CHAPTER VII

CONCLUSIONS, FINDINGS AND SUGGESTIONS

1. CONCLUSIONS

i. There is a significant difference in the performance of the students of the experimental and the control group. This is found to be significant at 0.01 level of significance. The experimental group has performed substantially better than the control group.

ii. There is a wide difference in the performance of the students when the schools are in the same area. The students of standard six of school no 2 have performed better than the students of school no-4, school no-5, school no-6 and school no-7 though the schools are in the same area. This can be due to various reasons

a. Better facilities provided to the students for language learning than the other schools.

b. The methods used by the teachers for teaching language may be better.

c. Children performed well because they were motivated by their parents.

d. Environmental factors can also have played a part.

iii. The students of school no 3, school no 9 and school no 10 performed better than the students of the other schools in the khadki Cantonment area. This can be due to the following reasons
a. The students of the above schools came from such homes where the parents themselves were more educated and also helped them in their language learning.

b. There was an influence of the environment also as these schools were situated in such localities where there was an atmosphere for learning.

c. Children performed well because they were motivated by their parents. In the other cases, possibly with the parents themselves unable to help, the students were impeded.


The number of students in the classes were very few. The investigator could thus work with the students of the experimental group better. She could give more attention to the students. There was more interaction between the pupils as well as between the pupils and the investigator. The students were also very enthusiastic to do better because usually when they wrote essays in the class, the teacher would select the best essays and put them on the notice board. This motivated the children to perform better.


The number of students in the classes were few. Many of the students could not speak English properly and some students refused to speak in English in the class. This may be because the school is bilingual. There is more emphasis on Hindi. The investigator had to explain to them in Hindi first and then translate it in English. Hence
they had difficulties while speaking and while writing the essay.

vi. Performance of school no 5, 6 and 7.

The number of students in the classes was very high. The students were not very fluent in English. Their power of expression was very poor. This may be because the students were not motivated by their parents. Parents themselves could be ignorant of the English language and therefore, of little help to their children.

vii. Performance of school no 1, 2, 8, 9 and 10.

The number of students in the classes was very high. The children were very enthusiastic to work in the class. Most of the students could speak English properly. Difficult words, idioms and phrases were used very well by the students while writing the essay. The students have performed well because their parents could be educated and could help them in their language learning. Parents may also be motivating them to perform better. Besides the facilities provided to the students for language learning and the methods used by the teachers for teaching language may be better.

viii. The following are the responses given by parents to the questionnaire.

a. Parents feel that a knowledge of English is important for getting access to modern scientific and technological knowledge. Children also can read specialist publications in science and technology which are mostly in English.

b. Better language ability can enable the students to perform better in examinations and will enable them to answer questions properly.
c. Parents are of the view that children will not find a gap when they reach college where education through English medium is the rule.

d. Communication will be better with teachers and friends in class if the children can speak and understand English properly.

e. If the children are proficient in English, it will make them more confident and help in the all round development of personality.

ix. The following are the responses given by teachers to the questionnaire.

a. Students come from different linguistic backgrounds. The mother tongue's influence can often hinder correct pronunciation of English. Students make literal translations of English from their mother tongue which often conveys the wrong meaning. This reflects on their reading, writing and spellings in the language.

b. Lack of interest in reading and writing. Children show no interest in reading different kinds of story books, magazines or newspapers. Nor do the children have any interest in doing any kind of creative writing.

c. Teachers find that the number of periods allotted to English language teaching is insufficient. The number of students in the classes was also too many. So the teachers cannot give the students individual attention or try out any new teaching methods with them. Also the teachers have to do a lot of correction work which leaves them with little time to do anything extra with the students.
d. Parents who are themselves illiterate may find it difficult to give
guidance to their children in their studies.

e. The level of fluency in writing, speaking and comprehension is
very poor due to the fact that children do not read or speak
English either at home or in school. They make a lot of spelling
mistakes as well as grammatical mistakes.

f. Children are found to be weak in conversation. This can be
because the children come from homes where English in not
spoken at home.

x. The following are the responses given by experts in education to the
interview.

a. Proficiency in a language helps to communicate more effectively.

b. Some are of the opinion that students usually have very little
command over language today in terms of language skills like
listening, speaking and writing. It is therefore more necessary for
a teacher to pay attention to develop these skills in a pupil than
to finish the textbook.

c. Language is a communication tool, which will also prepare the
student to pursue higher education. It is only by a competence
in language that we can seek or impart information. Thus language
plays an important role in science, technology, education and
other fields.

d. Language can definitely help bring about behavioural changes.
The way one speaks and writes is a reflection of one's personality
and attitude.

