



FINDINGS AND SUGGESTIONS

CHAPTER 5

FINDINGS AND SUGGESTIONS

5.1 INTRODUCTION

In this chapter, the investigator has discussed major findings based on the achievement test for students, questionnaire for teachers, interview schedule for teachers, opinionnaire for teachers, common errors committed by the students and oral communication test. Here, the investigator has given certain findings related to the study, discussion and suggestions for improvement and suggestion for the further research. From the data analysis and interpretation major findings and conclusions based on the present study are drawn out and were presented by the investigator as under:

5.2 MAJOR FINDINGS BASED ON ACHIEVEMENT TEST

Major findings and conclusions based on the achievement test conducted on the students of Standard IX were drawn out and were categorized by the investigator as under:

5.2.1 Achievement in English

Only 109 students out of 1664 *i.e* about seven percent students could achieve more than sixty marks in the achievement test of English. Also, the mean achievement of students of standard IX in English was found to be 37.49, which means majority of students are average achievers in English. Standard deviation was found to be 15.25 which shows that spread in scores was high. Skewness has been found out to be -.080, which implies that value of skewness is negative but it is very less. So it can be concluded that the achievement in English of standard IX students of Vadodara district is average.

5.2.2 Main effect and interaction effects on achievement test

1. The mean achievement of boys and girls on achievement test is 35.15 and 40.42 respectively. The difference is in favour of girls. So it can be concluded that achievement of girls in English is higher than boys.

2. Location is not significant at both the levels. It means that students belonging to urban and rural area do not differ on their achievement in English.
3. The means of students whose teacher's have experience less than ten years and whose teacher's have experience more than ten years on achievement test is 37.51 and 33.44 respectively. It means that the students whose teacher's have experience less than ten years and whose teacher's have experience more than ten years do differ on their achievement in English. The difference is in favour of students whose teacher's have experience less than ten years. So it can be concluded that teachers with less experience are eager to teach students in an innovative manner.
4. The means of students whose teacher's qualification was graduate + B.Ed and whose teacher's qualification was post graduate + B.Ed on achievement test is 35.08 and 40.22 respectively. It means that the students whose teacher's qualification was graduate + B.Ed and whose teacher's qualification was post graduate + B.Ed differ on their achievement in English. The difference is in favour of students whose teacher's qualification was post graduate + B.Ed. So it can be concluded that higher qualification of teacher has impact the students achievement in English
5. The means of students whose caste category was General, SC, ST; and SEBC on achievement test is 40.53, 35.43, 30.47, and 39.42 respectively. Students whose caste category is General, SC., ST. and SEBC do differ on their achievement in English. It can be seen that caste category has an impact on achievement. The difference is in favour of students whose caste category was General. It is observed that there is difference in the achievement of ST, SC and SEBC students. So it can be concluded that major difference in the achievement is not observed among General and SEBC students.

6. There is no interaction between Gender and Location, so it can be concluded that Gender and Location jointly do not affect on the achievement in English.
7. There is no interaction between Gender and Teacher's Experience, so Gender and Teacher's Experience jointly do not affect the achievement in English.
8. There is no interaction between Gender and Teacher's Qualification, so Gender and Teacher's Qualification jointly do not affect on the achievement in English.
9. There is no interaction between Gender and Caste, so Gender and Caste jointly do not affect on the achievement in English.
10. There is interaction between Location and Teacher's Experience, so Location and Teacher's Experience jointly affect on the achievement in English.
11. There is no interaction between Location and Teacher's Qualification, so Location and Teacher's Qualification jointly do not affect on the achievement in English.
12. There is no interaction between Location and Caste, so Location and Caste jointly do not affect on the achievement in English.
13. There is an interaction between Teacher's Experience and Teacher's Qualification, so Teacher's Experience and Teacher's Qualification jointly affect on the achievement in English.
14. There is no interaction between Teacher's Experience and Caste, so Teacher's Experience and Caste jointly do not affect on the achievement in English.
15. There is no interaction between Teacher's Qualification and Caste, so Teacher's Qualification and Caste jointly do not affect on the achievement in English.
16. There is no interaction between Gender, Location and Teacher's Experience, so Gender, Location and Teacher's Experience jointly do not affect on the achievement in English.

17. There is an interaction between Gender, Location and Teacher's Qualification, so Gender, Location and Teacher's Qualification jointly affect on the achievement in English.
18. There is no interaction between Gender, Location and Caste, so Gender, Location and Caste jointly do not affect on the achievement in English.
19. There is no interaction between Gender, Teacher's Experience and Teacher's Qualification, so Gender, Teacher's Experience and Teacher's Qualification jointly do not affect on the achievement in English.
20. There is no interaction between Gender, Teacher's Experience and Caste, so Gender, Teacher's Experience and Caste jointly do not affect on the achievement in English.
21. There is no interaction between Gender, Teacher's Qualification and Caste, so Gender, Teacher's Qualification and Caste jointly do not affect on the achievement in English.
22. There is no interaction between Location, Teacher's Experience and Teacher's Qualification, so Location, Teacher's Experience and Teacher's Qualification jointly do not affect on the achievement in English.
23. There is no interaction between Location, Teacher's Experience and Caste, so Location, Teacher's Experience and Caste jointly do not affect on the achievement in English.
24. There is no interaction between Location, Teacher's Qualification and Caste, so Location, Teacher's Qualification and Caste jointly do not affect on the achievement in English.
25. There is no interaction between Teacher's Experience, Teacher's Qualification and Caste, so Teacher's Experience, Teacher's Qualification and Caste jointly do not affect on the achievement in English.

26. There is no interaction between Gender, Location, Teacher's Experience and Caste, so Gender, Location, Teacher's Experience and Caste jointly do not affect on the achievement in English.
27. There is no interaction between Gender, Location, Teacher's Qualification and Caste, so Gender, Location, Teacher's Qualification and Caste jointly do not affect on the achievement in English.
28. There is no interaction between Gender, Teacher's Experience, Teacher's Qualification and Caste, so Gender, Teacher's Experience, Teacher's Qualification and Caste jointly do not affect on the achievement in English.
29. There is no interaction between Location, Teacher's Experience, Teacher's Qualification and Caste, so Location, Teacher's Experience, Teacher's Qualification and Caste jointly do not affect on the achievement in English.

5.2.3 Section-wise Achievement in English

In the Achievement test there are five sections. (1) Reading Comprehension – Text Intensive Study (**R.C – TIS**) (2) Reading Comprehension – Unseen Text (**R.C – UT**) (3) Short Writing (**S.W**) (4) Long Writing (**L.W**) (5) Grammar (**G**). Major findings based on section-wise achievement in English are as follows:

5.2.3.1 Section: 1 Reading Comprehension – Text Intensive Study (R.C – TIS)

1. The means of boys and girls on achievement test in Section 1 (R.C – TIS) is 11.81 and 13.08 respectively. The difference is in favour of girls. So it can be concluded that achievement of girls in Section 1 (R.C – TIS) is higher than boys.
2. The means of students who study in urban schools and who study in rural schools on achievement test in Section 1 (R.C – TIS) is 12.64 and 12.24 respectively. It means that the students who study in urban schools and who study in rural schools differ on their achievement in English in Section 1 (R.C – TIS). Though the difference is minor, i.e 0.40, it is in favour of urban. So it can be concluded that achievement

in Section 1 (R.C –TIS) of students who study in urban schools is higher than the students who study in rural schools.

