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5.00 SUMMING UP

5.10 OVERVIEW

This chapter forms the summary of the present research. It consists of nine sections. The first one outlines the entire chapter. The second section provides the introduction. The third section of the chapter states the problem, objectives and hypotheses of the study. The Fourth section describes the sample design of the study, the fifth section furnishes details on design of the study. The sixth section focuses the instrumentation of the study. The seventh section summarises the findings of the study. The eighth section lists out the limitations of the study and the last section identifies the scope for further research in the field.

5.20 INTRODUCTION

The imperative character of education for individual growth and social development is now accepted by everyone. Investment in the education is considered to be most vital by all modern nations. Such an investment understandably acquires top priority in developing countries. Education in one sense or another, appears to be as old as the human race, though in course of time it’s meaning and objectives have inevitably undergone certain changes. The root meaning of education is given as bringing up or leading out or making manifest the inherent potentialities in a pupil. Broadly speaking, education refers to any act or experience that has a formative effect on the personality of an individual. Such a view of education will include all of life’s experiences. In a technical sense, however, education refers to the process by which society, through its different institutions, deliberately transmits its cultural heritage to its youth its accumulated values, knowledge and skills from one generation to another.

Education is often regarded as synonymous with learning, as the acquired experience of any sort–intellectual, emotional or sensory motor. Education is a product of experience. It is the process by which and through which the experience of the race i.e., knowledge, skills and attitudes are transmitted to the members of the community. John Dewey speaks of “education as that reconstruction or reorganization of experience which adds to the meaning of experience and which increases the ability to direct the course of subsequent experiences.” Education is a threefold process of
imparting knowledge, developing skills and inculcating proper interests, attitudes and life values.

Life involves a constant and continuous modification of experience. Ideas change, attitudes and skills undergo an alteration. Education is the process of helping the child to adjust to this changing world. Such an adjustment is not a 'somehow' one but a superior adjustment. The best type of education is that which guides the immature child to live his life richly and abundantly, at the same time to contribute to social betterment. Webster defines education as the process of educating or teaching. To educate is further defined as “to develop the knowledge, skill, or character of...” Thus, from these definitions, we might assume that the purpose of education is to develop the knowledge, skill, or character of students. Education has no function except that of leading persons to perform properly the activities which constitute an enlightened, humanistic civilization. If education is to achieve this end, it must be planned to enable every individual in a society to develop his innate potentialities and aptitudes to the maximum extent, so that the country can achieve full economic growth and healthy social order.

It is also important to see what role a language, especially English language, plays in the field of education. Language in contact in multilingual setting forms a system network. Each language in this network represents a bundle of features and has a contrast value based on the role(s) played and functions performed by it, relative to the roles played and functions performed by other languages”. It implies, it is a setting that assigns a role to language in contact. It is on the basis of roles, the languages are sub categorized into mother tongue, first language, second language and foreign language. Keeping this in mind the investigator highlights the background of English as a second language in India. In India, English has been taught as a second language since the time language got a role in educational curriculum. Since then, with the changing need and scenario language has been taught with a different objective. Teaching the language is a much more difficult task. It requires different types of methods, techniques and teaching aids. The selection of these methods and techniques depends upon the nature of content, learning objectives, learner’s abilities and student’s entry behaviour. Teaching method is a style of the presentation of content in classroom.
With a judicious mixture of the various strategies listed, numerous activities can be planned and executed in the classroom, resulting in the effective learning of the language, focusing more on communication and the ability to use the language in situations where it is essentially needed, rather than merely acquiring theoretical knowledge of the language.

As the learner is the focus of attention in language teaching, any course will therefore have to be geared to his needs both from the sociological and pedagogic points of view. It is of course with this aim that all courses are designed. Yet, teachers in the classroom discover that at the end of the course, learners have not reached the desired proficiency in the target language. Teachers tend to attribute this lack of proficiency to the inability of learners. Hence they resort to techniques of remedial work as a way out of this situation in an attempt to make learners reach the desired proficiency. Thus it could be seen that the concept of remediation represents the human will to attain perfection.

Remediation as a solution to tackle deficiency in learners has remained a strategy for teachers ever since the language teaching faculty began its attempt to impart the learning of a second language. It is necessary to point out that conscious attention to remediation is a peculiar phenomenon in teaching a second language. It is a fact that in the learning of the mother-tongue constant exposure to the language leaves no room for the concept of remediation itself. Whatever remediation takes place is almost always incidental and never persisted with. It could be reasonably asserted that remediation in second language has hitherto received very little attention inspite of the fact that there is an all-round need for it.

