CHAPTER: FIVE

CONCLUSION

English language plays a vital role in literature because it is considered one of the most powerful media to express thoughts and communication and today enjoys the status of a world language. Thompson and Wyatt have rightly remarked that it is necessary that the Indian student should not only understand English when it is spoken or written, but also he should himself be able to speak and write it.

English Language has a great contribution to get Independence. It is rather irony that the language the Indians did not like or hated, itself became a tool to boost up the spirit of Nationalism and Patriotism in our leaders which ultimately gave freedom to our country from the British rule. Our freedom fighters were greatly inspired from the writings of eminent thinkers like Abraham Lincoln, Carlyle, Bruke and others.

English is an international language as it links the people with other countries of the world. It is also used in international trade and industry. Hence, English plays an important role in India in various fields. Christina Bratt Paulstion aptly says: “Language skills are learned more effectively if items of the foreign language are presented in spoken form before written”, (Harold B. Allen, “Teaching English as a Second Language”).

The teaching of any language depends on its aims for which it is being taught. The purpose of the present study was to know the weak grammatical area of the undergraduate students through diagnostic test and provide remedies through remedial exercise with an aim to optimize the errors. The learners should communicate effectively in written as well as the oral form because English is used for various purposes once the learner pursues for higher studies and job perspectives. The learners require achieving accuracy and fluency in English. English Language Teaching in India is the result of gradual evolution of British regime. Hence interpretation of English literary texts has been the major area of English Language
Teaching. English has achieved importance in the field of literature and in all the Commonwealth countries. There are many literary works of other languages translated in English and thus it has come out as a target language.

Our ancient India had been a great source of inspiration. Its civilization and culture had exercised a tremendous influence over the Asian Countries. Most of the Asians had travelled to Nalanda and other universities to quench their thirst for knowledge. But later on with the fall of the Hindu Empire, the Britishers succeeded in expanding their colonialism in India. English language proved to be a more effective means to spread education, Christianity and the Western Culture. It enhanced political, social, economic and scientific progress. The highly educated leaders under the influence of Western Culture brought about social reformation and India got rid of orthodox views and evils of social customs.

According to Benjamin Lee Whorf the language is closely related with culture, society and the individual. It cannot be studied in isolation. According to him, “languages primarily reflect rather than create socio-cultural regularities in values and orientations”. There is a keen relationship between linguistics and culture, act and react with each other. There is direct connection between the structure of community and the language it speaks. Malinowaski who had exercised a tremendous influence on the British Linguistics also observe the fact that, “Language is essentially rooted in the reality of the culture, the tribal life and customs of the people”.

CONCLUSIONS OF THE STUDY:

This study was an attempt to enable the students to construct or frame simple sentences in correct English, develop a given topic sentence into a paragraph correctly. It was aimed to apply the knowledge of grammar in practical life with effectiveness. The investigator often observed that the learners were not confident enough to use English either in writing or speaking skills. They hesitated or tried to avoid participating or interacting in English classroom teaching. They did not show any interest in learning process and were simply concerned with their passing marks in the internal tests or external examination. The classroom is always a combination of mixed group coming from different socio-cultural background, having different
attitude, aims and interests in studies. There is always a myth pertaining to English that it is a hard subject or not everyone’s cup of tea to acquire proficiency in English. They are with strong mind-set that they will never be able to learn it. Hence, at such circumstances the teacher has to play a role of facilitator or motivator.

In the beginning of the study the investigator gave the learners a task to write a simple paragraph on a given topic. The learners who were not slow submitted the given task in no time and the learners who were slow took more time and there were some who could not finish the task. The teacher always comes across such type of learners during her teaching experience. Keep in mind, the researcher planned the teaching method and remedial course to try out at the undergraduate learners accordingly.

The first chapter Introduction begins with an introduction on Language describing history of language and origin of English. It also focuses on English Language Teaching in India from the Sociolinguistic Spectrum, attitude towards the Language Teaching, Status of English Language in India, Status of English in Gujarat, need for Remedial Course and the teaching of English grammar. The chapter further progresses towards English as a Library Language, Language acquisition, English as Link Language. It also discusses the meaning and the definition of remedial teaching also.