3. Teacher's Experience is not significant at both the level. So, Teacher's Experience does not affect Section 1 (R.C –TIS).
4. The means of students whose teachers' qualification was graduate + B.Ed and whose teacher's qualification was post graduate + B.Ed on achievement test in Section 1 (R.C –TIS) is 11.55 and 13.31 respectively. It means that the students whose teacher's qualification was graduate + B.Ed and whose teacher's qualification was post graduate + B.Ed differ on their achievement in English in Section 1 (R.C –TIS).The difference is in favour of students whose teachers' qualification was post graduate + B.Ed. So it can be concluded that achievement in Section 1 (R.C –TIS) of students whose teacher's qualification was post graduate + B.Ed is higher than the students whose teacher's qualification was graduate + B.Ed.
5. The means of students whose caste category was General, S.C, S.T, and SEBC on achievement test Section 1 (R.C –TIS) is 12.89, 11.66, 11.42, and 12.77 respectively. It means that the students whose caste category is General, S.C., S.T. and SEBC do differ on their achievement in English in Section 1 (R.C –TIS). The difference is in favour of students whose caste category was General. So it can be concluded that achievement in Section 1 (R.C –TIS) of students whose caste category was General is higher than the students whose caste category was S.C, S.T, and SEBC.

5.2.3.2 Section: 2 Reading Comprehension - Unseen Text (R.C- UT)

6. The means of boys and girls on achievement test in Section: 2 (R.C – UT) is 1.98 and 2.30 respectively. The difference is in favour of girls. So it can be concluded that achievement of girls in Section: 2 (R.C – UT) is higher than boys.
7. Location do not affect on Section: 2 (R.C –UT). So, the students belonging to urban and rural area do not differ on their achievement in English in Section: 2 (R.C –UT) on the achievement test.

8. The means of students whose teachers' have experience less than ten years and whose teachers have experience more than ten years in Section: 2 (R.C –UT) is 2.13 and 2.11 respectively. The difference is in favour of students whose teacher's have experience less than ten years. So it can be concluded that achievement of students whose teacher's have experience less than ten years in Section: 2 (R.C –UT) is higher than whose teacher's have experience more than ten years.
9. The means of students whose teacher's qualification was graduate + B.Ed and whose teacher's qualification was post graduate + B.Ed on achievement test in Section:2 (R.C –UT) is 2.04 and 2.21 respectively. It means that the students whose teacher's qualification was graduate + B.Ed and whose teacher's qualification was post graduate + B.Ed differ on their achievement in English in Section:2 (R.C –UT).The difference is in favour of students whose teacher's qualification was post graduate + B.Ed. So it can be concluded that achievement in Section: 2 (R.C –UT) of students whose teacher's qualification was post graduate + B.Ed is higher than the students whose teacher's qualification was graduate + B.Ed.
10. Caste do not affect on Section: 2 (R.C –UT). So, the students belonging to General, S.C, S.T, and SEBC do not differ on their achievement in English in Section: 2 (R.C –UT) on the achievement test.

5.2.3.3 Section: 3 Short Writing (S.W)

11. The means of boys and girls on achievement test in Section: 3 (S.W) is 7.71 and 8.73 respectively. The difference is in favour of girls. So it can be concluded that achievement of girls in Section: 3 (S.W) is higher than boys.
12. Location do not affect on Section: 3 (S.W). So, the students belonging to urban and rural area do not differ on their achievement in English in Section: 3 (S.W) on the achievement test.

13. The means of students whose teacher's have experience less than ten years and whose teachers have experience more than ten years in Section: 3 (S.W) is 8.24 and 8.11 respectively. The difference is in favour of students whose teacher's have experience less than ten years. So it can be concluded that achievement of students whose teacher's have experience less than ten years in Section: 3 (S.W) is higher than whose teachers have experience more than ten years.
14. The means of students whose teacher's qualification was graduate + B.Ed and whose teacher's qualification was post graduate + B.Ed on achievement test in Section: 3 (S.W) is 7.54 and 8.88 respectively. It means that the students whose teacher's qualification was graduate + B.Ed and whose teacher's qualification was post graduate + B.Ed differ on their achievement in English in Section:3 (S.W).The difference is in favour of students whose teacher's qualification was post graduate + B.Ed. So it can be concluded that achievement in Section: 3 (S.W) of students whose teacher's qualification was post graduate + B.Ed is higher than the students whose teacher's qualification was graduate + B.Ed.
15. The means of students whose caste category was General, S.C, S.T, and SEBC on achievement test Section: 3 (S.W) is 8.73, 7.74, 6.27, and 8.86 respectively. It means that the students whose caste category is General, S.C., S.T. and SEBC do differ on their achievement in English in Section:3 (S.W). The difference is in favour of students whose caste category was SEBC. So it can be concluded that achievement in Section: 3 (S.W) of students whose caste category was SEBC is higher than the students whose caste category was General, S.C, and S.T.

5.2.3.4 Section: 4 Long Writing (L.W)

16. The means of boys and girls on achievement test in Section: 4 (L.W) is 6.75 and 7.17 respectively. The difference is in favour of girls. So it can be concluded that achievement of girls in Section: 4 (L.W) is higher than boys.

17. Location do not affect on Section: 4 (L.W). So, the students belonging to urban and rural area do not differ on their achievement in English in Section: 4 (L.W) on the achievement test.
18. The means of students whose teacher's have experience less than ten years and whose teacher's have experience more than ten years in Section: 4 (L.W) is 6.73 and 6.51 respectively. The difference is in favour of students whose teacher's have experience less than ten years. So it can be concluded that achievement of students whose teacher's have experience less than ten years in Section: 4 (L.W) is higher than whose teachers have experience more than ten years.
19. The means of students whose teacher's qualification was graduate + B.Ed and whose teacher's qualification was post graduate + B.Ed on achievement test in Section:4 (L.W) is 6.44 and 6.78 respectively. It means that the students whose teacher's qualification was graduate + B.Ed and whose teacher's qualification was post graduate + B.Ed differ on their achievement in English in Section:4 (L.W).The difference is in favour of students whose teacher's qualification was post graduate + B.Ed. So it can be concluded that achievement in Section: 4 (L.W) of students whose teacher's qualification was post graduate + B.Ed is higher than the students whose teacher's qualification was graduate + B.Ed.
20. The means of students whose caste category was General, S.C, S.T, and SEBC on achievement test Section: 4 (L.W) is 7.43, 6.32, 4.81, and 6.91 respectively. It means that the students whose caste category is General, S.C., S.T. and SEBC do differ on their achievement in English in Section: 4 (L.W). The difference is in favour of students whose caste category was General. So it can be concluded that achievement in Section: 4 (L.W) of students whose caste category was General is higher than the students whose caste category was S.C, S.T and SEBC.

5.2.3.5 Section: 5 Grammar (G)

- 21.** The means of boys and girls on achievement test in Section: 5 (Grammar) is 7.50 and 9.14 respectively. The difference is in favour of girls. So it can be concluded that achievement of girls in Section: 5 (Grammar) is higher than boys.
- 22.** Location do not affect on Section: 5 (Grammar). So, the students belonging to urban and rural area do not differ on their achievement in English in Section: 5 (Grammar) on the achievement test.
- 23.** The means of students whose teacher's have experience less than ten years and whose teacher's have experience more than ten years in Section: 5 (Grammar) is 8.09 and 8.32 respectively. The difference is in favour of students whose teacher's have experience more than ten years. So it can be concluded that achievement of students whose teacher's have experience more than ten years in Section: 5 (Grammar) is higher than whose teachers has experience less than ten years.
- 24.** The means of students whose teacher's qualification was graduate + B.Ed and whose teacher's qualification was post graduate + B.Ed on achievement test in Section: 5 (Grammar) is 7.50 and 9.06 respectively. It means that the students whose teacher's qualification was graduate + B.Ed and whose teacher's qualification was post graduate + B.Ed differ on their achievement in English in Section:5 (Grammar).The difference is in favour of students whose teacher's qualification was post graduate + B.Ed. So it can be concluded that achievement in Section: 5 (Grammar) of students whose teacher's qualification was post graduate + B.Ed is higher than the students whose teacher's qualification was graduate + B.Ed.
- 25.** The means of students whose caste category was General, S.C, S.T, and SEBC on achievement test Section: 5 (Grammar) is 9.15, 7.65, 6.33, and 8.68 respectively. It means that the students whose caste category is General, S.C., S.T. and SEBC do differ on their achievement in English in Section: 5 (Grammar). The difference is in

favour of students whose caste category was General. So it can be concluded that achievement in Section: 5 (Grammar) of students whose caste category was General is higher than the students whose caste category was S.C, S.T and SEBC.

