

## **CHAPTER - V**

# **SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

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**RECOMMENDATIONS**

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**CHAPTER – V**  
**SUMMARY, FINDINGS, CONCLUSIONS AND**  
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**5.1 INTRODUCTION**

After the analysis and interpretation of the data collected as also discussion in Chapter IV – it is now time to summarise the entire research work and also to state the findings and conclusions based there upon. This is done in the following paragraphs.

The purpose of the present study was to develop environmental strategy to communicate environmental concepts among adolescents of IX standard through teachers. The investigator used the descriptive method using the survey method for collecting data.

The present chapter deals with the brief summary, conclusions of the study, recommendations and suggestions for further study.

**5.2 SUMMARY**

Chapter I deals with the introduction and importance of this study.

**i) Statement of the Problem :**

**DEVELOPMENT OF STRATEGIES TO COMMUNICATE**  
**ENVIRONMENTAL CONCEPTS FROM IX STANDARD**  
**ENGLISH TEXT BOOK AMONG ADOLESCENTS**

**ii. Operational Definition of the Terms****1. Development :**

To prepare a set of advanced and organised teaching techniques in such a way that the English teacher is able to communicate Environmental concepts reflected in the text to IX standard adolescents.

**2. Strategies :**

Use of a set of teaching techniques, methods supported with different media.

**3. Communicate :**

The exchange of ideas, information, news related to the Environment between teacher and the students with the help of package.

**4. Environmental Concept :**

The five aspects of environmental issues under consideration namely water, air and sound pollution, deforestation and man-made mishaps reflected in unit-1 (Environment) IX standard English textbook which are ideas, symbols and terms related to the Environment.

**5. Adolescents :**

Girls and boys of the age group 15 years studying in IX standard.

**iii) Objectives of the Study :**

The objectives of this study were as follows :

1. To analyse Unit No. 1 from the IX standard English language textbook and identify the environmental aspects reflected in it.
2. To prepare a package of communication strategies for teachers (PCST) to communicate the identified environmental concepts to IX standard adolescents while teaching English.
3. To evaluate the usefulness of PCST in communicating environmental concepts among IX standard adolescents.
4. To make appropriate suggestions for improving the package for effective communication of environmental concepts through teaching of English to IX standard adolescents.

**iv) Basic Assumption :**

The standard IX English language teacher is capable of using package of communication strategies for teachers (PCST) effectively.

The Chapter I deals with the need and importance of the study. How researcher reach upto the framework of the problem is explained in detail. The burning issue of environmental pollution and its worldwide consequences with remedial conferences are mentioned in Chapter I. the statement of the problem, definition of the terms used, scope and limitations of the study, objectives of the study, assumptions of the study are also given in this chapter.

The Chapter II throws light on the importance and need of review of related literature. It includes the review of directly and non-directly related literature. It helps the researcher to frame the appropriate research methodology for the problem. It gives guidance and directions for the research procedure. It is also helpful for comparing the outcomes of researches.

Based on the review of the following studies : Rajput J. S. (1988), Krishna (1988), Shahanawaj (1990), Kidwai Zeenat (1991), Praharaj (1991), Gopalakrishnan Sarojini (1992), Sahoo K. C. (1992), Khanna Prem, Marje B. P. (1998),

The major conclusion indicates that students and the teachers possess positive attitude towards environment but their awareness of environmental problem is superficial and therefore, at this juncture the importance of the present study.

The third Chapter deals with the procedure of the study, emphasising use of the survey method. It also describes the sampling procedure. The flow chart illustrates the plan and procedure of the entire study. Preparation for the study, analysis of the syllabus, analysis of the environmental concepts reflected in Unit No. 1 (Environment), determination of strategic support system according to the need of the content, systematic arrangement of intimation for use, fixing time duration, periodwise distribution of analytical content, development of

the tools for the study and the interview schedule to evaluate the usefulness of PCST scale.

Chapter IV deals with the analysis and interpretation of the data received in the form of examination marks and in the form of interview data. The mean was calculated. Chapter V is devoted to summary of the study, findings, conclusions, recommendations for further study.

### **5.3 FINDINGS**

The following are the findings of the present study.

#### **5.3.1 Findings Pertaining to Preliminary Data :**

The standard IX English textbook contains seven units on different issues. The topics themselves are of current interest to the learner at his/ her age and stage of learning. The contents are designed to inculcate the essential spirit of learning to live together with natural healthy surroundings.

Unit No. 1 entitled 'ENVIRONMENT' was selected for the present study (Table No. 3.4.1).

- i. Sixteen concepts of environment are reflected in sub-unit No. 1. A letter from Mother Earth. (Table No. 3.4.2)
- ii. Fourteen environmental concepts are reflected in sub-unit No. 2 How could we live without you?

iii. Three environmental concepts are reflected in sub-unit No. 3 Vanishing Forests. (Table No. 3.4.4)

iv. Seven environmental concepts have been identified in sub-unit No. 4. A total of 40 environmental concepts were identified (Table No. 3.4.5).

v. Classification of identified 40 environmental concepts into five components namely – Air, Water, Land, Animal, Plant.

