CHAPTER V

SUMMARY

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SUMMARY AND CONCLUSIONS

Since the dawn of history, man has been trying to unravel the mystery which seems, to surround this divine gift of articulate speech. He has been trying to peer into its origins buried deep in the debris of his prehistory and has been trying to understand its nature. As regards the origin, many scholars have admitted that, "it is not possible to reconstruct the vestiges of original language and may never go beyond the realm of speculation."

The position can be best described in the words of an eminent British linguist, S. Pit Corder: "We just have to admit that language is such a complex phenomenon that no one viewpoint can see it as a whole. The question we really need to ask is not which view is 'right', but which view is useful, which view is relevant to language teaching. Can we say that any one of the approaches to language as knowledge as behaviour, as skill, as habit, as an event or as an object can be safely discarded by the language teacher?"

He further adds: "The first way we can approach language is as a phenomenon of the individual person. It is concerned with describing and explaining language as a matter of human behaviour. People speak and write, they also evidently read and understand what they hear. They are not born doing so; they have to acquire these skills. Not everybody
seems to develop them to the same degree. People may suffer accidents or disorder which impair their performance. Language is thus seen as a part of human psychology, a particular sort of behaviour, the behaviour which has as its principal function that of communication.

Emphasising this principal function of language, Block and Trager call it a “system of arbitrary vocal symbols by means of which a social group co-operates”, while Whiteall defines it as, “the patterned, rhythmmed and segmented code of vocal signals.” Likewise, Aitchison calls it a, “patterned system of arbitrary sound symbols.”

From some of these observations the practical language teacher should gain some insight into the psychology of language learning and note the following principal features of language to arrive at his own working definition of language:

- Language is speech (vocal).
- Language is a system.
- Language is structured (segmented).
- Language is patterned.
- Language is a code.
- Language is arbitrary.
- Language is behaviour.
- Language is a social as well as an individual phenomenon.
- Language must be learnt (i.e. one is not born speaking a particular language).

From the principal features of language, it is seen that language is basically a system of vocal sounds, the principal function of which is
communication or signaling of meaning. Language does this signaling with the help of a number of inter-dependent systems and that is why it is sometimes called a system of systems.

The various systems that operate at different levels of this complex system are:

A system of organising sounds.
A system of making words.
A system of arranging words.
A system of organising meaning.
A system of visual symbols for writing (for written language).

A system implies restriction of choice and inter-dependence of the member making up the system. In any system there are a limited number of items which operate according to some established patterns with reference to one another. Language is a system of systems, there are a limited number of items in each system which function according to some established patterns.

Language is primarily used to communicate thoughts, ideas, feelings etc. The learner should use the language in his own context whenever required. The communicative aspect of the language should never be ignored. In the early stage, emphasis is being laid on developing the oral skills as they facilitate learning the skills of reading and writing. It is not desirable to ignore reading and writing at the same time. So, balance in the development of all the four skills has to be maintained.
In upper primary classes, about four weeks in the beginning of every year could be devoted to oral work. During that period the language learnt in the earlier classes could be practised in the form of remedial work which would help the learner to regain confidence and facilitate the process of learning further. The syllabus emphasises the crucial role of oral work which should be freely resorted to during the entire period of learning English, as it is the quickest means of practising and ensuring assimilation of new constructions and their usages.

The teacher should realise the importance of pronunciation in language learning. Stress should be laid on fluency. Practice in pronunciation will be conducted as an integral part of language learning class.

This research endeavoured to probe the effect of the programme, prepared by the researcher to improve the English speaking skills of Marathi medium students of Standard Eighth.

The present study was an experimental research in which the researcher had collected, analyzed and categorized the common errors the VIII standard Marathi Medium students make while speaking English and identified the causes of errors and prepared a programme to improve their English speaking skills.
STATEMENT OF THE PROBLEM

DEVELOPMENT OF A PROGRAMME TO IMPROVE
THE ENGLISH SPEAKING SKILLS OF MARATHI
MEDIUM STUDENTS OF STANDARD EIGHTH
- A CRITICAL STUDY.