It is very important to mention that before carrying out any sort of remediation, the strengths and weaknesses of learners are to be diagnosed. In other words, a diagnostic test is a pre-requisite for designing a course in remediation. Or it will not be wrong if we say that a teacher carrying out a course in remediation is very similar to a physician prescribing medicines to cure a patient of his disease. But it is rather surprising that a doctor is expected to cure disease, a teacher is not. A teacher is thought of as merely one who teaches. It would be very apt if a teacher is thought of as one who cures the ills of disadvantaged learners.

The investigator has been serving as a teacher of English language for twelve years at a Government Higher Secondary School in Tamilnadu,
India. The investigator felt that the conventional method of classroom instructions does not cater to the learners’ needs in presentation of language in an effective way. Teaching is basically teacher-centered, mechanical and product-oriented. Till date very few attempts have been made to study the effectiveness of Task-Based Approach in the teaching of English at the higher secondary level in presentation of the content. Most children from government and corporation schools do not perform well in English. They basically have a fear for the language, nurture a misconception that it is difficult to learn and speak English. These inhibitions are mainly due to the fact that they hail from the economically backward strata of the society and do not have any exposure to the language at all. Based on the activities listed in the strategies/methods of language teaching, the teaching of English could be made simple, interesting and arousing their interest in learning, practicing and using the language on their own, effectively. Remedial measures in areas such as Prepositions, Articles, Voice of the verb, Transformation of sentences and Degrees of comparison, aiding them to frame simple sentences, expressing themselves clearly, short and brief expressions that would precisely convey their ideas are all implemented, so as to encourage them to read and speak without depending on external sources for help. Ultimately, students should develop the confidence to answer in English in interviews, communicate effectively with their classmates, teachers, higher officials in workplaces, convey their ideas clearly in meetings, conferences, at banks, in business transactions, etc., Since accuracy is needed in conveying one’s ideas, those areas of English Language Usage where students tend to commit mistakes often, such as Prepositions, Articles, Voice of the verb, Transformation of sentences and Degrees of comparison are all focused upon. Ample situations wherein the spoken skill is essential, are provided and through prodding, prompting and through help initially, students are made to build their conversational skills and develop fluency in their speech and written expression. In the light of this discussion, the researcher felt the need for analyzing the effectiveness of using a Task-Based Approach (A real and communicative task) as a remedial measure to make the learners become accurate in their language use and thus enabling them to master effective and meaningful communication and accuracy.
Teaching strategies should result in developing the desired learning outcomes in learners and an optimum development in cognitive, affective and psychomotor domains. Concrete evidence of such growth and development should form the basis of judging the effectiveness of a teacher and a teaching strategy. Studies available in India and foreign countries focus on the effectiveness of teaching strategies on academic achievement and other factors such as, intelligence, aptitude and attitude related to the teaching and academic achievement.

India and foreign studies highlight the effectiveness of Remedial Intervention to improve the academic achievements of the students. Most of the studies cited in India and abroad highlight the efficacy of remedial interventions to improve teaching, scholastic performance of school children and to bring about a conceptual change in various subjects such as Mathematics, Environmental Science, Teacher Education, Education, Art Education and English Language and other Languages etc.. They also emphasize on how Task Based Approach/Activity Based Approach or any other child – centered approach bring about positive transformation in the academic field of students of various grades from primary to higher secondary levels. Various types of remedial measures have been discussed in both Indian and foreign studies. Some of the studies are comparative ones with reference to other models such as ‘teacher-centered approach’ and ‘child–centered approach’, ‘programmed learning’ and ‘traditional methods’, ‘competency based activity – centered approach’ and ‘content based activity centered approach’ etc.,

An analysis of these studies reveals that any Remedial Intervention, if carefully planned and implemented, will be effective in improving the academic achievement. This is applicable to all academic disciplines including languages. Remedial interventions are equally promising in improving the proficiency in English Language.

