

## **CHAPTER 5**

### **SUMMARY, FINDINGS, SUGGESTIONS AND CONCLUSION**

#### **5.1 Background**

The researcher had set out to find out the ELT scenario prevailing in the city of Ahwa where he belongs. After collecting the data, the researcher has developed insights into the reasons for the low standards in terms of proficiency in English among students. The essence of the entire research has been noted briefly in the pages that follow. This chapter includes the summary of the study carried out by the researcher, objectives and findings of the study, suggestions for the teachers and recommendations for further studies.

#### **5.2 Summary**

English Language Teaching in India is not new now. It is being learnt as a second language in India. It has become a language necessary for not only getting jobs and continuing the same but also for higher education and research. Parents and teachers in far off places like Ahwa have also very well become aware of the growing importance of the knowledge of English in the present time. Parents try to make their children get as much knowledge of English as possible. They are of the opinion that their children must understand English when spoken and they must themselves speak English to convey their thoughts. With this hope they send them to school.

It is the school where the children get opportunities to learn English. Teachers of English in Ahwa have realized the importance of English and are trying to teach it effectively using various teaching methods as well as different types of materials. In spite of all this, students studying in high schools have been facing some academic problems in learning English. The researcher being aware of some such problems had decided to study the academic problems of class 9 students in learning English in Ahwa City as part of his research work at the M. Ed. Programme. This study was taken up to understand the situation and develop an insight into the causes of the problems and arrive at some remedial measures.

The researcher decided to carry out the present study with 10 objectives regarding different aspects of English language teaching. They were about the facilities available in the schools under scrutiny, the academic and professional qualifications of teachers of English of the schools under study, the methods used by the teachers to teach English in these schools, the teaching learning materials used, co-curricular activities which supplement learning English undertaken at the schools under study, the number of students in the class in these schools and the impact thereof on English language teaching and learning, the school climate with respect to exposure of English for students, the family background of the students, the teaching aids used by the teachers and about the level of motivation among students towards education, in general, and English, in particular.

15 research questions were prepared on the basis of the objectives. The researcher himself constructed a questionnaire having 20 questions for the students on the basis of objectives and research questions. 75 students of three schools were given a questionnaire to fill in. Further, the principals of these schools were interviewed by the researcher to get information from them related to the study. The classroom teaching was also observed so as to gather data for the analysis intervention. The data thus collected through a questionnaire, interview and classroom observation have been analyzed and interpreted in the forth chapter. Finally, this last chapter is devoted to the findings on the basis of the interpretation of the data given in the previous chapter. The following section comprises the findings

### **5.3 Objectives vis- a- vis Findings**

#### **Objectives-1**

##### **To study the facilities available in the schools under scrutiny**

#### **Findings**

All the three schools did not have rich library facilities and a computer laboratory. They had gadgets like T.V, computer, tape-recorder, etc. but some teachers were not able to use these gadgets because they did not know how to operate and use them for teaching English.

They did not have good infra-structure with big classrooms and sufficient space comfortable for study.

## **Objectives-2**

**To study the academic and professional qualifications of teachers of English at these schools**

All the teachers were fully qualified as per the requirement of the teacher's job. All the teachers of English were having master's degree in English and each one of them was a Bachelor of Education. Most of the teachers were qualified with the M.Ed degree, as well. They had attended several 'Karmyogi Training' programme about the teaching of English organised by Gujarat State Government.

## **Objective-3**

**To study the methods used by the teachers to teach English in these schools**

They were using different methods and techniques like demonstration, illustration, direct method etc. Yet they seemed to be lacking in the use of Communicative Language Teaching. Most of the teachers were using techniques and materials the based on structural approach. Teaching in context was rarely found during classroom observation.

## **Objective-4**

**To study the teaching learning materials used at these schools**

They were not using any supplementary self made materials other than the textbooks. The use of newspaper clippings, magazine articles, and video materials stored in CDs were rarely found.

## **Objectives-5**

**To study co-curricular activities which supplement learning English originated at the schools under study**

Very few co-curricular activities were found to be used in and out of the classroom that provided more practice for creative writing like essay writing, letter

writing, report writing, diary writing and note making, note taking, English club, newsletters, news reading during the assembly session, guest talks, film reviews, etc.

#### **Objective-6**

**To study the number of students in the class in these schools and the impact thereof on English language teaching and learning**

These schools are having large classes having more than 80 students in each class so the teachers sometimes were not able to manage the class and noise level increased that ultimately affected the classroom teaching. Further, language learning implies mastering a set of skills. This, in term requires a great deal of practice on the part of the learners. This becomes extremely difficult in a class wherein the number of students is overwhelming large. The teacher can not pay individual attention to help students develop their language skills. At times, even what is spoken by the teacher and other students may not be available for th back benchers.