2. FINDINGS

i. Children liked to act out how life is lived at the Ganesh festival and the vegetable market. The children took their roles quite seriously and imitated the characters and acted out the scenes. Each child tried to understand the character he portrayed. Dramatization enabled the children to understand people and events and identify themselves with other people. Dramatization also allowed them to explore the different interpersonal relationships. Like the relationship between a buyer and a seller in the market or the relationship that exists between the family members, between neighbours and between family members and guests.

ii. Children were found to perform better in small groups. Group work trained the children to work together and communicate more freely with each other. When the children were made to work in small groups rather than as a whole class they showed greater enthusiasm. Because it gave the children more chance or opportunities to talk and discuss the topics about the Ganesh festival and a vegetable market among themselves. Children who were generally quiet and shy also talked and participated in the group work. They also learnt to work cooperatively and share responsibilities.

iii. Discussions and brain storming sessions on the Ganesh festival and the vegetable market made the topic lively. It gave the children a chance to be clear about their ideas. It helped the children in the
expression of their ideas. It also helped the children to think clearly and speak to the point.

iv. Children were given time for reading the newspapers, magazines and some other general books which gave them more information about the Ganesh festival and the vegetable market. It improved their reading skills. They could read loudly, clearly, fluently and with proper expressions. Reading also sharpened their ideas and thoughts on the given topics. Hence they could discuss the topic more effectively among themselves and also write the essays more critically.

v. Using audio-visual aids for teaching the experimental group showed that the performance of the students of the experimental group was better than the control group. Showing pictures of the Ganesh festival and the vegetable market and listening to the audio cassette made their ideas clear and provided better fixing and made the topic more interesting, motivating them to perform better. Difficult words idioms and phrases were written on the black board and the children made sentences with the idioms and phrases and made use of them while writing the essay.

vi. Dramatization, group work, brain storming and discussion, reading and using audiovisual aids helped in developing the listening, speaking, reading and writing skills of the students of the experimental group. These not only made the topic lively but also gave the children more chances or opportunities to talk and discuss the topics about the Ganesh festival and a vegetable market among themselves. The children got more information about the given topics and were able to
clarify their ideas and also express their views. All these helped in the overall performance of the students. They could write the essay on the vegetable market and the Ganesh festival properly and more critically. They could write clearly without any grammatical mistakes. Children also used the phrases, idioms and difficult words while writing the essays.

vii. To improve listening skills children should be encouraged to have discussions and brain storming sessions on any interesting topic. When they discuss the topic among themselves they have to listen attentively to what the others in the group are saying. Children can also be encouraged to listen attentively to stories told in the class and then comment about them. Children can also be asked to listen to part of a story read in the class by the teacher and then predict the rest of the story.

viii. Speaking skills can be improved by making it compulsory for the students to speak in English only in the class. Even if the children speak wrong and make a lot of grammatical mistakes, the teacher should not ridicule the students or make sarcastic and insulting remarks. Instead they should be corrected and encouraged to speak in English.

ix. Children should be encouraged to write essays, short stories or do any kind of creative writing like writing poems, about school picnics and field trips. The teacher should correct the work done by the children and give them the proper feedback. The teacher should suggest further exercises and encourage them to write better.

x. To improve the vocabulary and spellings of the children the teacher
after teaching a lesson could conduct a quiz for spellings and have language games based on the lessons. As games are more interesting it will motivate the students to learn and perform better. The children will also enjoy themselves and with greater interest perform better.

xi. As said earlier to improve reading skills children should be made to read newspapers, magazines and different story books besides the text books. Reading provides information that could make the subject more understandable. Hence newspapers and magazines are an invaluable resource in integrating reading and language study with all the subject areas. Besides they are also up to date with the happenings around them in the world and this keeps the child too, abreast of events.