The living form animals 85% and land form 72.5% are found to be represented in Unit No. 1 ‘Environment’ to the maximum extent followed by water 65%, plants 56% and air 52.5%. (Table No. 3.4.1.2)

vi. The package of communication strategy for teachers comprised of colourful posters, pictures, charts, transparencies, real things, photographs, maps, flash cards represented the groups of identified environmental concepts (Table No. 3.4.1.3).

vii. The six groups were formulated based on similarity of concepts. The package comprised of the environmental concepts and the media. (Table No. 3.4.1.3)

viii. Twelve lesson plans were prepared consisting of the content analysed. These include concepts, terms, difficult words and phrases. Objectives are arranged according to the content need, specifications have been arranged according to the reflective use of the supporting materials. (Table No. 3.4.1.4)



**5.3.2 Findings Pertaining to the Standard IX English Teachers :**

1. Majority i.e. 87% teachers of standard IX English language are from Maharashtra state and 13% belong to the state of Karnataka. Mother tongue profoundly affects teachers linguistic aspects. (Table No. 4.20)
2. Maximum teachers i.e. 53% possess basic qualification (B.A.B.Ed.). And none of the teachers were found to have acquired any additional Degree or Diploma. (Table No. 4.21)
3. Maximum English teachers of standard IX have 6-10 years teaching experience. (Table No. 4.22)
4. Majority of the teachers 47% are found to have taken up English because of their liking for the subject. (Table No. 4.23)
5. Maximum teachers i.e. 7 (46%) listen and view English programmes on the TV to increase their English listening (Table No. 4.24)
6. Majority of standard IX English teachers are passively active in environmental activities. (Table No. 4.25)

**5.3.3 Findings Pertaining to Use of PCST :**

1. Majority of the standard IX English teachers used the PCST for teaching, standard IX adolescents Unit No. 1 entitled 'Environment'. (Table No. 4.26)

2. Majority of the IX standard English teachers found the PCST useful for teaching Unit No. 1 'ENVIRONMENT' from the IX standard English Text book. (Table No. 4.27)
3. Majority of the teachers 73% found 12 periods sufficient for implementation of the PCST on standard IX adolescents (Table No. 4.28).
4. 12 teachers out of 15 found PCST to be useful and highly useful to teach IX standard adolescents Unit No. 1 'ENVIRONMENT' from the standard IX English text-book. (Table No. 4.29)
5. Out of 15 teachers 12 i.e. 50% teachers found PCST to be easy or very easy to implement. Therefore the PCST appears to be not very difficult to handle by teachers. (Table No. 4.30)
6. The PCST according to teachers has helped in general to develop interest and sensitize teachers on environmental issues. (Table No. 4.31)
7. Majority of the IX standard adolescents have responded by saying that the PCST has had a positive impact on them and that it has proved useful to them. (Table No. 4.32)

#### **5.3.4 Findings Pertaining To The PCST :**

1. The IX standard English teachers with B.A.B.Ed. qualification use the teaching strategies as per the given directions. Those with

M.A.B.Ed. qualifications have changed the strategy by fortifying them with their own contributions whereas the B.A.B.P.Ed. teacher has not followed the strategy as per the direction given. (Table No. 4.22)

2. Since the 15 English teachers have had teaching training, they are found to have modified the strategies for teaching Unit No.1 of the IX standard English text-book in the 12 periods assigned to them (Table No.4.2)
3. It is seen that the teachers with B.A.B.Ed. qualifications have followed the strategy as directed. The teachers with M.A.B.Ed. qualifications have derived their own strategy, mostly using the direct method. They have used OHP, given more factual information and focussed on students previous knowledge. One teacher with B.A.B.Ed. qualification has completely strayed from the given strategy. He has used the grammar translation method, shown all the posters at the beginning or at the end of the lesson and not used the maps or transparencies as directed. (Table No. 4.3.1).
4. IX standard English teachers with M.A.B.Ed. academic qualification were found to implement the PCST more effectively than those with B.A.B.Ed. qualifications (Table No. 4.19)

### **5.3.5 Findings Pertaining to the Adolescents Achievement (Unit No. 1 IX Standard English Textbook) Schoolwise**

#### **i. School No. 1 :**

**Finding :** There is variation in the adolescents achievement division-wise with maximum achievement of 'A' Division i.e. 69% in the middle achievers, in 'B' Division 54% in low achievers and in 'C' Division 36% in the low achievers. (Table No. 4.9)

**ii. School No. 2 :** There is variation in the adolescents achievement Divisionwise score with maximum achievement of 'A' Division i.e. 44% in the middle achievers, in 'B' Division 32% in high achievers and in 'C' Division 35% in the high achievers (Table No. 4.10)

**iii. School No. 3 :** There is variation in the adolescents achievement. Divisionwise, with maximum achievement of 'A' Division i.e. 47% are middle achievers in 'B' Division 41 i.e. 75% are low achievers and in 'C' division 36 i.e. 65% are low achievers (Table No. 4.11)

