CHAPTER X

SUMMARY AND CONCLUSIONS

1.1 So far, the details of the investigation undertaken about the study of the vocabulary of children learning in standard 1 and 11 of the Marathi medium school in roona municipal area are discussed. However, it would be useful to bring together the data and the findings of the investigation and to give a summary of the whole work chapter by chapter to enable the reader to review, at a glance the whole work. This chapter is divided into the following three parts:

A. The chapterwise summary,
B. Conclusions and suggestions, and
C. Suggestions for further research.

A. Chapterwise summary

1. Chapter 1 - Introduction

X.2 Chapter first is the general introduction to the theme of the investigation. It first discusses the place of language in the life of a man stating that the acquisition of language is the man's primary need and is essential for his survival and for the existence of the society. It further explains the functions of language and its relation with culture, society and education.
X.3 Having discussed the significance of the mother tongue and its importance in man's life the chapter describes the aims of teaching of the mother tongue in primary schools. Giving in brief the place of Marathi in the family of languages the chapter states the need of the problem. It then states the problem under investigation in clear terms with the objectives in view. The chapter closes with the explanation of scope and limitations of the study.

2. Chapter II - Vocabulary

X.4 The chapter is fully devoted to the description of the term vocabulary and its related aspects. The first part of the chapter deals with the significance and types of vocabularies. It further describes in detail the factors affecting the language development, the growth of vocabulary in children and vocabulary estimates. After defining the term 'word' the chapter gives an account of types, functions and limitations of word-lists.

3. Chapter III - Review of research work done in the field of vocabulary

X.5 Chapter third summarizes in brief the research works completed so far both abroad and in India. At the outset it takes a brief review of the 13 research studies undertaken by eminent researchers from foreign countries like the U.S.A., U.K., Japan and South Africa. It then goes to describe the vocabulary studies completed in our country
in languages other than Marathi. This review includes 30 studies in different languages namely Hindi, Gujarati, Kannada, etc. The last part of the chapter is devoted to the eight vocabulary studies so far done in Marathi language. After reviewing the researches completed by the individuals and institutions, it points out that no research work in the vocabulary study has been undertaken so far at the Ph.D. level.

4. Chapter IV - Methods of research

x.6 The first part of this chapter deals with the methods generally used in vocabulary studies by the research workers. It discusses separately the sources tapped while collecting the Recognition and the Reproduction vocabulary followed by a brief account of the testing procedures.

x.7 The latter part of the chapter describes in detail the procedures followed in the present investigation. After describing the sources used for the collection of data, it explains at length the rules framed for the word-count to be taken. It also gives an account of the testing procedures used for finalising the word-lists of both Recognition and Reproduction vocabularies.

5. Chapter V - General information of schools

x.8 Chapter fifth pertains to the general information of schools covered under study. In the beginning it gives at length the importance of the area of research i.e. Poona
in all the aspects - historical, educational, cultural and industrial pointing out that the language spoken in and around Poona is nearer to the standard Marathi language. The latter part of the chapter gives in detail the description of the schools in Poona Municipal Corporation area. It further explains fully the procedure followed in selecting schools which are 20 in number on the basis of stratified random sampling and in selecting pupils therein by using systematic sampling procedure. The number of pupils included in the sample is 1000 - 500 from each standard.

6. Chapter VI - Recognition vocabulary

6.9 This chapter presents the data of the recognition vocabulary collected from one textbook of standard I and two textbooks of standard II and their analysis. It further explains the procedure followed in testing the words so far listed for both the standards. It also presents classification of the words according to the parts of speech and their frequency distribution.

7. Chapter VII - Reproduction vocabulary

7.10 Chapter seventh deals with the reproduction vocabulary and its classification. In the beginning it describes the three sources viz. areas of interest, story-telling and answer books of school examination used for the data collection. It then gives detailed information of the words collected
along with their classification according to parts of speech and frequency distribution.

8. Chapter VIII - Comparison of two vocabularies

X.11 Chapter eighth is complementary to the chapters sixth and seventh. It is entirely devoted for the comparison of different vocabularies so far prepared for standards I and II. It presents the following comparisons:

a) recognition and reproduction vocabularies of standard I,

b) recognition and reproduction vocabularies of standard II,

c) recognition vocabularies of standards I and II,

d) reproduction vocabularies of standards I and II, and

e) recognition vocabularies of standards I and II and those prepared by bhat.

9. Chapter IX - Etymological classification of words

X.12 Chapter ninth traces out the origin of words in all the vocabularies for both the standards. In the beginning it explains the broad categories for the classification of words. They are: a) Tatsam, b) Tadbhav, c) Prakrit, d) Deshya, e) Indian languages, f) Foreign languages, and g) Mixed. It further gives the analysis of
the words according to their origin.