SIGNIFICANCE OF THE STUDY

Language is primarily speech, and knowing a language is often
defined as the ability to understand and speak the language. It has also
been noted that the development of other skills, namely reading and
writing would be comparatively easy if they are based on oral
foundation. Development of the aural-oral skills therefore has a crucial
role to play in a second language teaching programmes. The two skills
are usually referred as 'listening' and 'speaking', but these terms are
rather vague, and they do not tell us much about the nature of the skills.

To be of any practical help to the classroom teacher, these
complex skills are to be defined in more precise terms. In other words,
teacher should know exactly what each of these skills consists of.
Equipped with such a knowledge of components of the skills the teacher
can proceed to teach and test them with a greater degree of objectivity.
He would know the relative importance of the different aspects of these
skills, all of which now seem to demand equal attention. This would
save his time and energy to concentrate on the more important aspects of
a skill, ignoring the less important ones.
To develop the skill of speaking basic requirement is the skill of listening attentively to correct pronunciation of any language. In the developing of 'Speaking skills', training in 'Listening skills' ensures further development of higher skills of reading, writing and conversation.

Hence, the investigator identified the 'Speaking skill' to be researched on the last class of upper primary level i.e. Standard VIII as this is the foundation for secondary education i.e. IX and X Standard.

The results of the study can be used by the teachers, text book writers, software producers and course designers of English

1. For formulating special pedagogical procedures for the teaching of spoken English based on the results of the study.

2. For developing teaching material for improvement of speaking skills.

3. Programme prepared by the investigator can be used by the teachers a preventive and corrective measure for the common errors the students of VIII Standard Marathi Medium make while speaking English.
OBJECTIVES OF THE STUDY

GENERAL OBJECTIVE

To study critically the commonly occurring errors in spoken English of Marathi medium students of standard VIII and development of appropriate programme to improve the English speaking skills.

SPECIFIC OBJECTIVES

1. To identify the commonly occurring errors committed while speaking English by the students of VIII standard.

2. To analyse the errors and categorise them according to different aspects of pronunciation.

3. To study the sex difference among students in control group before the traditional teaching.

4. To study the sex difference among students in experimental group before experimentation.

5. To prepare and administer the programme to improve their English speaking skill.

6. To study the sex difference among the students in the control group after the traditional teaching.

7. To study the sex difference among the students in the experimental group after the experimentation.

8. To study the effectiveness of the programme.
DELIMITATIONS

1. The sample was drawn from Ichalkaranji city in Maharashtra State, India.

2. This being an experimental study, the school presents 10% of co­educational Marathi Medium Schools.

3. The subject sample represents 50% of the students; this being an experimental study.

PLAN AND PROCEDURE

RESEARCH DESIGN

Experimental method of research was found appropriate for this study. The design for it is as follows:

'The pre-test post-test equivalent groups design'.

\[
\begin{align*}
R & \quad O_1 \quad X \quad O_2 \quad X \text{ gain} \quad O_2 - O_1 \\
R & \quad O_3 \quad C \quad O_4 \quad C \text{ gain} \quad O_4 - O_3 \\
O_1 \quad O_3 & \quad \text{- pre-tests} \quad O_2O_4 & \quad \text{- post-tests} \\
R & \quad \text{Experimental group} \quad R & \quad \text{Control group} \\
X & \quad \text{Variables} \quad C & \quad \text{Variables} \\
\end{align*}
\]

The pretest administered before the application of the experimental and control groups and post-tests at the end of the treatment period. Gain score compared and subjected to a test of the significance of the difference between means.
SAMPLING DESIGN, SAMPLE AND SUBJECT

For this research Random Sampling Method as well as Purposive Sampling Methods were used.

A pre-test on English speaking skills administered to the whole class (VIII standard) from the school selected for this experimental study and based on the pre-test scores, two almost identical groups 36 pairs made and randomly one group selected for experimentation, as follows:

1. Purposive sample (Two almost identical groups of 36 students in experimental group and 36 students in control group) drawn based on pretest scores. The total sample of this study was 72 students, with equal number of boys and girls.

2. Randomly one group of the two identical groups selected as experimental group and the other retained as control group.

In this research, randomly selected 72 students from Marathi Medium co-educational school in Ichalkaranji city, Maharashtra State, India, participated as the sample, of which 36 students participated in the experimental group and 36 students participated in the control group as follows:

The sample drawn from 10% of co-educational Marathi-medium schools in the Ichalkaranji city, in Maharashtra State, India.