5.30 THE PROBLEM RESTATE

The problem of the study is restated as:

“To what extent is Remedial Intervention (Task-Based Approach) effective in Teaching English Language Usage to students of standard XI?”
5.3.1 OBJECTIVES

1. to find out the effectiveness of the Remedial Intervention (Task based approach) in Teaching English Language Usage to the students of standard XI
2. to find out the difference between boys and girls in the post-test performance of English Language Usage in the three Experimental Groups.
3. to find out the difference between pre-test performance and post-test performance of the three Experimental Groups.
4. to find out the gap closure in Achievement in English Language Usage of the three Experimental Groups.
5. to find out the relationship between Achievement in English Language Usage (Criterion Variable) with Cognitive and Affective Variables.
6. to structure the profiles showing the difference between boys and girls in the post-test performance of the three Experimental Groups.
7. to structure the profiles showing the difference between boys and girls in their Cognitive and Affective Variables of the three Experimental Groups.

5.3.2 HYPOTHESES

The hypotheses of this study are presented as follows:

1. There will be significant difference between Pre-test performance and Post-test performance of the three Experimental Groups.
2. There will be significant difference between boys and girls in the Post-test performance of English Language Usage in the three Experimental Groups.
3. Gap Closures in Achievement in English Language Usage differ in the three Experimental Groups.
4. There will be significant relationship between Achievement in English Language Usage and Cognitive and Affective Variables.
5. Boys and girls of the three Experimental Groups differ significantly in terms of their post-test performance of Achievement in English Language Usage.
6. Boys and girls of the three Experimental Groups differ significantly in terms of Cognitive and Affective Variables.
5.40. SAMPLE DESIGN

Based on the conceptual framework cited above, the investigator identifies and defines the population and sample of the study as follows.

There are twenty Government Higher Secondary Schools in Chennai City. All these schools are affiliated to Tamilnadu School Education Board. The investigator is a teacher of English at a Government Higher Secondary School and teaches English Language to the students of standard XI and XII. Her population was the students of Government Higher Secondary Schools who were enrolled for standard XI. The sample of the study constituted around 50% of the entire population of the three schools selected for the experiment. Details are furnished in the pages that follow. The sample was drawn from the students of standard XI of three different Government Higher Secondary Schools. The three schools were: Government Higher Secondary School, Arumbakkam, Chennai, Government Higher Secondary School, Kodambakkam, Chennai and Government Higher Secondary School, Pudur, Chennai.

5.50 DESIGN OF THE STUDY

The design of this Experimental Study is as under:

\[
\begin{align*}
O_1 & \quad X & \quad O_2 \\
O_1 & . & \text{Pre Observation} \\
X & . & \text{Experimental Treatment} \\
O_2 & . & \text{Post Observation} \\
O_2 - O_1 & . & \text{Learning Gains}
\end{align*}
\]

(Single Group Design)

CONTENT SELECTION

The investigator structured a Diagnostic test; the most comprehensive and exhaustive one to find out the difficult areas of language usage and help the students overcome their difficulties through remedial intervention using Task Based Approach. All the aspects of English Grammar prescribed in the syllabi from standard six to standard ten were covered in the diagnostic test. These aspects were Nouns, Adverbs, Adjectives, Verbs, Pronouns, Prepositions, Articles, Conjunctions, Auxiliary verbs, Structure; Either . .or, Neither . . nor, Modes of speech, Question tags, Sentence pattern, Functional classification of sentences, Verb in agreement with subject, Voice of the verb, Degrees of comparison,
Gerunds/Infinitives, Phrases/Clauses and Transformation of sentences. These are the areas in which the learners need to be proficient to speak and write English correctly.

The original draft of the Diagnostic test consisted of 545 items. It was administered to 100 students for validation and the validated Diagnostic test contained 525 items covering all the areas mentioned earlier. This Diagnostic test was administered to 270 students from three different schools (90 each, 45 boys and 45 girls) in Chennai City. The answer scripts of students were corrected as per the scoring key. Mean scores of all the 20 areas mentioned earlier were calculated and tabulated. It was observed that by and large the students were relatively less deficient in areas like Nouns, Adverbs, Adjectives, Verbs, Pronouns, Conjunctions, Auxiliary verbs, Structure Either . . . or, Neither . . nor, Modes of speech, Question tags, Sentence pattern, Functional classification of sentences, Verb in agreement with subject, Gerunds/Infinitives and Phrases/Clauses as the mean scores of these areas were approximately 10 or above. But in areas such as Prepositions, Articles, Voice of the verb, Transformation of sentences and Degrees of comparison, the mean scores were 5 or below. It is observed that the students need to be proficient in these areas of language usage and proficiency in these areas does make a difference in the speaking and writing skills of the learners. Hence these five units of language usage were selected for Remedial Treatment.