5.2.4 School-wise Achievement in English

The mean achievement score ranges from 18.00 to 54.53. There is an observed difference of 36.53 in the mean achievement of S₁ to S₃₁. School No 25 has highest mean i.e 54.53 and school No. 22 has lowest mean i.e 18.00. Achievement of the students in English has a different from school to school. S₂₂, S₄, S₁₀, S₂₁, S₉, S₁₃, S₆ had lower achievement of students. S₃, S₂₀, S₂₆, S₁₄, S₂, S₇, S₁₈, S₁₂, S₁₅, S₁₁, S₁₇, S₂₃, S₃₀, S₁₉, S₃₁, S₁, S₂₇ had average achievement of students. In the schools with achievement scores of 43.11, 45.65, 47.88, 56.54, 50.20, 52.92, 54.53 i.e. S₂₄, S₂₉, S₈, S₁₆, S₅, S₂₈, S₂₅ had higher achievement of students. So it can be concluded that only seven schools out of thirty one i.e about twenty three percent schools had lower as well as higher achievement of students. While seventeen schools out of thirty one i.e about fifty five percent schools had average achievement of students.

5.2.5 SVS-Wise Achievement in English

The SVS wise mean achievement score ranges from 32.43 to 47.68. There is an observed difference of 15.25 in mean achievement of SVS-1 to SVS-8. SVS-2 and 3 had lower achievement of students. SVS No-1, 5, 4, 8 had average achievement of students. SVS No-6 and 7 had higher achievement of students. Achievement of the students in English is different from SVS to SVS. SVS No: 2 have minimum mean i.e. 32.43 and SVS No: 7 have maximum mean i.e.47.68.

5.3 MAJOR FINDINGS BASED ON QUESTIONNAIRE FOR TEACHERS

1. Majority of teachers are not familiar with objectives of teaching English. Most of them have perceived importance of English rather than objectives.

2. Most of teachers (sixty eight percent) could not find difficulties during explaining.
3. Majority of the teachers (eighty one percent) could not find difficulties in reading.
4. Majority of teachers (seventy four percent) could not find difficulties in explaining the meaning of words.
5. Other difficulties such as explanation of idioms, introduction of the meanings of new difficult words were faced by teachers.
6. Forty five percent teachers did not face difficulties in teaching while explaining the meaning of words.
7. Most of teachers (seventy one percent) found difficulties in question answer (on the part of students) during teaching of English.
8. Fifty eight percent found difficulties in reading (on the part of students) during teaching of English.
9. Almost half of the teachers did not face difficulties in composition (on the part of students) during teaching of English.
10. Majority of the teachers (seventy seven percent) found difficulties in pronunciations (on the part of students) during teaching of English.
11. Almost half of the teachers found difficulties in interest/aptitude of the students in teaching English.
12. Teachers faced a few difficulties on the part of the students such as inability to use dictionary and inability to understand as well as retain the meanings of words in English.
13. Majority of the teachers (seventy seven percent) observed that the students committed mistakes in spelling during writing in English.
14. Most of the teachers (seventy four percent) observed that the students committed mistakes in punctuation marks during writing in English.
15. Most of the teachers (seventy four percent) observed that the students committed mistakes in uses of articles during writing in English.

16. Most of the teachers (sixty five percent) observed that the students committed mistakes in using prepositions during writing in English.
17. Majority of the teachers (eighty eight percent) observed that the students committed mistakes in tenses during writing in English.
18. Most of the teachers (fifty five percent) observed that the students committed mistakes in order of words during writing in English.
19. Other mistakes committed by the students were related to reading and writing skills such as use of tenses and capital letters while writing points.
20. Majority of the teachers (eighty eight percent) observed that the students committed mistakes in pronunciation during speaking in English.
21. Most of the teachers (sixty five percent) observed that the students committed mistakes in choosing correct words during speaking in English.
22. Most of the teachers (seventy four percent) observed that the students committed mistakes in pauses during speaking in English.
23. Majority of the teachers (ninety four percent) observed that the students committed mistakes in intonation during speaking in English.
24. Majority of the teachers (eighty eight percent) observed that the students committed mistakes in stress during speaking in English.
25. Other mistakes committed by the students in speaking were wrong use of tenses and lack of correct pronunciation.
26. Majority of the teachers (ninety seven percent) believed that the topic given for the composition work was relevant to the experience of students.
27. Cent percent teachers agreed that the composition work given to the students should be checked.
28. Very few teachers (three percent) could not check the composition work of the students themselves.

29. Most of the teachers (seventy one percent) could not check the composition work of the students by the monitor or by some other students.
30. Cent percent teachers (hundred percent) looked for the mistakes of the students in their composition work.
31. For correction of the mistakes done by the students in their composition work teachers encircle wrong spellings, give writing practice for the wrong spellings and teach them correct use of English-Gujarati dictionary.
32. Suggestions given by the teachers for improvement in the composition work were providing more examples, giving writing practice and practice for appropriate use of punctuation marks.
33. Most of the teachers (seventy one percent) observed that the students did not face difficulties in salutation during letter writing.
34. Sixty eight percent of the teachers did not face difficulties (on the part of students) in writing of address during letter writing.
35. Majority of the teachers (eighty eight percent) observed that the students faced difficulties in order of thoughts during letter writing.
36. Most of the teachers (seventy four percent) found difficulties faced by the students in paragraphing during letter writing.
37. Sixty one percent teachers observed that the students did not face difficulty in writing during letter writing.
38. Majority of the teachers (seventy seven percent) observed that the students faced difficulties in relevance of the subject during letter writing.
39. The teachers opined that the format of asking letter writing in exam which is in form of blanks should be changed.
40. Majority of the teachers (eighty one percent) did not face difficulties while reading during the teaching of prose section.

41. Majority of the teachers (eighty one percent) did not face difficulties in composition during the teaching of prose section.
42. Not a single teacher found difficulties in doing black-board work during the teaching of prose section.
43. Majority of the teachers (eighty eight percent) did not face difficulties in explaining some matter in prose.
44. Majority of the teachers (eighty eight percent) did not face difficulties while giving verbal explanation during teaching the prose section.
45. Most of the teachers (seventy four percent) did not face difficulties in asking question and getting answer while teaching the prose section.
46. Very few teachers (ten percent) found difficulties in presentation of content during teaching the prose section.
47. The teachers responded that few units given in the textbook were dull and boring. Also students did their work by copying from textbook so vocabulary of students could not be enhanced.
48. Fifty five percent teachers found difficulties in teaching of dialogues during teaching of different forms of prose.
49. Almost half of the teachers did not face difficulties in teaching of descriptions of incidents during teaching of different forms of prose.
50. Majority of the teachers (eighty one percent) did not face difficulties in teaching of story during teaching of different forms of prose.
51. Most of the teachers (seventy one percent) did not face difficulties in teaching of drama/play during teaching of different forms of prose.
52. Reasons for the disinterest on the part of the student were unable to purchase reference books due to poverty, unable to understand due to lack of time, less previous knowledge and lack of proper presentation,
53. Remedies to remove the disinterest were use of appropriate AV aids related to the lessons, continuous efforts by the teacher for better presentation, develop the habit of self-study among the students, correction of given home-work for developing the self-confidence of