There are 10 co-educational Marathi medium schools, 10% of them means ‘one’ school purposively selected for the study.
50% of the students from Standard VIII constituted the sample. In all 72 students are constituted the sample. Among these 50% were male students and 50% were female students.

DATA GATHERING TOOLS

For both the groups (Experimental group and control group) the same pre-test and same post-test prepared by the researcher was administered and data collected.

PROCEDURE OF COLLECTING DATA

The oral pre-tests were developed by the researcher. These tests were diagnostic tests. These tests were video recorded, for the purpose of analysis later on.

These pre-tests administered to the whole class of standard VIII based on their syllabus. Fifty per cent of students from the class equated as nearly as possible based on the pre-test scores and the two groups formed. One group was randomly chosen for experimentation and the other group was retained as the control group, which was exposed to traditional classroom teaching.

By the help of the video recording of the diagnostic tests, the errors in spoken English of the students of both the groups of each class identified and the errors categorised with the help of experts.
Appropriate programme was prepared by the researcher with the assistance of experts to rectify the errors to improve their speaking skills.

Only the experimental group administered the programme and not the control group. However, the additional time given to both the groups was controlled by exposing the control group to traditional teaching while the experimental group was given the treatment. The post-test was administered to both the groups after experimentation.

Thus, pre-test and post-test scores of experimental group and control group were collected.

ANALYSIS AND INTERPRETATION OF DATA

This being a qualitative research, using experimental research design where the emphasis is on the development of a programme to improve the speaking skills of English, the comparison of the two groups was done before and after treatment to study the effectiveness of the programme. The sex difference was also studied.

Hence, the following statistical techniques were used:

Mean, S.D. and t-test
CONCLUSIONS

The conclusions drawn from the findings of the study are presented in three segments.

A. Phonological Errors.
B. Development of programme
C. Effectiveness of Programme

A. PHONOLOGICAL ERRORS

The errors collected from VIII Standard Marathi Medium Students were analysed and the errors were written under different categories as they occurred. In all four categories of errors were found

Major categories of errors are:


From these categories it is concluded that --

1. The major sources of errors are --

a. Interlingual errors and b. Intralingual errors.

In these errors there are eleven main sources.

i. Substituting sounds from mothertongue.
ii. Lack of knowledge of sound.
iii. Lack of knowledge of intonation and stress.
iv. Teacher’s defective pronunciation.
v. Mothertongue speech habits.
vi. Lack of speaking opportunities.
vii. No firm rules
viii. Lack of attention of English pronunciation.
ix. Physical disability of the child.
x. Lack of motivation.
xi. Over generalization.

2. Errors of sounds are to maintain the contrasts in the phonological components.

   This is due to the substituting sounds from mothertongue, lack of knowledge of sound, lack of attention of English pronunciation and physical disability of the child.

3. Errors in word stress are in incorrect accentuation of words.

   Words are stressed in a wrong way because of lack of knowledge of stress, mothertongue speech habits, no firm rules, over generalisation, teacher’s defective pronunciation and lack of attention to English pronunciation.

4. Errors in Sentence stress are in incorrect accentuation as rhythm.

   This is due to lack of knowledge of stress, mothertongue speech habits, teacher’s defective pronunciation, lack of attention to English pronunciation and over generalization.

5. Errors in intonation are in the patterns of intonation.

   The patterns of intonation show faulty division into tone groups and faulty location of intonation nucleus. This is due to lack of knowledge of intonation, teacher’s defective pronunciation,
mothertongue speech habits, lack of speaking opportunities no firm rules, lack of attention to English pronunciation and lack of motivation.

B. DEVELOPMENT OF PROGRAMME

The main objective of the present study was to develop a programme to improve the English speaking skills of VIII standard Marathi Medium students. After analysing and categorizing the errors, possible causes of the errors were determined and the programme was developed and administered to the experimental group and the effectiveness of the programme was determined by comparing the pre-test and post-test scores of the experimental group and between the post-test scores of the experimental and control group. Hence, it can be concluded that:

1. A programme can be developed for rectification and prevention of common errors.
2. There is no one-to-one relation of errors with the causes of errors. An error may be the outcome of various causes.
3. Direct Method proves to be effective while teaching speaking skill.
4. Teaching each sound first by making the students familiar with the articulation of the sounds and contrasting the sound with other sounds help to sensitize the students to minimal difference between significant sounds of English.
5. Getting students to make the sound, both in isolation and in words and giving them practical hints enable them to produce the sound correctly.