The content for the Pre/Post-test was selected based on the five most difficult areas: Prepositions, Articles, Voice of the verb, Transformation of sentences and Degrees of comparison as revealed in the Diagnostic test. These are the areas of content for which Remedial Intervention was prepared.

5.60 INSTRUMENTATION

This section deals with the tools of research employed in this study. The present study requires a Diagnostic test and Pre/Post-test to evaluate the students’ knowledge of English Language Usage. These tests were structured and validated before the commencement of the study. A perusal of related studies shows that Achievement in English Language, Academic Background, Aptitude for English Language Learning, Attitude towards English Language Learning, Achievement Motivation and Family Climate happen to be promising Correlates of Achievement in English Language.
Hence the researcher has also administered the Differential Aptitude Tests in Language Usage – Spelling, Language Usage – Sentences and Verbal Reasoning, Attitude towards English language learning scale, Family Climate Scale and Achievement Motivation Scale to the students of three Experimental Groups. In order to have a higher degree of validity and reliability and an adequate content coverage, most of the questions chosen for Diagnostic test and Pre/Post-test were of objective types. Some of the questions demanded short to very short answers. The following tests were employed by the investigator for the present study.

- Diagnostic test
- Pre/ Post-test for each of the five units
- Differential Aptitude Tests in English Language
  - Language Usage – Spellings test
  - Language Usage – Sentences test
  - Verbal Reasoning test
- Attitude towards English Language Learning Scale
- Family Climate Scale
- Achievement Motivation Scale

5.6.1 STATISTICAL TECHNIQUES

Statistical techniques used for analyzing data were ‘t’ test, – to find out the significance of difference between the means of Achievement in the Pre-test and Post test among all the three Experimental Groups, Gap closure – to find out the extent to which the gap between Pre-test mean scores and the perfect scores have been closed in the Post-tests of all the three Experimental Groups, Correlation – to find the relationship between Criterion variable AE and the correlates - AB, LSP, LSE, VR, APL, ATE, FC and AM, Multiple regression to find out the contribution of correlates with criterion and Stanine – to draw profiles showing the relationship among all the three Experimental Groups in AE, AB, LSP, LSE, VR, APL, ATE, FC and AM.

5.7.0 FINDINGS

5.7.1 DIFFERENTIAL STUDIES

An attempt was made to find the differential level of achievement in English Language among the three Experimental Groups. In this section an interpretation of data is attempted.
Experimental Groups I, II & III Boys Vs Girls – Pre-test: There is no significant difference between boys and girls in the mean achievement scores in Pre-test performance in each of the unit tests and in the global test of all the Experimental Groups(I,II & III). This substantiates effective gender balancing before treatment (Remedial Intervention) for the Experimental Groups.

Experimental Group I Boys Vs Girls - Post-test: There is no significant difference between the mean achievement scores of Post-test performance of boys and girls of Experimental Group I in the unit tests on Propositions, Articles and Degrees of comparison. There is difference between the mean achievement scores of Post-test of both boys and girls in unit tests on voice of the verb, Transformation of sentences and global test at 0.05 level of significance in favour of girls.

Experimental Group II Boys Vs Girls - Post-test: There is no significant difference between the mean achievement scores of Post-test performance of boys and girls in Experimental Group II in the unit tests on Propositions, Articles and Degrees of comparison. There is difference between the mean scores of boys and girls in unit tests on Transformation of sentences and global test at 0.05 level of significance in favour of girls.

Experimental Group III Boys Vs Girls – Post-test: There is no significant difference between the mean achievement scores of Post-test performance of boys and girls in Experimental Group III in the unit tests on Articles, Voice of the verbs, Degrees of comparison and global Test. There is difference between the mean achievement scores of Post-test of both boys and girls in unit tests on Prepositions and in Transformation of sentences at 0.01 and 0.05 level of significance respectively in favour of girls.

Experimental Groups I, II, III Boys Vs Girls – Post-test: There is no significant difference between the mean achievement scores of the Post-test performance of boys and girls in unit tests on Articles, Voice of the verb, Transformation of sentences, Degrees of comparison and global test. There is difference between the mean achievement scores of boys and girls in Post-test on Prepositions at 0.05 level of significance in favour of girls.