- students, provide guidance and provide encouraging remarks, Practicing all the skills of English and enacting Plays/Dramas by students .
54. Majority of the teachers (eighty four percent) found easiness of language in the content of the textbook for standard IX in English.
 55. Majority of the teachers (ninety percent) found continuity in content presentation of the textbook for standard IX in English.
 56. Majority of the teachers (ninety four percent) found appropriateness of illustrations, questions given in exercise takes consideration of language skills and opportunity for self learning in the textbook for standard IX in English.
 57. Other suggestions given by the teachers with reference to presentation of the subject-matter were comparatively difficult units can be replaced by some more interesting units relevant to the social context and the content should be according to intellectual level of students.
 58. Majority of the teachers (ninety four percent) make students to do pre-task and pre-task done in groups.
 59. Majority of the teachers (ninety percent) could explain the pre-task.
 60. Fifty five percent teachers could translate the pre-task.
 61. Majority of the teachers (eighty eight percent) could not just read the pre-task.
 62. Sixty one percent teachers could use the pre-task from the book other than the text-book.
 63. Majority of the teachers (eighty eight percent) could provide facilities to students for doing the pre-task.
 64. Majority of the teachers (ninety percent) could correct the mistakes committed by the students in pre-task.
 65. Twenty three percent could not allow the students to make noise while doing the pre-task.

66. Other suggestions given by the teachers with reference to Pre-task were inclusion of grammar points and examples in the Pre-task and discussing the central idea of the unit after the pre task for better understanding among the students. Also pre task should be in form of story.
67. Majority of the teachers (eighty one percent) agreed that in glossary, the meaning of words given in English are appropriate.
68. Twenty nine percent teachers responded that the meaning should not be given in English; the meaning must be given in Gujarati.
69. Majority of the teachers (eighty eight percent) could write the words on the black-board which are given in the glossary.
70. Majority of the teachers (ninety four percent) could use the meaning of words in sentences and students guess the meaning.
71. Other suggestions given by the teachers with reference to Glossary were giving Gujarati meanings whenever necessary; giving antonyms (opposite words) along with the meanings of the words and encourage students to use an English-Gujarati Dictionary.
72. Majority of the teachers (eighty eight percent) could make students to do the activity given in pronunciation.
73. Difficulties faced by the teachers in doing the activities given in the Pronunciation were lack of proper guidelines, lack of concentration on the part of the students while conducting group activity for pronunciation and wastage of time when activity is conducted individually.
74. Majority of the teachers (eighty eight percent) could make students to do the activity given in vocabulary.
75. Aims/objectives of Vocabulary as responded by the teacher were making students learn maximum new words, knowing their antonyms and synonyms, enabling them to use words in sentences of their own during writing and to develop fluency in spoken English.

76. Majority of the teachers (ninety four percent) could make students to do the activity given in comprehension.
77. The aims/objectives for doing the activities given in Comprehension as responded by the teachers were to develop the reading , writing and understanding various skills of students' , to develop the habit of reading English among the students, and to increase the confidence of students in reading English.
78. Difficulties faced by the teachers in doing the activities given in the Comprehension were lack of understanding the language of questions and writing in advance the activities of Comprehension by use of Guide.
79. Almost half of the teachers found difficulties in teaching grammar given in the text-book.
80. The teachers gave few reasons for difficulties faced in teaching the Grammar given in the text-book as less examples were given; lack of practice, lack time to teach or explain all the rules and regulations of grammar, low level of English among students even in secondary and faced difficulties in understanding verb forms, syntax, tenses, etc., Overall students feel the grammar section of the text-book find more difficult.
81. Suggestions given by the teachers for enhancement of teaching of English grammar through mother-tongue, more revision while teaching tenses in Grammar section and more practice for grammatical points in the form of home-work.
82. Majority of teachers (eighty four percent) could make students to do the activity given at the end of each lesson of the text-book.
83. Teachers gave aims/objectives for doing the Activity given at the end of each lesson were to make students take more interest in English, to develop more self-confidence in students in using English, to encourage students to do grammatical exercise in English on their own, to develop the writing skill among the students and to make students active in the class-room.

84. All the teachers opined that the students support was good in doing the Activity given at the end of each lesson.
85. Suggestions given by the teachers with reference to doing the Activity was some activities take a lot of time and teachers are unable to complete the course.
86. Majority of teachers (ninety four percent) could prepare students mentally for writing.
87. Majority of teachers (ninety seven percent) could discuss the points given in writing.
88. Majority of the teachers (eighty one percent) could give the students to write in the class.
89. Majority of the teachers (seventy five percent) could give 'writing' as home-work.
90. Eighty eight percent teachers complete the work of writing.
91. Suggestions given by the teachers with reference to Writing were use a lot of pictures in text-book based on the themes of stories, essays, descriptions, poems, dramas or plays, etc, more constructive home-work should be given to students, students must be provided with some material in writing for reference.
92. Majority of the teachers (eighty one percent) could make students to write in the class after discussing on 'Revision' given in the text-book.
93. Fifty eight percent teachers could make students to write the 'Revision' at home after discussing in the class.
94. Most of the teachers (seventy four percent) got good co-operation from students in doing 'Revision' given in the text-book.
95. Suggestions given by the teachers with reference to Revision were: sufficient time and practice should be given for Revision in the class and evaluating the revision work.
96. Majority of the teachers (ninety four percent) give the project-work in the English of standard IX.

97. Teachers gave aims/objectives of Project-Work were to keep students in touch with English language, to make students do some language related work independently and to generate students' active interest by involving them in doing things differently.
98. Difficulties faced by the teachers in Project-Work were students are unable to spend money on costly projects and students cannot do the entire project in English on their own.
99. Majority of teachers (ninety seven percent) could give the project-work in group.
100. Majority of the teachers (ninety percent) gave the project to be done at home and students take active part with interest in the given project.
101. Sixty one percent teachers could not get the project done in the class.
102. Majority of the teachers (eighty eight percent) gave different facilities for the project-work.
103. Suggestions given by the teachers with reference to Project-Work were: the teacher should give a project-book to students to select their projects based on lessons, very costly projects should not be given to students, provide constant guidance and help to students, the individual project-work is better than group work.
104. Few teachers (seven percent) could not give the home-work and class-work.
105. Majority of the teachers (seventy seven percent) believed that the students do the home-work and class-work regularly and bring it.
106. The teachers suggested various methods of checking the home-work and class-work given to the students that the teachers personally or took the help of monitors for checking the homework and class-work, mistakes were pointed out and guidance is accordingly. It was observed by the teachers that most of the students bring their home-work regularly but some students give different excuses for not doing their home-work.

107. Difficulties faced by the teachers in Home-Work were: the load of checking the home-work is more and requires a lot of time from teachers' time-tables.
108. Almost half of the teachers (Fifty two percent) could not take extra classes for teaching English in standard IX.
109. Majority of the teachers (eighty eight and eighty one percent respectively) used pictures and charts for teaching English.
110. Other facilities used by the teachers were flash Cards, dictionaries of different kinds, OHP (Over Head Projector) and DVD (Digital Video Disk) and T.V. (Television).
111. Majority of the teachers (ninety percent) opined that books and magazines are available in school-library which can help in the teaching of the syllabus of English.
112. Majority of the teachers (eighty eight percent) opined that books and magazines are used by them for teaching of the syllabus of English.
113. Fifty eight percent teachers opined that the students used the books and magazines.
114. Books and Magazines used by the teachers for teaching English were: Short Stories in English, Different Types of Dictionaries, Different Grammar and Composition Books, English Magazines, Different Journals like Reader's Digest, The Latest Facts in General Knowledge.
115. Majority of the teachers (ninety percent) arranged the activities where students speak English in the class.
116. Activities arranged by the teachers where the students speak English in the class-room were: Dramatization , Prayer, Enacting Scenes from the books, Discussions with students, Pre-Period Talk in English, English Word and Spelling games, Story telling, Self-introduction in English, Antakshary-, Making Sentences on Pictures and Speaking Five sentences on Topics of Choice.