6. Exaggerating the accentuation of words and sentences helps the students to giving proper stress.

7. Creating a suitable situation is helpful to improve communicative competence.

C. EFFECTIVENESS OF PROGRAMME

The programme was prepared and administered to improve the English speaking skills of Marathi Medium students of standard VIII to the experimental group. A pre-test was given before the administration of the programme to both the experimental and control group and a post-test was given after the administration of the programme to both the groups. From statistical analysis the effectiveness of the programme was determined by comparing as stated earlier, the pre-test scores and post-test scores of experimental group and post-test scores of experimental group and control group. Hence the following conclusions are drawn:

1. The English speaking skills of VIII Standard Marathi Medium Students can be improved after the administration of a proper programme. The identification of common errors, their analysis and categorization is very useful for determining the causes of the errors.
An effective programme can be developed to minimise the errors and the speaking skills can be improved.

2. The programme prepared for rectifying the common errors, students of Standard VIII make, is effective (Table No.26 and 27).

3. The programme prepared by the investigator can be used by teachers as preventive as well as corrective measures for the common errors the students of VIII Standard make while speaking English and improve the English speaking skills of VIII Standard Marathi Medium Students.

RECOMMENDATIONS TO ENGLISH TEACHERS

As a teacher of English, it is necessary that he should realize the importance and desirability of acquiring a high degree of proficiency in spoken English. He should explain, ask questions and very often give instructions in order to get his pupils to say something or do things. He should also interact with his students in an informal way. The class thus gets plenty of exposure to use the language in natural situation.

It is recommended that English teachers should give more attention to speaking well and teaching the class to speak with clarity by using the teaching procedure as suggested below.

HOW DO YOU HELP YOUR STUDENTS TO TALK?

Students are generally silent in the English classroom because they do not know how to talk. Their oral ability, is simply not
developed. It is, therefore, our responsibility to help them talk. As you are aware, oral ability involves speaking and listening.

1. Use English when you interact with the class.

2. Provide a model of appropriate sample of Spoken English. It may be in the form of dialogue, short and realistic.

3. Select dialogues which will highlight key structures, vocabulary and pronunciation.

4. Give adequate practice to develop their abilities. In the early stages it must be guided and controlled. Later they must be allowed to use the language they possess in a free and uncontrolled way.

5. Introduce activities involving real-life situations, which will stimulate oral interaction. Problem-solving activities may be quite challenging to advanced learners.

6. Encourage students to talk about themselves, their friends and others.

7. Present games and puzzles to encourage spontaneous responses.

8. Do pair work and group work in an informal way.

9. Introduce role play. Through role play students will acquire social skills and learn to use appropriate language in any situation.

10. Integrate speaking with listening.
TEACHING PROCEDURE

Any manual of English pronunciation outlines the sounds, stress, rhythm and intonation of English. This constitutes what seems to be the minimum knowledge that you should have in order to speak English well and teach your students the basic pronunciation of English. It is advised to select specific activities from your text book and use them for teaching pronunciation.

1. **The Individual Sounds** (Vowels and Consonants)

   The individual sounds are much easier to teach than intonation and connected speech.

   **Stage 1 : Sounds**

   i. Teach each sound first by making familiar with the articulation of the sounds.

   ii. Make the sound correctly, allowing your class to hear it several times.

   iii. Contrast the sound with other sounds, selecting those sounds which you think are particularly important for your students to distinguish. This activity can help to sensitize your students to minimal differences between significant sounds of English.

   iv. Give the class ear-training exercises through minimal pairs. This can help basic listening too.
v. Get your students to make the sound, both in isolation and in worlds. You may, if necessary, give them practical hints which will enable them to produce the sound correctly.

**Stage 2: Words**

i. Prepare a list of words containing vowels/ consonants, which cause difficulty to your students from the text book in use.

ii. Read aloud each set of words slowly and distinctly.

iii. Divide the class into small batches for group work.

iv. Give students individual practice.