Experimental Group I, II & III Boys and Girls - Pre-test Vs Post-test: There is significant difference between the Pre-test performance (mean scores) and Post-test performance (mean scores) of the boys and girls of all the Experimental Groups I,II & III in the unit tests on Prepositions, Articles,
Voice of the verb, Transformation of sentences, Degrees of comparison and global test. The ‘t’ values of all the Experimental Groups I, II & III (Boys & Girls) are significant at 0.001 level and the difference is in favour of Post-test performance. This implies the effectiveness of the Remedial Intervention–Task Based Approach (treatment) for all the units (English Language Usage) to the three Experimental Groups

**Experimental Group I Boys Vs Girls - Gap Closure** in the unit tests as well as in the global test are in the range of 42-58 (substantial) for the boys and 40-61 (substantial) for the girls of Government Higher Secondary School, Arumbakkam, Experimental Group I.

**Experimental Group II Boys Vs Girls - Gap Closure** in the unit tests as well as in the global test are in the range of 50-54 (substantial) for the boys and 46-51 (substantial) for the girls of Government Higher Secondary School, Kodambakkam Experimental Group II.

**Experimental Group III Boys Vs Girls - Gap Closure** in the unit tests as well as in the global test are in the range of 46-52 (substantial) for the boys and 43-57 (substantial) for the girls of Government Higher Secondary School, Pudur, Experimental Group III.

**Experimental Group I, II, III Boys Vs Girls - Gap Closure** in the unit tests as well as in the global test are in the range of 44-52 (substantial) for the boys and 46-54 (substantial) for the girls in all the Experimental Groups.

**Experimental Groups I, II, III and the Sample - Gap Closure** in the unit tests as well as in the global test of Experimental Group I, II, III and global are in the range of 43-59, 49-53, 47-53 and 44-53 (substantial) respectively for the Government Higher Secondary School, Arumbakkam, Kodambakkam and Pudur and the Sample. The inferences drawn from the analysis of the Gap Closure implies that the treatment of Remedial Intervention through Task Based Approach is effective in teaching English Language Usage at the level of standard XI.

### 5.7.2 RELATIONSHIP STUDIES

Relationship between Achievement in English language (AE) and Cognitive Correlates - Academic Background (AB), Language Usage – Spellings (LSP), Language Usage – Sentences (LSE), Verbal Reasoning (VR) and Aptitude for English Language Learning (APL)
Achievement in English Language (AE) has very high positive relationship with Academic Background (AB) in the subgroups of Arumbakkam girls (EGIG), Language Usage – Spellings (LSP) in the subgroups of Arumbakkam girls (EGIG) and Arumbakkam boys and girls (EGIBG), Aptitude for English Language Learning (APL) in the subgroup of Arumbakkam boys (EGIB), Arumbakkam girls (EGIG) and Arumbakkam boys and girls (EGIBG) at 0.01 level of significance.

Achievement in English Language (AE) has high positive relationship with Academic Background (AB) in the subgroups of Arumbakkam boys (EGIB) and Arumbakkam boys and girls (EGIBG), Pudur boys (EGIIIB), Experimental Groups I,II and III boys (EGI,II,IIIIB) and Experimental Groups I,II and III boys and girls - the Sample (EGI,II,IIIIBG), Language Usage - Spellings (LSP) in the subgroups of Arumbakkam boys (EGIB), Kodambakkam boys (EGIIB), Kodambakkam girls (EGIIG) and Kodambakkam Boys and Kodambakkam Girls (EGIIBG), Pudur girls (EGIIIIG), Experimental Groups I,II and III boys (EGI,II,IIIIB), Experimental Groups I,II and III girls (EGI,II,IIIIG) and the Sample (EGI,II,IIIIBG), Language Usage – Sentences (LSE) (in the subgroups of Arumbakkam boys (EGIB), Arumbakkam boys and girls (EGIBG), Kodambakkam boys (EGIIB), Kodambakkam boys and girls (EGIIBG), Pudur girls (EGIIIIG), Verbal Reasoning (VR), in the subgroups of Pudur girls (EGIIIIG) and Aptitude for English Language Learning (APL) in the subgroups of Kodambakkam boys (EGIB), Kodambakkam girls (EGIIG), Kodambakkam boys and girls (EGIIBG), Experimental Groups I,II and III boys (EGI,II,IIIIB), Experimental Groups I,II and III girls (EGI,II,IIIIG) and the Sample (EGI,II,IIIIBG) at 0.01 level of significance.