117. Most of the teachers (fifty eight percent) opined that twenty five to seventy five percentage of English conversation used by the teacher while teaching in the class.
118. The opinion regarding English conversation while teaching in the class was: Students belong to rural area or the government school and are not habituated to hear English continuously and if more English used during conversation than it is not understood. So class-room atmosphere becomes dull. Only minimum English should be used.
119. Only few teachers (sixteen percent) could not insist on students giving their responses in English.
120. For insisting the students to give their responses in English as felt by the teachers were: provide them encouragement to speak small and simple sentences in English make them read the passages, English Newspapers for comprehension. Give encouragement remarks for speaking in English.
121. Sixty eight percent teachers developed self-confidence in students to enable them to say, "I can speak in English".
122. The teachers develop self-confidence in students to enable them to speak in English were: encourage to use English as much as possible at the school, at home and at other places , use Gujarati when needed, and correct mistakes.
123. Most of the teachers (seventy four percent) did not agree that "Either student speak grammatically correct English or better they don't".
124. The teachers opined for "Either student speaks grammatically correct English or better they don't" were: students should be encouraged to speak English by allowing them to speak even grammatically incorrect English as it will help to develop their self confidence for speaking in English.
125. Sixty one percent deducted marks for spelling mistakes regarding the marking of students' evaluation.

126. Most of the teachers (seventy one percent) deducted marks for wrong sentence structure regarding the marking of students' evaluation.
127. Most of the teachers (seventy four percent) gave marks for effort regarding the marking of students' evaluation.
128. Majority of teachers (ninety four percent) could check comprehension of the students regarding the marking of students' evaluation.
129. Few teachers (thirteen percent) could not accept writing in a student's own language showing creativity regarding the marking of students' evaluation.
130. The teachers responded that the merits of the present text-book were: The text-book is excellent without any fault and has good lessons; with simple language prepared following the principles of education like from easy to difficult. The textbook is based on functional and communicative approach where the contents of lessons are related to students' level and has good pictures for visual effects.
131. The teachers responded that the demerits of the present text-book were: For the students of rural area English of this text-book is quite hard. Also the text-book is not very helpful for teaching any particular grammatical point. More activities are given in this text-book which cannot be conducted with regular class room teaching.
132. Majority of the teachers (ninety percent) opined that the students have the atmosphere and encouragement from the school where students can learn, speak and use English.
133. Majority of the teachers (eighty one percent) responded that the students did not have the atmosphere and encouragement from the home where students can learn, speak and use English.
134. Most of the teachers (seventy seven percent) opined that the students did not have the atmosphere and encouragement from the social environment where students can learn, speak and use English.
135. Almost half of the teachers opined that the students did not make extra reading in English.

5.4 MAJOR FINDINGS BASED ON INTERVIEW SCHEDULE FOR TEACHERS

1. All the teacher replied there is a need to improve the level of English teaching at secondary level. Majority of the teachers (eighty seven and sixty eight percent respectively) opined that the students can not speak and understand in the English language.
2. Majority of the teachers (eighty one percent) suggested the activities for teachers like in-service training, use of teaching learning material, use of innovative methods, approaches and techniques can improve the level of English among the students.
3. Majority of the teachers (eighty four percent) suggested that the activities like more effort to speak in English; Listening - the English dialogues, news, stories; Writing - good essays, letter, dictation, composition; Reading – books, magazine and stories can improve the level of English among the students.
4. All the teachers (hundred percent) opined that parents play an important role to improve the level of English among their wards. The teachers also opined that reading habits and positive atmosphere at home, parent's awareness about the importance of English, encouragement for participation in curricular and co curricular activities by the parents would help in improvement in level of English.
5. Majority of the teachers (eighty seven percent) opined that school should organize workshop seminar, exhibitions and competitions for improvement of students' achievement in English.
6. All the teachers (hundred percent) know four language skill (LSRW) and found that students were deficient in speaking and writing skills. The reason for these was lack of - basic knowledge of phonetics, vocabulary, basics of grammar not use of dictionary, regular practice.
7. Teachers suggested that individual attention encouraged to participate in prayer assembly where news, quotations, narration of short incidences can improve speaking skill while more practice of writing essay, letters, paragraphs, completion of dialogues and copywriting and dictation can improve the speaking skill among the students.

8. Ninety percent teachers suggested that activities like dictation, recitation of rhymes, simple poems; ideal reading by teacher can develop listening skill among the students.
9. Majority of the teachers (ninety four percent) suggested that activities like drilling sound, oral training, use of audio-visual aids, feedback for correction of pronunciation, and oral drill and practice can develop speaking skill among the students.
10. All the teachers (hundred percent) suggested that providing proper atmosphere at school and home, giving paragraph for reading and oral drill and more and more practice can improve the reading skill among the students.
11. All the teachers (hundred percent) suggested that activities like copy writing, essay and letter writing, and dictation can develop the writing skill among the students.
12. All the teachers opined that all the students were interested to participate in the activities with enthusiasm and students were more interested in these activities than regular classroom teaching.
13. All the teachers (hundred percent) opined that listening skills of students can be evaluated by asking questions and teacher's narrated story and then students again repeated the story or answered to story.
14. Majority of the teachers (eighty seven percent) replied that speaking skill can be evaluated by asking simple questions to the students.
15. All the teachers (hundred percent) replied that reading skills can be evaluated by the activities like reading unseen paragraph, passages from newspapers and magazines.
16. All the teachers (hundred percent) opined that by checking of essays and other writing material one can be evaluated the writing skill of students.
17. All the teachers (hundred percent) agreed that the present marking system for evaluation is appropriate.
18. All the teachers (hundred percent) replied that listening skill can be evaluated by asking questions related to the passages read by the teacher.

19. All the teachers (hundred percent) opined that speaking skill can be evaluated by asking questions from story or passage, reciting poem and organizing story telling activities.
20. All the teachers (hundred percent) agreed that the present curriculum of English for standard IX is appropriate.
21. The teachers replied that section -1 (Pre-task) helps in introduction and teachers conducted activities like use of realia, use of appropriate TLM and demonstration for Pre-task.
22. The teachers opined that section - 2 (Reading) develops reading skills and helps to understand the content of the lesson. Teachers conducted model reading, discussion and dramatization for this section.
23. The teachers replied that section - 3 (Glossary) helps to students for awareness of unfamiliar words. This section carried out by conducting drilling activities, make students aware of similar words and use in sentences of their own.
24. The teachers opined that section - 4 (Pronunciation) helps to develop proper pronunciation and teachers conducted model reading with appropriate stress, intonation and pitch for Pronunciation.
25. The teachers replied that section - 5 (Vocabulary) helps to develop vocabulary of students and teacher conducted the activities given in the exercise of the textbook for Vocabulary.
26. The teachers replied that section - 6 (Comprehension) helps to develop comprehension level of students and evaluate their understanding. Teacher conducted various activities given in the textbook for Comprehension.
27. The teachers replied that section - 7 (Grammar) aims at learning and understanding grammatical concepts and for this teacher give grammar practice based on exercise of textbook.
28. The teachers opined that section – 8 (Activity) helps to develop four basic skills and for these teachers doing activities given in the textbook.
29. The teachers replied that section – 9 (Writing) aims to check the level of understanding and for this teacher give assignment work given in this section of textbook.

