshops and inservice training programme.