xii. Knowledgeable and enthusiastic teachers were found to give the best results. These teachers who were knowledgeable, well versed in their subject and enthusiastic to work with the students, made teaching more interesting by using different innovative methods and by creating the proper atmosphere conducive to learning and interest for work motivated the students to do better. For example, a teacher used the method of Action Phonics to teach reading to the children. This method uses word cards and exaggeration of sounds. Another teacher made use of puzzles and quiz for teaching.

xiii. A language teacher should also possess the qualities of sympathy, tolerance, friendliness and be impartial. The teacher should attempt with sympathy and understanding to increase the child's interest in learning.
3. **SUGGESTIONS**

i. Schools should appoint teachers only after checking whether they have the qualities of sympathy, tolerance, friendliness, impartiality, enthusiasm and knowledge.

ii. Language can also be taught through reading newspapers. Newspapers are readily available, inexpensive and provide the latest information. They can thus provide matter for discussion and debate.

iii. Language games can help the teaching of English for standards six and seven. A language game which is properly developed can become a source of learning for the students. The students will learn more through these games than through the traditional methods which are used in class.

   The teacher after teaching a lesson can get the summary of the lesson developed by the students themselves. The teacher can have a game of adding -a-sentence. Each child can add a sentence and form the summary of the lesson. The students will not only enjoy playing this game but they also learn the lesson well.

iv. Teaching of language through small groups. In small groups students have more opportunities to develop all the language skills that is listening, speaking, reading and writing.

v. Use of multimedia for language teaching.

   To summarise: the ideal language lesson, by its very definition should exhaust the avenues for communication: listening, speaking, reading and writing. For language is the communication of thought
and it will work best when all the tools are available. But even while keeping these in mind, should also develop the human person.

For this, other factors need to be taken into consideration, for even if we make use of all the tools of communication mentioned above, language teaching will still remain fragmented. This is because language needs to become so much a part of the total ‘man’ that every faculty is adequately developed. These faculties, like intellectual, emotional, physical or spiritual, when brought into play, perfect the tools and make language so much more effective in the teaching of children or in life.

For instance, listening, whether to a teacher or to students or even to audiovisual aids, broadens one’s knowledge of the subject and can help so much in understanding the subject that it can provoke further questions later. That, in a way, is the purpose of language: to encourage abstract thought. But listening is not only important to develop one’s intellectual skills; it can, like all great literature, plumb the emotions of the human heart to an extent that readers have often been inspired to acts of honour or love or hatred. Similarly, listening to a gymnast or yoga teacher or even a physical instructor expound on his chosen field of work, can prove very rewarding to one’s physical improvement and general health. Implied in all this, of course, is the course of action that listening will dictate: to cultivate values that will help the individual culturally and wholesomely.

But even while listening is important, speaking is even more so. For speech gives emphasis to the listening word even while the harmony of words, as in poetry or dramatics, can inspire both the
speaker and listener and move him/her, to higher and more exalted feelings. Speech can also arouse one to action, as in the case of a demagogue who can lift mob frenzy to shrill decibels. It can also direct persons to undertake programmes for gain, physical advancement or enlighten his need for values.

Again, it does not require deep thought to understand that reading develops the intellect and deepens the thought processes; it can also move a person to action as so many books, like the Bhagavadgita, or Bible or Koran have done. But reading enlightens not only the mind but also the body by describing how best to live longer, or to maintain a proper physical profile. Finally, reading is like listening and speaking, an aid to imparting values that can either improve the individual to commit himself to the higher goals of life, like loyalty, patriotism and friendship, yet improperly used, can lead to crime and passion.

Writing is chiefly the fruit of listening and reading. But once developed, it can enlarge the power of words and discern the cultured mind through the proper use of language. It can motivate the individual for good or bad, can help mankind to investigate new ways of improving his physical health or diet or hygiene, and can ultimately, if properly used, encourage virtue. It can also provide material for the advancement of human personality.

All along, one can see the power of language. What has been stated above, refers to the end-result. But this begins in the classroom and it is the power of language as communication that can ultimately determine its success in the future.