30. All the teachers (hundred percent) agreed that the number of units in textbook of English for standard IX is appropriate and develop all language skills. If teachers use appropriate methods and techniques and give enough practice than students understand the units.
31. Most of the teachers (seventy one percent) replied that situational approach was more appropriate for teaching of English in standard IX.
32. All the teachers (hundred percent) opined that in spite of getting good marks in English, students cannot speak in English because of lack of confidence, poor knowledge of grammar and vocabulary, stage fear and conducive environment at home.
33. All the teachers (hundred percent) accepted that students' family atmosphere/life style affects achievement in English.
34. All the teachers (hundred percent) agreed that if basic concepts of English are clear than students can get good achievement in English.
35. Fifty eight percent teachers opined that they use AV aids which are readily available in the school.
36. All the teachers replied that they used AV aids like pictures, models, charts, film strip for teaching English.
37. All the teachers (hundred percent) gave few illustrations regarding use of AV aids like old coins and currency of different country for teaching the lesson Money Matter and pictures for teaching the lesson 26th January 2001.
38. All the teachers (hundred percent) agreed that the duration of the pre-service training was appropriate.
39. Most of the teachers (seventy four percent) agreed that various methods for teaching English taught in pre-service training is appropriate.
40. All the teachers (hundred percent) strongly opined that pre-service training is required for developing professional competence.
41. All the teachers (hundred percent) replied that they have taken the in-service training given to them for English subject.
42. Majority of the teachers (seventy seven percent) agreed that duration of in-service training was appropriate and all the teachers (hundred

percent) opined that they get opportunity to share their problems during in-service training programmes.

43. All the teachers (hundred percent) replied that success of in-service training programmes depended on the resource person.
44. Few teachers (five percent) opined that apart from in-service training programmes, pre-service training, workshop, talk by experts, seminars and experience also helps to re-establish success and competent teacher.
45. All the teachers (hundred percent) replied that mastery of teacher in English content and grammar and fluency of teachers in English can affect learning among students in English.
46. All the teachers (hundred percent) opined that knowledge of - English language, content, methods, approaches, child psychology etc professional abilities should be there in an English teacher and adjustment with staff, principal, management and correlation of content with other subject etc competences are required in an English teacher.
47. All the teachers (hundred percent) replied that school climate, support by principal/management, own interest for professional development, dignity for one's profession are the various factors affecting professional abilities and competence of teachers.
48. All the teachers (hundred percent) opined that participation in workshop, seminar, conference and awarding teachers progress in large group can strengthen professional abilities and competence of teachers.

5.5 MAJOR FINDINGS BASED ON OPINIONNAIRE FOR TEACHERS

1. Most of the teachers (fifty eight percent) could arrange the activity of listening dialogues in English frequently.
2. Few teachers (three percent) rarely organize narration activity.
3. Forty five percent teachers never conduct the activity like recording of announcements and make students listen to them..

4. Thirty nine percent teachers sometime conduct the activity to listen the speeches of renowned English speakers.
5. Most of the teachers (seventy one percent) always arrange the activity of hearing and reading English news.
6. No definite conclusion could be derived regarding the activity of reading/singing poem in English. The opinions were fairly divided.
7. Few teachers (three percent) never organize the activity of reading of unseen prose passages in English.
8. Forty eight percent of the teachers sometimes conducting the activity of sharing information about awards won by English authors/writers.
9. Forty five percent of the teachers sometimes conducting the activity of enacting short plays in English.
10. Mixed opinion prevailed about conducting the activity of narrating anecdotes.
11. Most of the teachers (fifty two percent) could arrange the activity of giving project work appropriately connected with reading lessons in English frequently.
12. Forty two percent of the teachers sometimes conducted the activity of exhibitions of pictures and charts.
13. Thirty two percent teachers rarely organized extempore competition in English.
14. Ten percent teachers never arranged quiz competition in English while few teachers (six percent) always conducted such activity.
15. Mixed opinion prevailed about the conducting the activity of elocution competition in English and encourage students to take participate in them. The opinions were fairly divided.
16. Few teachers (six percent) always provided chance to the students to give lecture and write essays in English on special occasions.
17. Forty two percent teachers never conducted the activity in which students listen to their own recorded speeches in English and then draw their attention to the mistakes.
18. Forty two percent of the teachers conducted the activity of teaching English through games frequently.

19. Twenty nine percent teachers never asked the students to read or listen to English news.
20. Forty five percent of the teachers could arrange the activity of reading of English stories in the classroom frequently.
21. Thirty two percent teachers conducted the activity of reading plays sometimes.
22. Forty two percent of the teachers could sometimes make students to read the good English essay in the classroom.
23. Forty two percent of the teachers could sometimes arrange activity of speaking good saying in English in prayer assembly.
24. Forty five percent of the teachers conducted the activity of singing English poems in chorus frequently.
25. Majority of the teachers (seventy seven percent) accepted to conduct demonstration activity always.
26. Most of the teachers (fifty eight percent) always conducted the activity of model reading by the students.
27. Forty eight percent of the teachers always conducted the silent reading activity for the students.
28. Most of the teachers (seventy one percent) always give chance to students to read on their own choice.
29. Only six percent teachers never provide reference material to students.
30. Most of the teachers (seventy one percent) always conduct the activity of writing down the difficult word in blackboard and then drilling.
31. Most of the teachers (fifty five percent) conducted the activity of oral question answer session for students for their better understanding in the subject frequently.
32. Few teachers (three percent) accepted of never conducting extra reading activity.
33. No definite conclusion could be derived regarding the activity of decision of the appropriateness of titles. The opinions were fairly divided.
34. Majority of the teachers (eighty four percent) always conduct the activity of essay writing in English.

35. Most of the teachers (seventy four percent) always conduct copy writing activity in English.
36. Most of the teachers (sixty five percent) always conduct letter writing activity for students.
37. Most of the teachers (seventy one percent) always conduct dictation in English.
38. Most of the teachers (seventy one percent) always show samples of fine writing to the students.
39. Most of the teachers (fifty two percent) always conduct activity of writing compositions in English.
40. Majority of the teachers (seventy seven percent) always find errors committed by students while writing compositions in English.
41. Most of the teachers (fifty two percent) always doing the activity of writing quotation on black-board.
42. Mix opinion prevailed about the conducting the activity of preparing souvenir (handwritten magazines). The opinions were fairly divided.
43. Forty five percent teachers always conduct the activity of writing unaided compositions.
44. Forty eight percent teachers arrange group work activity in English frequently.
45. No definite conclusion could be derived regarding the acceptance of the mistakes committed in English. The opinions were fairly divided.
46. No definite conclusion could be derived regarding the activity of writing the spelling in English and dictate them.
47. Most of the teachers (fifty two percent) always encourage the students to read reference books.
48. Forty five percent teachers always use teaching aids in the classroom.

5.6 MAJOR FINDINGS BASED ON COMMON ERRORS COMMITTED BY THE STUDENTS

1. Most of the students (sixty and fifty eight percent respectively) committed mistakes in marking of punctuation in question No. 1 (RC-TIS) and question No.8 (essay writing).