The second chapter on Review of Literature focuses on the various studies and observations on English Language Teaching (ELT) which have been completed in last decade provide a deeper insight into a number of issues and concerns in applied linguistics, language-teaching methodology and teaching learning process of English through which a new path in the studies of the theoretical background of language - learning and language - teaching has emerged.

The findings of this chapter give knowledge and information about language teaching and also provide insights thereof to the learners. With the support of such literature, one can do valuable study about the process of learning as well as teaching of English Language.

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To fulfill the objectives of the present study i.e., to design and produce need-based remedial materials and to study the effectiveness of the remedial course of English at the under-graduate level in the third chapter Research Methodology and Tools the major emphasis was on teaching and methods of language teaching. With reference to language teaching and learning situations this chapter further focuses on different types of language teaching methods like Grammar; translation method, Direct Method, Linguistic Methods. The researcher has briefly reviewed some points of these methods.

The researcher studied various types of errors very common amongst learners. These errors may be in the area of Articles, Preposition, Pronouns, Vocabulary, Spelling, and Conjunctions etc. The students have been taught such items in the schools but due to lack of motivation and exposure they continue making errors in above mentioned grammatical items. This study is conceptualized in this context.

Chapter four on Data Analysis and its Interpretation presents the analysis and interpretation of the collected data analyse the test scores with a view to testing the hypothesis, i.e., ascertaining whether the learners’ performance shows significant improvement or not. Scores of the individual as well as the total sample are analyzed. To facilitate the presentation of the individual test results in a graphic form the scores are also plotted on bar chart. This chapter includes statistical analysis of the scores and discourse analysis of the classroom interaction.

The researcher examined the performance of each student according to understanding of the English Language that includes Pronouns, Articles, Tenses, Prepositions, Conjunctions and Vocabulary. Total sample of the study consists of twenty six students of F.Y.B.A. Class and the researcher has tried to identify learner’s strength and weaknesses. The classroom test was conducted to keep a constant check on their progress. To improve the learning of the learners and make progress in future the findings of the present study will be helpful to the learners. It enables them to grow and progress further.
This chapter also focuses on the experimental method of the study through which the pre-test post-test experimental research design was used to investigate the problem and to conduct the experiment. Finally, suitable statistical techniques were used to compare the data. Findings were drawn and repeated.

Non-parametric inference is a body of inference procedure that is valid under a much wider range of shapes of the population distribution. The term nonparametric inference is derived from the fact that the usefulness of this procedure does not require modelling a population in terms of a specific parametric form of density curves such as Normal curve.

That is, the sampling distribution of a non-parametric test statistics can be determined without regard to the shape of the population distribution. For this reason these procedure are also called distribution free tests. Thus, the non-parametric tests do not require any information whatsoever about specific form of the population distribution except that the population distribution should be continuous. Therefore non-parametric tests are applicable in larger number of cases and are quite useful as tools of analysis under general conditions. As discussed earlier there are two types of assumptions regarding Non-parametric Tests i.e., (I) The non-parametric tests need the assumption that the parent population is continuous and (II) The second assumption needed is that the parent distribution is symmetrical.

Under non-parametric test it was found that when the sample size is reasonably large, according to the Central Limit Theorem the sampling distribution of the sample statistics of our interest is at least approximately normal. This assumption provides us the necessary basis for devising procedure for testing hypothesis about the population parameters such as mean, \( \mu \) (mew), variance \( \Sigma^2 \) (Sigma square), proportion \( p \) etc. These tests are accordingly referred to as parametric tests.