**iv. School No. 4 :** There is variation in the adolescents achievement Division-wise with maximum achievement of 'A' Division i.e. 21 (40%) are high achievers. In 'B' Division 35 i.e. 67% are low achievers and in 'C' Division 29 i.e. 54% are also low achievers. (Table No. 4.12)

**v. School No. 5 :** There is variation in the adolescents achievement. In one division also we found variation in the achievement. In 'A' Division maximum 52% in the high achievers, 24% in the low achievers, and 22% in the middle 35 to 50% achievement. (Table No. 4.13)

- vi. School No. 6 : There is variation in the adolescents achievement. In 'A' Division 21 i.e. 38% are middle achievers and in 'B' Division 25 i.e. 53% are low achievers. (Table No. 4.14)
- vii. There is variation in the adolescents achievement. In 'A' Division 59% adolescents are high achievers. And 31% are middle achievers and 7% are low achieving adolescents. (Table No. 4.15)
- viii. School No. 8 : There is variation in the adolescents achievement. There are 43% high achievers and 38% middle achievers and 13% adolescents are low achievers. (Table No. 4.16)
- ix. School No. 9 : There is variation in the adolescents achievement Division wise with maximum achievers of 'A' Division 40% are middle achievers. In 'B' Division 37% adolescents are middle achievers.

#### **5.4 RECOMMENDATIONS**

Following Recommendations have been suggested to Head Masters of High Schools, English teachers and authorities of Teacher Training Institutions.

##### **5.4.1 To Head Masters of Nine Schools :**

- i. Motivate teachers and students to establish the Nature Club in Highschool.

- ii. Provide or make provision for the equipments and teaching aids for teaching English subject by integrating Environmental Education.
- iii. Make provision in the school time-table for specific periods in the month for solving local environmental issues.
- iv. The Best Communicator between the SLMC (School Local Managing Committee) and the English subject Teachers to implement such innovative practices in their teaching.

#### **5.4.2 To English Teachers :**

- i. Prepare package of communication strategy according to their own Teaching Methods.
- ii. Implement effectively the Environmental strategy divisionwise according to the level of learners (adolescents).
- iii. Sensitise adolescents about the environmental issues through teaching of English.
- iv. Teacher's own content knowledge influences their communication ability to build up new explanations so it is recommended that continuous updating of knowledge is desperately required for PCST scale users.
- v. This study is supposed to add to the existing stock of knowledge and skill. It reconstruct with needs of the present. It demonstrates that

students can be taught better through using media and strategic plans for burning problems. It positively affects not only in the form of written examination marks but with comprehensive understanding of environmental concepts reflected in the said unit.

vi. By using the Environmental Communication strategy it affects not only the achievement and retention of students but also increase teachers (PCST users) self-confidence as well as their emotional involvement in the classroom.

vii. The study shows that environmental strategic communicative approach proved to be the most effective for teaching English through Environmental Education and vice-versa because students were greatly involved and attracted towards the problem. It sensitises them. it should rather encourage the English teachers to use this PCST scale.

#### **5.4.3 Authorities of Teacher Training Institutions**

1. Make provision for integrating Environmental Education in different subjects.
2. Provide trainees with training for planning lessons through integrated approach.
3. Provide adequate training for selection preparation and evaluation of various types of teaching material.
4. Provide training to trainees in the effective use of media package.

## **5.5 CONCLUSIONS**

1. Integration of Environment with English by developing communication strategy contributes to effective teaching of English as well as discriminating Environmental Educations among IX standard adolescents.
2. Systematic identification of Environmental concepts reflected in the Unit 1. 'Environment' selection of appropriate media and teaching techniques with 12 lesson plans contributes to developing effective communication strategy.
3. Teacher need to be given training for effectively integrating teaching of English with Environment Education.
4. Teachers own ideas in the modification and implementation of communication strategies for teaching Unit No. 1 (ENVIRONMENT) does not necessarily result in increase students achievement.
5. The effectiveness of PCST depends upon the proficiency of the IX standard English teachers in using it.
6. The PCST may be modified and fortified depending on the geographical area and facilities available in the highschoools.
7. Though there were no high achievers in English subject on Unit Test No. 1. The PCST has contributed by reducing the failures and low achievers and increase in the bulk and middle achievers.



8. Teachers found teaching Unit No. 1 with the help of PCST to be motivating and sensitising about environmental issues and they were encourage to prepare similar package for teaching other units.

## **5.6 TOPICS FOR FURTHER RESEARCH**

Based on the present study the topics suggested for further research are :

1. the present study has been conducted on standard IX for the subject English – a similar study can be conducted for the other standard and for the two languages – Hindi and Marathi.
2. The PCST used in the present study could be refined and standardised.
3. Research could be undertaken for social sciences, wherein PCST for environmental components reflected in them could be prepared.
4. A comparison of the usefulness of the PCST for rural, urban students of different standards could be undertaken.