**Stage 3: Sentences**

i. Select sentences from your text book.

ii. Get the class to repeat sentences in chorus after you. Greater attention must be paid to weak forms.

iii. Identify stressed syllables. Write them in capital letters.

iv. Read aloud these sentences and get the class to say after you. Note however, that they are best used for individual practice in small groups.

2. **Word Stress**

Word-stress activities are words of several syllables in isolation. For pronunciation practice, words may be treated as utterances by themselves. It is useful to choose these words from the prescribed lessons in your text book.
i. Make your students identify the number of syllables in a word by counting the number of vowels.

ii. Read aloud each word, exaggerating at the start the stressed syllable.

iii. Get the class to repeat these words after you, saying each word twice.

iv. Draw attention to the occurrence of (1) weak vowels in the unstressed positions, (2) long vowels or diphthongs in these positions, which your students may have a tendency to stress.

v. Jumble up words and read each word aloud, once or twice.

vi. The students may be asked to mark the stressed syllable.


3. Sentence Stress

It is advisable to begin with useful expressions such as hello, good morning, Good afternoon. You may select sentences from your textbook for giving your class practice.

i. Read each sentence aloud, exaggerating the stressed syllable so as to make the pattern stand out.

ii. Identify the pattern in terms of strong and weak stresses. Substitute ‘da’ for the strong stress and ‘di’ for the weak stress. You may, if you like, beat time.
iii. Get the class to repeat each sentence after you. They may be asked to beat time.

iv. Give individual practice in small groups. You may try to develop in them a more natural style of speaking/reading.

v. Get the class to work on weak syllables. Draw their attention to unstressed syllables in initial and final positions.

4. **Intonation**

Intonation is a crucial element of verbal interaction. It is important to make your class realize the communicative value of intonation. We should try to integrate stress and intonation in our teaching of English pronunciation.

You will have done some preliminary practice in intonation and your students should have got in the habit of letting their voice fall on the last stressed syllable in the course of practising sentence stress.

5. **Dialogues/Conversation**

You may use dialogues to practise intonation in context:

i. Ask your students to read the dialogue silently, for a few minutes.

ii. Read aloud the dialogue to the class with attention drawn to the location of the tonic and secondary stresses after the tonic if any.

iii. Get students to repeat sentences, one by one after you in chorus.

iv. Ask pairs of students to come out in front of the class to read the whole dialogue.
v. Create a suitable situation with the help of objects available there.

vi. Tell them memorize the dialogue and say it, in pairs, without looking at the text.

vii. Correct their pronunciation.

viii. Make your students listen to intonation. For this purpose, you may read aloud a string of words or short sentences so that the class can clearly hear the tune being used and locate the nucleus or tonic.

ix. Read aloud words and short sentences, asking the students to write down the word or syllable on which the voice falls or rises.

x. Ask students to repeat after you words and sentences which they hear read aloud. They must imitate the falling or rising intonation.

xi. Show them how to signal prominence. You may tell them that prominence is very much a matter of speaker choice.

SUGGESTIONS FOR THE FURTHER RESEARCH

Any investigation answers only a few questions. It cannot be complete in itself as it is undertaken in a limited time-frame, various limitations are determined. Hence, there is need of further research in this area, incorporating other aspects which could not be taken up in this study.
A number of topics for further research emerge out of this study. They are stated below:

1. The present study was conducted to improve the English speaking skills.
   A study may be undertaken to improve the other skills e.g. listening, reading, writing.
2. The present study was conducted to improve English speaking skills of Eighth standard students.
   A study may be undertaken to improve the English speaking skills of the students of other grades.
3. Replica studies with larger samples are recommended in order to support and strengthen the findings of this study and for generalization on a wider scale.
4. As per the schedule of the experiment, the number of peer practice of conversations, could be extended and results found.
5. The study was conducted in one of the aided highschools in Ichalkaranji city, Maharashtra state, India. The same study can be undertaken in respect of aided and nonaided highschools from rural and urban areas.
6. The experiment was conducted on the Marathi medium students. It can be replicated in other regional language (medium) students.
7. A study may be undertaken to schools of the girls students and the boys students separately.
8. A study may be undertaken to ascertain the relation of other skills with speaking skills.