2. Majority of the students (seventy nine percent) committed errors in writing spelling in question No. 8 (essay writing).
3. Majority of the students (eighty percent) committed errors in tense in question No. 8 (essay writing). While sixty five percent student committed errors in tense in question No. 13 (indirect speech).
4. Most of the students (sixty four and fifty three percent respectively) committed mistakes in putting article in question No. 1 (RC- TIS) and question No. 8 (essay writing).
5. Fifty nine percent students committed errors in number in question No. 8 (essay writing).
6. Majority of the students (eighty five and seventy eight percent respectively) committed errors in syntax in question No. 8 (essay writing) and question No.1 (RC-TIS).
7. Fifty nine percent students committed errors in lexis in question No. 13 (indirect speech).
8. Majority of the students (seventy seven percent) committed errors in putting preposition in question No. 8 (essay writing).
9. Sixty six percent students committed errors in omission in question No. 8 (essay writing).

5.7 MAJOR FINDINGS BASED ON ORAL COMMUNICATION TEST FOR STUDENTS

1. The average achievement of high achiever students from schools in urban area was 72.60 percentage. It was observed that all the students could understand the long as well as short questions and answered them effortlessly and confidently.
2. The average achievement of high achiever students from schools in rural area was 69.60 percentage which was comparatively lower than urban students. It was observed that their confidence was less as compared to urban students but could answer all the questions.
3. The average achievement of low achiever students from schools in urban area was 2.40 percentage. It was found that students were weak in both written and oral communication test and could not understand the question and were very poor in oral communication test.

4. The average achievement of low achiever students from schools in urban area was 1.20 percentage. It was noted that low achievers in rural areas could not understand the simple questions in English and demanded for asking questions in Gujarati due to lack of confidence, knowledge and vocabulary.

5.8 DISCUSSION

This chapter is an overall design of the summary of the research undertaken by the investigator. It present all the aspects of the present study in a nutshell and puts forward a few suggestions for further studies as well as highlights the educational implications of the present study. Here in this chapter the investigator has weaved in ideas from research studies and findings of the present study itself. This chapter shows the major findings, discussion, suggestion for the improvement and suggestion for further study.

English language is being taught and studied in India for over two centuries and despite the fact that the British ruled us for two hundred years. An understanding of and a command over English language is the most important determinant of access to higher education, employment possibilities and social opportunities. School learners who are not adequately trained in English as a language are always at a handicap in the world of higher education.

The present study found that the achievement of the ninth standard students in English is average. The mean, median, S.D, skewness and kurtosis found to be 37.49, 38.00, 15.25, -.080, and -.658 which means majority of the students are average achievers, though high achievers are there but they are very less in number. These findings are supported by Gayen (1962) who found that the highest rate of failure was in English and Malhotra (1972) also observed that the standard of achievement in English at the matriculation stage was very low. Thus, it can be said that average achievers may be lacking in the basic language skills necessary for them in the particular class, in addition to many other related academic problems like insufficient practice, inability to understand the concepts. This need to be further investigated.

The findings obtained from this study regarding achievement in English with respect to gender indicate that achievement of girls is higher in all the sections of the achievement test. It was also observed that overall achievement of girls was higher in comparison to their counterparts. The reason behind this findings may be that girls are found to be more sincere and hardworking than boys. This finding is also supported by Sethi (1976) who found that girls appeared to be superior to boys in achievement. Apart from English language, study conducted by Mehta (1998) also found that mean achievement of girls was higher than that of boys in Gujarati language. Kothari and Gupte (2001) conducted study in achievement in Mathematics and found that mean achievement of girls is slightly more than boys.

The finding obtained from this study showed that the students belonging to urban and rural area do not differ on their achievement in English on the achievement test. It has been supported by the findings of Bag (1990). Generally it was believed that the students who study in urban schools is higher in achievement in English than the students who study in rural schools, but present study does not support this.

It was found that achievement of students was average in rural and urban area. This may be because majority of teachers are not familiar with objectives of teaching English and majority of them have difficulty in explaining the meaning of words. This has been supported by findings obtained from teachers also. It seems that teachers need to be oriented about their difficulties in teaching of English.

Generally it is observed that teachers with more experience seems to be good teachers, but in the present study it is observed that achievement of students taught by teachers whose experience is less than ten years were better than their counter part. This needs further explanation. May be these teachers are more innovative and attending in-service training programme regularly. The finding regarding achievement in English with respect to teachers' experience showed that the students whose teacher's have experience less than ten years, achieved higher than those students whose teacher's have experience more than ten years. Bhattacharjee (1984) arrived

at a similar type of finding. It has been found by him that experience and professional training played significant role in the teaching of English. But this result was contradictory with result obtained by Subrahmanyam (1982) that teacher's experience did not appear to show any significant relationship with reading achievement.

Teacher's qualification is another variable which affects achievement of students in English. Students who are taught by Post graduate + B.Ed teachers have higher level of achievement. It can be said that such teacher possess indepth content because of their post graduate qualification. The finding regarding achievement in English with respect to teachers' qualification reports that the students whose teacher's qualification was post graduate + B.Ed, achieved higher than the students whose teacher's qualification was graduate + B.Ed. Subrahmanyam (1982) found that teacher's qualification positively influenced with reading achievement.

The finding obtained from this study regarding achievement in English with respect to caste reports that the caste category has an impact on achievement and it is observed that there is a the difference in the achievement of ST, SC, and SEBC students, While there is no difference among general and SEBC students. This finding is supported by study conducted by Rath and Saxena (1995) who studied achievemnt in Mathematics and language and found that ST and SC students scored lower than non SC/ST students in both the subjects. Aikara (1997) found that students found that students belonging to the general category and other backward classes performed better than those belonging to SC and ST students. Kamila (1985) also found that other caste students' performance was better in annual examination result while Subrahmanyam (1982) found that caste positively influenced reading achievement.

It was found from the questionnaire and interview schedule implemented by the investigator that majority of the students cannot speak and understand in the English language and found difficulties mainly in pronunciation, choosing correct words, intonation, pauses and stress during speaking in English. Nagalakshmi (1962) found that the provision for

systematic training on oral comprehension and proper listening practice, would improve the comprehension of spoken English. The reason behind this difficulty may be lack of proper atmosphere and encouragement in speaking from parents and society. This finding is supported by the study conducted by Nanda (1982) who found that the causes of poor attainment in English were lack of study atmosphere and favourable environment. Though it was found from the study that proper atmosphere from teachers is provided for speaking in English. This was opined during the interview of all the teachers. It was also opined by the teachers that even grammatically incorrect English should be accepted so that students are encouraged to speak in English and to remove the fear of speaking in English and developing confidence among the students.

It was found that majority of students were weak in basics of grammar. This is also observed from the result of Section 5 (grammar) in achievement test conducted by the investigator. Nanda (1982) and Jain (1979) found the cause of poor attainment in English was lack of knowledge of grammar. This problem may be solved by providing more practice and taking extra classes for teaching of grammar.

From the discussion with the teachers in the interview schedule it was found that there is need to improve the level of English teaching at secondary level. It was opined that students were weak in speaking, writing and grammar. Dave and Saha (1968) found that the students committed errors of grammatical structures were predominantly pronounced in pupil's writing. Gadgil (1978) found that students were weak in use of articles, writing correct word order, use of phrases, in translation, comprehension, letter-writing, composition, indirect speech and use of verb forms. Majority of the teachers opined that both pre-service and in-service training given to the teachers help to improve the professional abilities such as mastery of the content, use of innovative methods and approaches, knowledge of child psychology and English subject .