Achievement in English Language (AE) has substantial positive relationship with Academic Background (AB) in the subgroups of Kodambakkam boys (EGIIB), Kodambakkam girls (EGIIG) and Kodambakkam boys and girls (EGIIBG), Pudur girls (EGIIIIG), Pudur boys and girls (EGIIIIBG) and Experimental Groups I,II and III girls (EGI,II,IIIIG), Language Usage - Spellings (LSP) in the subgroups of Pudur boys (EGIIIIB), Language Usage – Sentences (LSE) in the subgroups of Arumbakkam girls (EGIG), Pudur girls (EGIIIIG), Experimental Groups I,II and III boys (EGI,II,IIIIB), Experimental Groups I,II and III girls (EGI,II,IIIIG) and the Sample (EGI,II,IIIIBG), Verbal Reasoning (VR) in the subgroups of
Achievement in English Language (AE) has low positive relationship with Language Usage - Sentences (LSE) in the subgroups of Pudur boys (EGIIIB). Achievement in English Language (AE) has negligible positive relationship with Verbal Reasoning (VR) in the subgroup of Pudur boys (EGIIIB) at 0.01 level of significance.

**Relationship between Achievement in English language (AE) and Affective Correlates - Attitude towards English Language Learning (ATE), Family Climate (FC) and Achievement Motivation (AM)**

Achievement in English Language (AE) has very high positive relationship with Attitude towards English Language Learning (ATE) in the subgroups of Arumbakkam boys (EGIB), Arumbakkam boys and girls (EGIBG), Kodambakkam boys (EGIIB), Kodambakkam girls (EGIIG), Kodambakkam boys and girls (EGIIBG), Experimental Groups I,II and III girls (EGI,II,IIIG) and the Sample (EGI,II,IIIBG), and Aptitude for English Language Learning (APL), in the subgroups of Pudur boys (EGIIIB), Pudur girls (EGIIIG) and Pudur boys and girls (EGIIBG) at 0.01 level of significance.

Achievement in English Language (AE) has high positive relationship with Attitude towards English Language Learning (ATE) in the subgroups of Arumbakkam girls (EGIG), Kodambakkam boys (EGIIB), Kodambakkam girls (EGIIG), Kodambakkam boys and girls (EGIIBG), Pudur boys (EGIIIB) and Pudur girls (EGIIIG), Achievement Motivation (AM) in the subgroups of Arumbakkam girls (EGIG), Arumbakkam boys and girls (EGIBG) and Pudur girls (EGIIIG) at 0.01 level of significance.

Achievement in English Language (AE) has high positive relationship with Attitude towards English Language Learning (ATE) in the subgroups of Arumbakkam girls (EGIG), Kodambakkam boys (EGIIB), Kodambakkam girls (EGIIG), Kodambakkam boys and girls (EGIIBG), Pudur boys (EGIIIB) and Pudur boys and girls (EGIIBG), Experimental Groups I,II and III boys (EGI,II,IIIB), Experimental Groups I,II and III girls (EGI,II,IIIG) and the Sample (EGI,II,IIIBG), Achievement Motivation (AM) in the subgroups of Arumbakkam boys (EGIB), Kodambakkam girls (EGIIG), Pudur boys (EGIIIB) and Pudur boys and girls (EGIIBG), Experimental Groups I,II and III boys (EGI,II,IIIB), Experimental Groups I,II and III girls (EGI,II,IIIG) and the Sample (EGI,II,IIIBG) at 0.01 level of significance.

Achievement in English Language (AE) has substantial positive relationship with Family Climate (FC) in the subgroups of Arumbakkam boys (EGIB), Arumbakkam girls (EGIG), Arumbakkam boys and girls
(EGIBG), Kodambakkam girls (EGIIG), Pudur boys (EGIIIB), Pudur boys and girls (EGIIIBG) and Experimental Groups I,II and III boys (EGI,II,IIIB), Achievement Motivation (AM) in the subgroups of Kodambakkam boys (EGIIB) and Kodambakkam boys and girls (EGIIBG) at 0.01 level of significance.

5.7.3 MULTIPLE REGRESSIONS
Prediction of Criterion Variable - Achievement in English Language (AE) with Cognitive Predictors and Affective Predictors

A multiple regression equation was structured in order to predict the size of the Criterion variable - Achievement in English Language (AE), given the sizes of effective Cognitive Predictors – Academic Background (AB) Language Usage – Spellings (LSP), Language Usage – Sentences (LSE), Aptitude for English Language Learning (APL) and Affective Predictors – Attitude towards English Language Learning (ATE), Family Climate (FC) and Achievement Motivation (AM) (for the Sample and the study as a whole).