Student’s t-test is used for inference about the population mean and the comparison of two means. The \( \chi^2 \) (Chi square) and F Tests are applied for inference about variances are all based on the assumption that the samples are drawn from Normal population.
Here, after reviewing various literatures regarding production of material and various issues thereof the researcher reviews the literature on construction and try out of remedial courses in English at the undergraduate level, the instruments for pre test and post test and the analysis of pre-test and post-test scores are also reviewed. At the end of the chapter descriptive statistics has been examined through Wilcoxon Signed Rank test.

On the basis of plus-minus signs of the difference the signed tests have been developed. It means that, it takes into consideration the direction of the differences only and ignores the magnitude of the differences. Hence, a test taking into consideration the direction as well as the magnitude of the difference was proposed by Frank Wilcoxon in 1945. The Wilcoxon test is commonly known as Wilcoxon Signed Rank Test and is used for testing the null hypotheses stated either $H_0: M=M_0$, $M_1=M_2$ (or $M_1-M_2=0$) or $M_1-M_2=d_0$ depending on the nature of the problem and the null hypothesis to be tested. Here $M$ denote the population mean. $M_0$ a specific value of the population mean, when the significance of difference between $M_0$ and the sample mean is to be tested.

The present research work examines the performance of selected undergraduate students on the basis of their knowledge and understanding of English Language. The researcher prepared remedial material, tried out in the class room with the learners which consisted of many exercises of grammatical items like Pronouns, Articles, Tenses, Prepositions, Conjunctions and Vocabulary according to the learners’ need. In the present research study the efforts were to bring awareness amongst the learners to identify the area in which they face problems and know the reasons of the errors in their writing through Pre-Test of English Language Teaching (ELT).

**REMEDIAL TEACHING:**

The aim of the present study was to know the problem area of the learners at under graduate level that is generally found in their writings or speaking. Hence the attempt was to observe the learners’ performance and find out solutions to optimize their frequency of errors. It is the task of a teacher to plan remedial treatment.
Actually every learner needs remedial teaching after their first learning to improve. Remedial teaching is a part of teaching that every teacher of English language should do for any teaching aspect. Remedial teaching is most probably concerned with the items that have been either forgotten or likely to indulge into mis-learning or incorrectness. The teacher’s job is to correct and complete the unfinished task by providing appropriate language material and exercises for practice. The teacher of language should focus on teaching grammar and communicative aspects of language. It is generally observed that however intensive teaching of grammar is done in the classroom, the students are going to produce wrong grammatical sentence. Hence the learners are afraid of learning English in the classroom or getting exposed of their weakness before their classmates. There are many students who go for spoken English classes to develop their competency and fluency in language after completing their graduation course.

Learning a language involves many factors like social background, influence of mother tongue, lack of proficiency skills, as well as psychological approach etc. The students, who get less exposure and motivation at home and use vernacular language in their peer group, do not try to use language at their own and thus are likely to face problems in practical use of Language. In fact, our teaching approaches have enabled to construct sentences “structurally correct” but at the same time they are unable to communicate correctly in any simple situation. They have the ability to develop sentences grammatically correct but very less effort is put on the use of vocabulary also. Thus teaching Grammar is one of the most challenging jobs in teaching foreign language. Every English teacher would agree to this statement. A systematically planned teaching in Grammar is important.

The researcher often observed that the under-graduate learners even after several years of learning English in school fail to communicate in the society. They know the grammar but fail to describe any event, impart information, gather information, and make inquiry or expressing thoughts and ideas in English. There were some learners who learnt the rules of grammar to use the language but they lacked the ability to use the rules of grammar in oral communication. Even in written communication the learners could not know the difference between a formal and informal letters or write, a simple paragraph in English.
The learners were asked to select any picture, greeting card they liked and describe the picture or develop a picture composition. This led them into conscious efforts to frame the sentences in continuity using correct sentences. They were able to identify different tenses and able to express themselves properly. Their misconceptions pertaining to grammatical area that they were not confident to use the language were explained. It had become compulsory to give them knowledge even though they had already learnt in the school because they were not able to speak correctly. The researcher gave them ample opportunity to communicate in the classroom with the other learners through role model, group discussion, dialogues, and encouraged them to interact with the teachers. These types of tasks enable them to use English language outside the classroom.