With respect to problems faced by teachers in English, the study revealed that there is a need to improve the level of English teaching and students cannot speak and understand in English language. Parents,

awareness, home atmosphere and activities conducted by schools play an important role to improve the level of English. Srivastava (1967) found factors related to educational underachievement were poor reading ability, vocabulary, spelling and problems concerning family and school, poor social and emotional adjustment. All the teachers found that students were deficient in speaking and writing skills. All the teachers agreed that the present marking system for evaluation and curriculum of English for standard IX is appropriate. Majority of the teachers replied that situational approach was more appropriate. All the teachers opined that in spite of getting good marks in English, students cannot speak in English and if basic concepts of English are clear than students can get good achievement in English. All the teachers opined that mastery of teacher in English content and grammar and fluency of teachers in English can affect learning among students in English. Gadgil (1978) found that failure in English on a large scale was due to inadequate mastery of the students in certain areas of language learning, inadequacy of mastery of teachers over the subject, inadequate motivation for study and inadequate guidance provided to students in the practice of the language.

With respect to opinions about activities conducted for basic skills (LSRW) the present study revealed that majority of the teachers always arrange the activity of hearing and reading English news, conduct demonstration, silent reading, give chance to students to read on their own choice, drilling of difficult words, essay writing, copy writing, letter writing, dictation, writing composition, writing unaided composition and encourage to read reference books. Most of the teachers frequently arrange the activity of listening dialogues, giving project work, reading of English stories, singing English poems and oral question answer session for students for their better understanding. Majority of the teachers could sometime arrange the activity of listen the speeches of renowned English speaker, enacting short plays in English, exhibitions of pictures and charts, reading plays and speaking good saying in English in prayer assembly. Few teachers rarely organize the activity of narration, sharing information about awards won by English writers and extempore competition. Majority of the teachers never conduct the activity like recording of announcement and make students listen and students listen

to their own recorded speeches in English and then draw their attention to the mistakes. All these indicate that such activities are not frequently conducted. Only few activities like listening dialogues, giving project work, singing English poem etc are conducted regularly. For strengthen the achievement of English, these activities need to be implemented properly.

From the questionnaire it was revealed that common errors committed by the students were in spellings, punctuation marks, articles, propositions, tenses, order of words and capital letters during writing in English. It was also found from the achievement test conducted by the investigator that the students committed mistakes in marking of punctuation, putting article and in syntax in writing question-answer and essay writing. Most of the students committed errors in writing spelling, in number, putting preposition and omission during essay writing. Majority of the students committed errors in tense in essay writing and indirect speech. Most of the students committed errors in lexis in indirect speech. All these errors were committed by the students mainly due to lack of writing practice and lack of proper attention provided by the teachers. These errors may be reduced by conducting various writing activities like dictation, copy writing, writing essays. Also the writing work should be checked regularly by the teachers. Joshi (1975) found that errors concerning speech, number and spelling were committed by ninety percent, forty eight percent and forty five percent pupils, respectively and errors of omission, preposition and tense were the most frequent.

The findings obtained from this study regarding oral communication reports that the high achiever students from schools in urban and rural area could understand the questions and answer to short as well as long questions, while the low achiever students from schools in urban and rural area could not understand the questions and English language and did not try to give answer of short and simple questions. Students have lacked confidence, knowledge and vocabulary and are poor in written as well as oral communication. Nagalakshmi (1962) found that one class per week set aside for listening practice and oral comprehension tests which could be administered with the help of a radio set, would improve the comprehension of spoken (oral) English.

5.9 SUGGESTION FOR THE IMPROVEMENT

Research studies in general open new avenues for further research. The present investigation is not an exception. On the basis of the major findings obtained from this study, the following suggestions can be drawn for the teachers, Learners and parents.

- ❖ From the present study it has been found that the mean achievement of students of standard IX in English is average. Hence it is suggested that basic language skills should be enhanced so as to improve the achievement in English. Also it is suggested that sufficient practice should be provided by the teachers mainly in the area of grammar.
- ❖ From the present study it was found that the teachers faced problems in teaching learning process. So it can be suggested that the teachers should identify the factors responsible for average achievement in English. Teacher should follow action research approach. The teacher should also use diagnostic and remedial teaching for low and average achievers. It has been suggested that the teachers should have helpful nature and motivate the lower achievers in English and create positive attitude towards the subject. It has been suggested that the teachers should use maxim from easy to difficult in teaching-learning process as well as they should teach considering the level of low achievers.
- ❖ From the present study it was found that students whose teachers had experience less than ten years performed well and their achievement was higher. So it is suggested that the teachers with more experience should compulsorily attend in-service training programme, for various topics like objectives of teaching different school subjects at different levels, recent trends in methodology in teaching different subjects, use of low cost and no cost teaching aids and appropriate techniques of evaluation.
- ❖ From the present study it was found that students whose teachers with educational qualification of post graduate + B.Ed performed well. So it is suggested that the teachers have to review one's own teaching regarding whether sufficient time is spent on student responses, how much of student independence is being encouraged, are the student

- ❖ From the present study it is also revealed that the achievement of high achievers is more in both oral as well as in written test. But in this comparison students with low achievement could not perform well in both oral and written test. So it is suggest that the teacher should develop rapport with the students where students feel comfortable and sharing their answers without the fear of being incorrect.
- ❖ From the present study it is found that activities such as reading of English stories, singing English poems, oral question answer session and project work are conducted frequently. So here it is suggested by the investigator that these activities can be conducted always for improving achievement in English as these activities help to develop more interest for the subject. From the present study it is also found that students are more interested in activity based learning.

From the present study the investigator is also giving some suggestions to the learners and parents for improvement which are as under:

- ❖ Learners should express their ideas related to their understanding in English freely in front of the class and teacher as in the process their doubts are clarified.
- ❖ Learners should develop good study habits for preparing the subject English.
- ❖ Learners should approach the English teacher for their problems in English and take help and guidance for improving their achievement.
- ❖ Learners should have positive attitude towards the subject English and subject teacher because negative attitude can be a hurdle in the study and even also in achievement.
- ❖ Learners should create interest in English and should work hard.
- ❖ Parents should try to reduce examination stress and fear at the time of Examination through providing proper guidance and help needed by the child.
- ❖ Parents should explain the importance of the subject English in day to day life and for development.

- ❖ Parents should provide proper motivation and guidance and try to make their child's attitude positive towards subject English.
- ❖ Parents should guide the child to make friends who are good in English.
- ❖ Parents should provide enthusiasm, motivation, by giving surprise prize at the time of good achievement.
- ❖ Parents should contact the subject teacher of English at least once a month for knowing the progress report of their child.
- ❖ Parents should study the answer-books of the test properly and find out the reasons of low achievement.

5.10 SUGGESTION FOR FURTHER STUDY

On the basis of the present study, the investigator felt that more studies should be carried out not only in the area of English language teaching but also in the area of other languages. The investigator would like to suggest some more topics for further research. Here are few suggestions:

- ❖ A comparison of achievement of students of standard IX in English of grant in aid schools and non grant-in aid schools can be studied.
- ❖ A comparison of achievement of urban and rural schools students in various school subjects can be studied.
- ❖ Instead of taking standard IX only, the research can be conducted for all the classes of secondary level for comparison.
- ❖ A study of factors affecting on English achievement can be studied, particularly for higher and lower achievers.
- ❖ The same study can be conducted for different samples and different districts of Gujarat.
- ❖ A case study can be conducted for students who have been found to be considerably weak and accordingly individual instructional programmes can be provided.
- ❖ A remedial programme can be designed to provide help to average achievers in the areas in which they find difficulty in learning.
- ❖ Study of achievement in English can be conducted keeping following variables:

- ✓ Socio-Economic Status (SES)
- ✓ Motivational effects and school climate
- ✓ Study habits
- ✓ Attitude towards English
- ✓ Intelligence of students
- ✓ Teaching style
- ✓ Infrastructural facilities
- ✓ Teacher's in-service training
- ✓ Amount of home-work given to students