Chapter - V

SUMMARY AND CONCLUSION
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5.1 Summary

5.2 Recommendations

5.3 Suggestions for future research study
Chapter - V
SUMMARY AND CONCLUSION

The fifth chapter ‘Summary and conclusion’ includes important points of the research study to understand the research in short.

5.1 Summary

Chapter 1 - Introduction

The first chapter of the research ‘Introduction’ includes

1) Title of the research

THE DEVELOPMENT OF PROGRAMMES TO IMPROVE ENGLISH WRITING SKILL.

2) The statement of the research

THE DEVELOPMENT OF PROGRAMMES TO IMPROVE ENGLISH WRITING SKILL OF MARATHI MEDIUM STUDENTS OF STANDARD FIFTH

3) Functional definitions of the terms (words) used in the statement of the research.

      The functional definitions of the words in the research statement of the research are as following:

      · Development of Programmes: For the purpose of this research ‘Development of programmes’ means preparation of remedial programmes (lesson plans) of creative measures, by investigating the errors commonly made by fifth standard Marathi medium students, in writing English language, for improving their writing skill.

      · English: With reference to this research ‘English’ is third language
which is being taught for fifth standard in Marathi medium students in Maharashtra.

Writing Skill: For the purpose of this research 'writing skill' refers to the English writing skill in the use of fifth standard Marathi medium students learning English as third language.

Marathi Medium Students: For the purpose of this research 'Marathi Medium students' means, the students of fifth standard, taking their education in the schools of Maharashtra where Marathi is the medium of instruction and where students are learning Marathi as first language, Hindi as second language and English as third language.

Standard Fifth: Standard fifth is the last standard in the curriculum of primary education as mentioned in the action plan on Education Policy of 1986.

4) Objectives of the research

Objectives of the research are as following :

1. To prepare a model (structure) for investigation collection and analysis of errors in English writing of 5th standard students in Marathi medium schools.

2. To prepare standardized achievement tests for investigation and collection of errors in English writing of 5th standard students in Marathi medium schools.

3. To develop remedial programmes to improve English writing skill of the students of 5th standard in Marathi medium schools.

4. To test the effectivity of developed remedial programmes by
stating null hypothesis.

5) Assumptions of the research

Assumptions of this research are as following:

1. The students of 5th standard in Marathi medium schools, must achieve better writing skill of English language.
2. English writing competency of the students of 5th standard must be developed, as per the specific objectives of writing skill of 5th standard.
3. The teachers of 5th standard must try to develop English writing skill of the students of 5th standard.

6) Hypothesis of the research

Null hypothesis of the research:

1. There is no significant difference between the scores of post-test of experimental group and post-test of the control group.

7) The sampling of schools for investigation and categorization of errors of writing

The sampling of schools for the investigation and categorization of errors of writing.

There are 92 schools of Marathi medium in Latur city having 5th standard class. Out of 92 schools 10% schools in which there are more than 200 students in 5th standard were selected for investigation and categorization of errors of writing.

The method of sampling: Random sampling method was used for selection of schools.
The sampling of students for the experiment

Out of 9 schools from which errors were investigated one school was selected for the experiment. Two groups of 30 students having equivalent marks in the standardized tests were selected for the experiment.

8) The research method

The researcher has used use experimental method for the research study.

A. Product research method for the development of programmes:

The staggered comparison method was used for the development of programmes.

B. Research design for testing the effectivity of developed programmes:

Research design: The pre-test post-test equivalent group design

\[
\begin{align*}
RO & \times O_1 & O_2 = \text{pre-tests} \\
RO & \times O_3 & O_4 = \text{post-tests}
\end{align*}
\]

C. Variables affecting the experiment:

Indepedendent variables, dependent variables and intervening variables were appropriately analysed and controlled by the researcher.

9) The population of the research

A. Accessible population

The accessible population was 313 students of 5th standard in educational year 2009-10 in Saraswati Vidyalaya, Latur.