**TECHNIQUES ESSENTIAL FOR REMEDIAL TREATMENT:**

Teachers should give an intelligence test to learners regarding how they can pronounce and spell English easy words, how they can use the words in short sentences and how they can read. Accordingly, a group of learners should be formed in three categories: (i) a group of most intelligent learners, (ii) a group of mediocre learners and (iii) a group of low/weak learners having low mental ability.

The teacher is badly required to introduce the words with correct pronunciation, spelling and corresponding meanings of learners with concrete units of experience in developing the meaningful vocabulary. He should develop the leisure time reading habits among the learners. The teacher should read the unit lesson before the pupils in a very slowly manner and then the learner should be made to participate in reading. Thus, the teaching can help them in reading correctly.

Gradually the learners can form the habit of learning short and simplified story books in the library. It will develop the reading as well as comprehensive skill among them. To achieve this goal the teacher should allow the learners to select interesting books easy for him to read. The teacher should motivate their reading of their choice and interest. Thus their reading habit will prove concrete and effective.
The responsibility on behalf of the teacher and students does not end here. The teacher should keep the record how students have made improvement in their skill of reading. If found any weakness in reading the remedial work should be carried on till teacher’s satisfaction.

LACK IN VOCABULARY HAMPERS READING:

If learners are found lacking in vocabularies they should be introduced to a vocabulary building programme. If learners want to read or write an essay on “My Favorite Cricketer”, they should introduce the words occurring in this game. For example, the pitch, a stadium, a batsman, a wicket-keeper, fielders, a bowler, catch, hit, throw, spin, spinner, bounce, leg-before, stump, century, fours, sixes, boundary run out, lose wicket, score, runs, umpire, referee, commentators and so on.

After having selected the above mentioned words, the students should be made to form sentences of their own. Thus, the situational words regarding the post-office, the railway station and other public places can be introduced and practiced in reading, writing and speaking.

USE OF DICTIONARY:

The learners were encouraged for wide reading of English, news-papers, magazines and informative books, the use of a standard dictionary can help a lot to students who possess some skill in reading. The researcher gave hints to students how to look up for the words in a dictionary. They need special instructions on how to gather information successfully regarding the words they look up for with correct pronunciations, spelling and different shades of meaning used with examples of sentences. They were taught to arrange words in alphabetic orders.

The students start learning English as a second language in schools. They find it very difficult in learning how to read, write and speak in English. It needs a lot of practice in acquiring the habit of reading, listening, speaking and writing. First of all they must be taught how to spell and pronounce the words with their exact meanings. Once they acquire proficiency in such preliminary aspects of learning this
language they can gradually cultivate the habit of reading lessons, understanding, thinking and expressing included in their text - books. This habit will make them confident at college level.

There are such learners in the college who are unable to read or write the simplest sentences. They are unable to write their full name or fill up the admission form correctly. It becomes difficult for the learners and the teachers at the initial stage. The learners fail to get good marks in internal and final examination.

The students have to study a collection of short stories i.e., Yuva Katha, A Basic Course in Written English. There are many grammatical items to be learned in different forms of writing. They have to learn to write a paragraph on a given topic, note, messages, letters, essays, arrange the sentences in order. No doubt, the syllabus is good but the students who have not learned English for three years find it hard. There are average learners who are ambitious to learn, speak and write English well. There are poor learners who feel inferiority in the class though they may be doing well in the other subjects.

The students who offer principle English are also not much competent in English. They have to study poems and novels in which they are suppose to do critical appreciation of the poem and thematic study of the novel covering all aspects. Due to lack of vocabulary and phrases, they fail to do it properly. The second paper of principal English is purely based on language and communication. It is a study on classification of grammatical items from a poem or a novel. The students cannot do justice to these papers, if they are not able to comprehend. When they come to college, they take their studies very lightly. The students do not complete the work assigned by teachers in the class. They give up the idea of doing B.A. with English.