Multiple R tells the extent to which Criterion variable is determined by the combined action of variables, in the present situation. The following multiple regression equations explain the size of Criterion variables of Achievement in English Language (AE) and the sizes of effective Predictors

Achievement in English Language (AE) with Cognitive Predictors – Academic Background (AB) and Aptitude for English Language Learning (APL).

Sample

Experimental Group I, II & III (Boys & Girls)

AE with Cognitive Predictors

Achievement in English Language (AE) with Cognitive Predictors – Academic Background (AB) and Aptitude for English Language Learning (APL).

\[
\text{Multiple R} = 0.78 \\
\text{R Square} = 0.61 \\
\text{AE} = 5.71 + 0.80 (AB) + 0.68 (APL)
\]
The value of Multiple R indicates that Achievement in English Language (AE) is highly related with Academic Background (AB) and Aptitude for English Language Learning (APL).

**AE with Affective Predictors**

Achievement in English Language (AE) with Affective Predictors – Attitude towards English Language Learning (ATE), Family Climate (FC) and Achievement Motivation (AM).

\[
\text{Multiple } R = 0.82 \\
\text{R Square } = 0.67 \\
\text{AE } = 6.83 + 0.75 \times (\text{ATE}) + 0.21 \times (\text{FC}) + 0.37 \times (\text{AM})
\]

The value of Multiple R indicates that Achievement in English Language (AE) is highly related with Attitude towards English Language Learning (ATE), Family Climate (FC) and Achievement Motivation (AM).

**5.7.4 PROFILES**

The findings of the profiles drawn for the Post-test performance of Boys Vs Girls of the three Experimental Groups:

**Boys Vs Girls (Experimental Group I):** The boys and girls are at the same level in Articles. Girls are at the higher level of performance in Transformation of sentence, Degrees of comparison, and in global test. Boys are at the lower level in Prepositions, Voice of the verb, Transformation of sentences, Degrees of comparison and in global test. Girls are at the lower level in Prepositions, and Voice of the verb. By and large, the performance of girls is superior to that of boys in Achievement in English Language (AE).

**Boys Vs Girls (Experimental Group II):** The boys and girls are at the same level in Voice of the verb and Degrees of comparison. Boys are at the higher level of performance in Articles, Transfer of sentences and in global test. Girls are at the lower level in Prepositions, Articles, Transformation of sentences, and in global test. By and large the performance of boys is superior to that of girls in Achievement in English Language (AE).

**Boys Vs Girls (Experimental Group III):** The girls are at the higher level in all the unit tests except Degrees of comparison and in the global test. Boys are at the lower level of performance in all the unit tests except
Degrees of comparison. By and large, the performance of girls is superior to that of boys in Achievement in English Language (AE).

**Boys Vs Girls (Experimental Groups I, II and IIII)**: The girls are at the higher level in Articles, Voice of the verb and Transformation of sentences. Both boys and girls are at the lower level in Prepositions, Degrees of comparison and in global test. Boys are at the lower level in Articles, Voice of the verb and Transformation of sentences. By and large, the performance of girls is superior to that of boys in Achievement in English Language (AE).

**The findings of the profiles drawn for the Cognitive and Affective variables of Boys Vs Girls of the three Experimental Groups:**

**Boys Vs Girls (Experimental Group I):** The boys and girls are at the same level in Academic Background. Girls are at the higher level of Achievement in English Language (AE), Language Usage – Spellings (LSP). Boys and Girls are at the lower level in Verbal Reasoning (VR), Attitude toward English Language Learning (ATE) and Achievement Motivation (AM). Boys are at the lower level of Achievement in English Language Learning (AE), Language Usage – Spellings (LSP), Language Usage – Sentences (LSE), Aptitude for English Language Learning (APL) and Family Climate (FC). Girls are at the lower level in Language Usage – Sentences (LSE), Aptitude for English Language Learning (APL) and Family Climate (FC). There is no difference between boys and girls in Achievement Motivation (AM). By and large, girls are at the higher level in Cognitive and Affective variables.

**Boys Vs Girls (Experimental Group II):** The boys and girls are at the higher level in Achievement in English Language (AE) and Achievement Motivation (AM). Girls are at the higher level in Academic Background (AB) and Family Climate (FC). Boys are at the higher level in Language Usage – Spellings (LSP), Aptitude for English Language Learning (APL) and Family Climate (FC). Both the boys and girls are at the lower level in Verbal Reasoning (VR) and Attitude toward English Language Learning (ATE). Girls are at the lower level in Language Usage – Spellings (LSP) and Language Usage – Sentences (LSE) and Aptitude for English Language Learning (APL). Boys are at the lower level in Academic Background (AB) and Language Usage – Sentences (LSE).