B. Target population

The students of 5th standard in Marathi medium school in educational year 2009-10 in Latur city were target population of the research.
10) The scope of the research

Scope in relation with objective: Scope of research is related to the specific objectives of writing skill of English language of 5th standard.

Scope in relation with content: Scope of research is related to activities of writing skill of English language in the textbook of English subject of 5th standard of Marathi medium schools in Maharashtra.

Scope in relation with time: Scope of research is related to the textbook of English language of 5th standard which was published in educational year 2004-05 and revised in educational year 2008-09.

11) The limitations of the research

The problems investigated and the results of the research are related to the students of 5th standard who were learning English as third language for the educational year 2009-10 in Latur city in Maharashtra.

Chapter 2 - Review of related literature and related research

The second chapter 'Review of related literature and related research' includes detail information about the study of committees and commissions in India. The abstracts of the previous research studies are included in this chapter. In this chapter, it is also noted that how previous research studies helped the researcher for this research. The specification of this research is also mentioned in this chapter.

1) The following are the committees and commissions worked on English language,

* Committee on Secondary Education in India 1948 - Report
* Secondary Education Commission 1952-53 Report
* English review committee, 1960-Report
* Study group on the study of English in India-1964 Report:
2) The previous research studies helped the researcher for following purposes,

- To determine how to investigate and analyse errors.
- To know reasons of poor handwriting.
- To determine research method.
- To determine research design.
- To select sampling for the research.
- To determine criteria of standardized test.
- To know use of standardized tests in the research.
- To understand national and international importance of English.
- To know how to prepare remedial programmes.
- To know use of various educational aids in teaching.
- To know various tools of collection of data.
  
  o Diagnostic test
  o Standardized test

- To know means of data analysis
  
  o Mean
  o Standard deviation
  o Chi-square
  o t-test
  o ANNOVA
3) The specification of the research of the researcher is as following in comparison with previous research studies,

The research of the researcher is related to English language teaching. The previous researches are about
1) Investigation of errors in English writing skill.
2) Development of basic skill of English
3) Comparison of various teaching methods
4) Comparison and application of approaches
5) Application of models in teaching English language
6) Investigation of errors and implementation of remedial programmes to improve language skills.

Chapter 3 - Research methodology

The third chapter ‘Reserach methodology’ deals with the type of research, content analysis of research data, collection of errors of writing, development of programmes and implementation of the programmes.

This is experimental applied research.

1. Content analysis of research data:

It is difficult work to collect data of errors of writing of 5th standard students from 9 schools. So making this work suitable in appropriate time, the researcher analysed the data, using proper modes and methods of content analysis of data.

A. Mode of content analysis of data: For doing content analysis of research data, Good, Bar and Scates suggested four modes of analysing research data. One of the four is- To examine carefully the statement of the problem and earlier analysis and the study of original records. On the basis of this mode, the researcher has analysed the data of errors of writing of 5th standard
students by considering following points,

1. The statement of the research.
2. Main objectives of the research.
3. Types of writing.
4. Specific objectives of writing skill under each type of writing.
   (copy writing / dictation / orthography / composition)
5. Linguistic activities (elements) in the text book of 5th standard of English under each specific objective mentioned in the syllabus.
6. Evaluation codes for evaluation of linguistic activities of writing skill. [W1 to W13]

The researcher has formed following (structure) model for analysis of data

1. Types of writing
   Copy writing/dictation/orthography/composition.
2. Specific objectives of writing skill under each type of writing.
   (1 to 14)
   [expectations of writing at each stage can be understood]
3. Types of linguistic activities under each specific-objective of writing skill from simple to complex.
4. Evaluation code/ technique/ tool or test to evaluate achievement of each specific objective of writing skill.
B. Method of content analysis:

Measure of relationship method is used by the researcher for content analysis of data. While applying this method, the researcher has prepared two standardized achievement tests having equal difficulty level.