10. Chapter X - Summary and conclusions

X.13 Chapter tenth is the last chapter of this thesis. It brings together the different aspects of the whole study and presents in a nut-shell a summary of the research report. At the beginning the chapter gives a brief summary of all the chapters discussed so far. It further presents the conclusions arrived at and suggestions made on the findings and closes with a list of topics for further research.

b. Conclusions and suggestions

X.14 The following conclusions have been arrived at the present study.

1) In the recognition vocabulary, the pupils have recognized 649 (out of 696) words in standard I and 1573 (out of 1772) words in standard II.

ii) The nouns dominated the recognition vocabulary. In standard I nouns are 56 per cent and in standard II they are 57 per cent. It is because the pupils in these standards are in the naming stage of language development.
iii) The second in the rank in the recognition vocabulary are the verbs in both the standards with a percentage of 18 and 17 respectively. As the children are always engaged in one activity or the other, the verbs come in large number than the remaining parts of speech.

iv) Though the nouns are 56 per cent in the recognition vocabulary of standard I their total count is only 37 per cent. In the vocabulary of standard II nouns are 57 per cent but their total count is only 32 per cent. This means that nouns are the highest in number but they have not been used with sufficient repetitions.

v) The pronouns have been used with the highest repetitions in both the recognition vocabularies.

vi) The words having used only once in the textbooks are the highest in number in the vocabularies of both the standards. They are 44 per cent in the vocabulary of standard I and 40 per cent in the vocabulary of standard II.

vii) The words having a frequency of more than 10 are only 7.55 per cent in the vocabulary of standard I and 15.51 per cent in that of standard II. This shows that proper care has
not been taken while introducing new words in the textbooks of both the standards I and II. As per the norms laid down by Gates each word has to be given 40 repetitions in the textbooks meant for the first grade of the elementary school and 35 repetitions in the reading material for the later grades. Utmost care has to be taken in the compilation of the textbooks meant for the elementary standards of the primary schools.

viii) The words used by 75 per cent or more pupils are only 185 and 213 respectively for standards I and II. It is 28.5 per cent of the recognition vocabulary for standard I and 13.6 per cent for standard II.

ix) The words used by 50 per cent or more pupils are 344 and 325 respectively. It is 53 per cent of the recognition vocabulary for standard I and 20.7 per cent for standard II.

x) The low percentage of the reproduction vocabulary to the recognition vocabulary in both the standards is probably due to defective reading material provided to the pupils in the textbooks, which do not make a provision for the sufficient repetitions of words introduced.
xi) In the recognition vocabulary of standard I, there are 649 words and that of standard II 1573 words. As per the findings of that the recognition vocabulary of six plus children is of 1140 words and that of seven plus of 1990 words. This means that there is a considerable scope to introduce more new words in the present textbooks.

xii) The words having their origin in Sanskrit are 82 per cent in standard I and 79 per cent in standard II in respect of recognition vocabulary. It is 81 per cent in standard I and 82 per cent in standard II in the list of reproduction vocabulary with 50 per cent criteria. When such high percentage of words coming from Sanskrit are recognized and reproduced there is no reason why Sanskrit should be considered a difficult language to learn. On the contrary the study of Sanskrit, which is the mother of Marathi will help the pupils to achieve mastery of language and this mastery of language will open avenues for them to many sources of knowledge.

xiii) The words coming from languages like Bengali, Hindi, Kannada, Telugu, Arabic, English,
Malayi, Mozambic, Persian, Portuguese are very familiar to Marathi speaking children. They should not be replaced by other difficult words.

X.15 It is hoped that these conclusions will be taken into consideration while compiling and/or revising textbooks for elementary grades. For the beginners utmost care is required to be taken and sufficient repetitions need to be given to each word introduced newly. This will help pupils in mastering a progressively larger vocabulary and ultimately to have better achievement in all the branches of the curriculum resulting in raising their educational standard in general.

C. Suggestions for further research

X.16 In the present research study, the vocabulary of children in Marathi of standards I and II is prepared. It is of two types, viz. recognition vocabulary and reproduction vocabulary for both the standards. The vocabulary is collected from a sample of pupils from the primary schools located in Poona Municipal Corporation area. Further the study is limited to the classroom situations only.
A.17 On the basis of this the following research studies are suggested:

1. The vocabulary of pupils in informal situations outside the class need be collected. It will supplement the vocabulary lists prepared in the present research study, and will give a total picture of the vocabulary of pupils of standards I and II in formal and informal situations.

2. A study of vocabulary of pupils of standards I and II may be undertaken on the sample selected from districts of each revenue region, viz. Bombay, Poona, Nagpur and Aurangabad. It will give additional words with geographical variations and will give a total picture of vocabulary of the pupils of Maharashtra State as a whole.

3. The vocabulary of pre-school children in the age-group of three to five, whether in kindergarten or not, need be collected for each age group of three, four and five. This will provide a basis for the preparation of textbooks and other reading material for standard I.