**Boys Vs Girls (Experimental Group III):** The girls are at the higher level in Language Usage – Sentences (LSE), Verbal Reasoning (VR) and Family Climate (FC). The boys and girls are at the lower level in Academic
Background (AB) and Attitude towards English Language Learning (ATE). Girls are at the lower level in Achievement in English Language (AE), Language Usage – Spellings (LSP), Language Usage – Sentences (LSE), Verbal Reasoning (VR), Aptitude for English Language Learning (APL), Family Climate (FC) and Achievement Motivation (AM). Boys are at the lower level in Achievement in English (AE), Language Usage – Spellings (LSP), Language Usage – Sentences (LSE), Verbal Reasoning (VR), Aptitude for English Language Learning (APL), Family Climate (FC) and Achievement Motivation (AM).

**Boys Vs Girls (Experimental Groups I,II and III)**: The girls are at the higher level in Academic Background (AB) and Verbal Reasoning (VR). The boys and girls are at the lower level in Achievement in English Language (AE), Language Usage – Spellings (LSP), Language Usage – Sentences (LSE), Aptitude for English Language Learning (APL), Attitude towards English Language Learning (ATE), Family Climate (FC) and Achievement Motivation (AM).

**4.7.5 DISCUSSION**

Remedial Intervention (Task Based Approach) has proved to be effective in teaching English Language Usage to the students of standard XI. The difference between the Pre-test performance and the Post-test performance of the students shows that students learn better through Task-Based Approach – a Communicative Approach. The pre-test performance of students shows their knowledge of English Language Usage learnt through traditional method and the post-test performance of students shows their Achievement in English Language Usage after the Remedial Intervention through Task-Based Approach. The Post-test performance of the students is far superior to that of their pre-test performance. By and large the performance of girls is superior to that of boys in Achievement in English Language. The teachers of English Language have to be oriented in this approach so that they employ this method in their classroom practice. Further when the teachers are exposed to the advantages of this Remedial Intervention – Task-Based Approach, they will be motivated to employ this in their classroom teaching.

Academic Background, Aptitude for English Language learning, Attitude towards English Language Learning, Family Climate and Achievement Motivation do influence the Achievement in English Language.
Students who have Aptitude for and positive Attitude towards English Language Learning perform better in English Language Usage. By and large girls have a higher standing in criterion and correlates. If teachers with aptitude and positive Attitude towards English Language teaching are selected, the achievement of students in English language will be high. Teachers must be aware of the kind of activities that can be prepared and used suitably to the content.

5.80 LIMITATIONS OF THE STUDY

The sample of the study comprises students of standard eleven of Government Higher Secondary Schools in Chennai, India. As the investigator works in a Government School and the study being experimental in nature, she had limited her sample for all the three Experimental Groups to Government Schools. Besides, the investigator had easy accessibility to visit these schools which are under the jurisdiction of Tamilnadu School Education Board for the purpose of carrying out her research. She did not take her sample from any other types of school such as Corporation Schools, Management Schools, Anglo-Indian Schools or Aided Schools, etc., The investigator studied the effectiveness of Remedial Treatment using Task-Based Approach for students of standard eleven. She did not study the effectiveness of any other communicative method except Task-Based Approach. The investigator limited her research to areas of English Language Usage only and did not take any other area such as Prose, Poetry, Drama, Non-Detailed Text, etc.,

5.90 SCOPE FOR FURTHER RESEARCH

While outlining the limitations of the study the investigator has already implied the scope for further research. The effectiveness of Remedial Intervention may be studied through experiments with other subjects and languages. There are different kinds of Activities/Tasks which can be used by teachers of other subjects and languages for the units or skills to be taught. This study can be extended to students of all standards from one to twelve and the teachers of the Primary Schools, the Middle Schools and the High Schools can also make use of this approach to bridge the gap between what the students know and what they do not know. The investigator limited her study to Government Schools only but it can be extended to other schools such as Corporation Schools, Aided Schools, Management Schools, Anglo-Indian Schools, Oriental Schools and Schools
Affiliated to CBSE and ICSE patterns. Further studies can be carried out to see the effectiveness of Remedial Intervention in areas of Prose, Poetry, Drama, etc. As the investigator limited her study to Chennai City (urban area) only, it can be extended to the rural areas also or a comparative study between the urban students and rural students can be undertaken.