The researcher prepared these tests on the following points of standardization of tests

a) Comprehensiveness
b) Specific objectives of writing skill
c) Norms
d) Practicability
e) Validity
f) Blue print
g) Degree of differences of questions
h) Reliability
i) Objectivity

The researcher used these tests for formation of groups of students having equal achievement level. The researcher used the same tests for testing the effectivity of developed programmes. Through the scores of the tests rejection or acceptance of null-hypothesis is tested.

2. The collection and categorization of errors of writing

The researcher has collected errors of writing of 5th standard students from 9 schools in Latur city. The error of writing are analysed as per types of writing (copy writing, dictation, orthography and composition) and specific objectives of writing.
3. The formation of developed programmes:

The researcher has used staggered comparison method for formation of programmes various linguistic elements were tested on the students of 5th standard. Only those linguistic elements of writing were added in the programme which were prepared by the students of 5th standard.

The researcher developed the programmes by considering following points intensively

* B.F. Skinner’s theory of programmed learning.
* The principles of curriculum development.
* Approaches of curriculum development.
* Designs of curriculum development.

4. The implementation of the developed programmes

   a) Method of research - Experimental method
   b) Sample - Two groups of 30 students of 5th standard having equivalent achievement level.
   c) Research design

The pre-test post-test equivalent group design

\[
\begin{align*}
\text{RO} \times \text{O} & \quad \text{O O} = \text{pre-tests} \\
\text{RO} \times \text{O} & \quad \text{O O} = \text{post-tests}
\end{align*}
\]

   d) Variables affecting the experiment:

   Independent variables, dependent variables and intervening variables were appropriately analysed and controlled by the researcher.

   e) Schedule - from 3rd Feb. 2010 to 20 March 2010

   f) The results - The scores of post-test of experimental group are higher than post test of control group.
The fourth chapter 'Analysis and interpretation of data' deals with testing of null-hypothesis on the basis of statistical analysis. The details of the chapter are as following

a) Hypothesis of the research

Null hypothesis: There is no significant difference between the scores of post-test of the experimental group and post-test of control group.

b) Statistical analysis

*Testing of null hypothesis:

Calculated ‘t’ value of the post-test of experimental group and post-test of control group is 5.52.

The calculated ‘t’ value 5.52 is greater than table ‘t’ value 2.04 at 0.05 level. The calculated ‘t’ value 5.52 is greater than table ‘t’ value 2.76 at 0.01 level.

So the null hypothesis is rejected.

* When null hypothesis is rejected then the effectiveness of the developed remedial programmes is significant.

Conclusion of the research:

The developed programmes will be effective for 95 times or 99 times out of implementation 100 times on the group of 5th standard students of Marathi medium schools in Maharashtra.
5.2 Recommendations:

A. Recommendation for members of syllabus committee:

While preparing syllabus of English of any standard logical learning growth of learner and development of language growth should be considered simultaneously.

B. Recommendation for members of preparation of textbook committee

In each unit, the specific objective of each skill should be mentioned above each linguistic activity. So that the teachers and the students can understand what is scope of that linguistic activity and how it should be evaluated. This will be useful for pinpoint teaching and factual evaluation.

In the process of development of syllabus following approaches of curriculum development must be taken into consideration seriously.

1. Concentric approach
2. Unit approach
3. Chronological approach

5.3 Suggestions for future research study

1. Special research study can be taken up for development of composition of English of Marathi medium students of standard 5th.

2. Similar research study can be conducted for development of writing skill of English of any standard at school level or college level.

3. Similar research study can be taken up for development of listening skill, speaking skill, reading skill and communicative skill of any standard.
4. This research is conducted by the researcher in urban area, the study on the same line can be taken up in rural area.

5. Similar study can be taken up in any other language for any standard at school level or college level.

6. Special study can be taken up to prepare a model for framing syllabus of English of any standard.

7. Special study can be taken up to prepare a model for framing syllabus of English for any professional course of study.