#### **Objective-7**

**To study the school climate with respect to exposure of English for students**

The teachers were using minimum English in the classroom so could not provide academic language exposure to the students. Most of the teachers were using Gujarati in the classroom even while teaching English.

#### **Objective-8**

**To study the family background of the students**

Most of the students belonged to the very poor background so they could not perform well in English only because their family members were not able to support in terms English language learning.

#### **Objectives-9**

**To study the teaching aids used by the teachers**

They were using teaching learning materials like audio-visual aids, charts, pictures, Power Point Presentation, T.V, Computer etc.

### **Objective-10**

**To study the level of motivation among students towards education, in general, and English in particular**

Although not adequately proficient in the use of English, most students of these schools liked to learn English. They were motivated by the teachers as well as the principals to learn English showing them the importance of English in getting jobs. They were provided with several opportunities to speak English and learning English. The teachers were also aware of their own lack of adequate proficiency in English.

## **5. 4 Suggestions for the Overcoming Academic Problems**

If the number of the students in the classroom is too huge, it should be divided into two or more divisions.

- First of all, all teachers of English should be conscious of their role as teachers of this language and therefore should improve their own proficiency in the language. It is even advised that they should try to take tests of English from different agencies. Proficiency in the language is the first condition for improving the quality of language use at schools.
- Teachers also may form Clubs or Learning Communities to come together and interact in English and exchange ideas that keep them up dated about method and materials to teach English.
- The structural design of the school should be proper. It should be such that it is well ventilated. For making classroom properly ventilated and airy, the number of windows in the classroom should be increased.
- In the library the number of the books, newspaper and magazines should be increased so the interest of the students in the learning process increases.
- In the computer laboratory, sufficient system should be available to the students.

- Training should be provided to the teachers in terms of how to use different audio visual aids in the classroom and different teaching aids should be available for the classroom teaching learning process.
- Teachers should use different methods of the teaching like demonstration, illustration and discussion method in the classroom learning.
- Teachers should increase the use of the different audio visual aids in the classroom teaching.
- For any improper or incorrect response in English, teachers should provide the feedback to the students by showing the correct answer rather than scolding them. They should encourage students by improving upon their mistakes.
- Teacher should provide equal opportunities to all the students in the classroom and should not have discrimination among students in the classroom.
- Teachers should not go repeatedly on leave and should increase their interest to provide maximum information related current situation to the students.
- Academic visits should be organized so that students keep their mind and body fresh and get new knowledge regarding different situations from different places.
- Teachers should keep the practice of revision after each lesson and before the examination.
- Exercises should be short and full of fun. Many examples should be provided for practice.
- Homework should be judiciously given. First teachers should discuss all the main topics and then repeat them with the students and the keep their interest in the homework
- Students should be encouraged to speak, even write, broken English. Even some use of the mother tongue should not be discouraged.
- Include the different practices like meditation, yoga and exercise by this activity respondent cannot get tired easily.
- Parent Teachers' meetings should be held often. Thus, teachers also can inform the parents about the performance of their students.

## 5.5 Recommendations for Further Study

In future, researchers can undertake the following topics for study.

- A study of the problems of students of rural primary schools in learning English
- A study of the problems of students of rural higher secondary schools in learning English
- A study of the problems of students of English medium schools in village in learning English
- A study of co-curricular activities to enhance proficiency in English
- Preparation and try out of a programme to enhance language proficiency of teachers of English in rural Gujarat

Apart from these topics, researches can take many more topics for the further study.

## 5.6 Implications of the Study

This study has revealed the shocking scenario of rural schools vis-à-vis proficiency in English. There are gaps in terms of resources, level of motivation, awareness, training and professional preparedness of teachers and even prejudices. These need to be addressed urgently and with commitment by the government as well as the community. There are many things, which we have to take care, so that we can improve teaching and learning English. Ample resources such as quality textbooks, digital and authentic material, web-supported material etc can certainly lead to more effective language uptake.

## 5.7 Conclusion

The entire research beginning with the selection of the topic, reading of the related literature, discussion with the students, teachers and principal has led me to ask this question to myself: **How can I contribute to improve the status of English Language Teaching in Ahwa?**

Finally, the research has been of great learning value for me, especially because it has helped me to develop an in-depth understanding of the status of English Language teaching in the place I belong to. It has made me further aware of my responsibility as a teacher of English.