The students who offer English as their principal subject do not fare well in their studies. They are forced by their parents to offer Principle English because there is demand of this language. To such students, this type of learning seems to be boring and burdensome.

After analysing the pre-test and post-test scores, some of the findings and conclusions which are based on data analysis are mentioned below.
STATISTICAL ANALYSIS OF TEST SCORES:

In the present study this section presents an analysis of the test scores with a view to ascertaining whether the learners’ performance shows significant improvement or not. Scores are analyzed for the individual as the total sample. These scores are also plotted on line graph to facilitate the presentation of the individual test results in a graphic form.

AVERAGE PERCENTAGE OF PRE-TEST AND POST-TEST OF ALL GRAMMATICAL ITEMS:

The average percentage of the pre-test and post-test in all the grammatical items i.e., Pronouns, Tenses, Articles, Conjunctions, Preposition and Vocabulary is shown in the Table No: 5.1.
TABLE: 5.1 THE TABLE OF AVERAGE PERCENTAGE OF THE PRE – TEST AND POST – TEST IN ALL THE GRAMMATICAL ITEMS AND PERCENTAGEWISE DIFFERENCE THEREOF

<table>
<thead>
<tr>
<th>ID NO.</th>
<th>AVERAGE PERCENTAGE PRE - TEST</th>
<th>RANK PRE - TEST</th>
<th>AVERAGE PERCENTAGE POST - TEST</th>
<th>RANK POST - TEST</th>
<th>AVERAGE PERCENTAGE BETWEEN PRE AND POST - TEST</th>
<th>RANK DIFFERENCE BETWEEN PRE AND POST - TEST</th>
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In Table No: 5.1 the value of pre-tests and post-tests are shown separately. As can be seen from the table all the learners scored higher in the post test and this is
reflected in the average percentage of post test. As a result, the mean of the total sample is also higher in post test with the comparison of pre test. Table No: 5.1 also shows the percentage difference between pre test and post test of every learner and out of all the learners, learner number twenty has the highest percentile improvement in post test compare with pre test (i.e., 23.28 Per cent). Besides, one can notice that candidate number twenty six secured 1st rank in both the pre test and the post test. The detailed statistical results can be seen from Table No:5.1

**PERCENTAGE OF PRE TEST AND POST TEST OF EACH LEARNERS IN ALL GRAMMATICAL ITEMS:**

The percentage wise comparison of pre and post test of each learner of experimental group in all grammatical items is shown in Table No: 5.2.
Table No: 5.2 indicate that except learner number 1, 5, 7, 9, 12, 13, 15, 16, 17, 18 and 21 all other learners have improvement in all grammatical items indicating that the treatment was highly successful in improving the performance of the students in almost all the grammatical items.

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The performance of all the candidates by their percentiles of pre test and post test in all the grammatical items shows that:

ID No 1 has improvement in articles, vocabulary, tenses and pronouns in post test in comparison to pre test. Whereas ID No 1 does not have any change in prepositions in both the tests and in the case of conjunctions ID No 1 has 20 percent reduction in her percentage of post test as compared with post test.

ID No 5 has improvement in articles, tenses, pronouns, prepositions and conjunctions in post test in comparison with pre test. ID No 5 has 10 percent reduction in vocabulary in her percentage of post test as compared with pre test.

ID No 7 has improvement in tenses, pronouns, prepositions, vocabulary and conjunctions in post test in comparison with pre test. ID No 7 has 3.34 percent reduction in articles in her percentage of post test as compared with pre test.

ID No 9 has improvement in tenses, articles, prepositions, vocabulary and conjunctions in post test in comparison with pre test. ID No 9 has 2.23 percent reduction in pronouns in her percentage of post test as compared with pre test.

ID No 12 has improvement in tenses, prepositions, pronouns and conjunctions in post test in comparison with pre test. ID No 12 has 6.66 percent reduction in articles and 13.33 percent reduction in vocabulary in her percentage of post test as compared with pre test.

ID No 13 has improvement in tenses, prepositions, pronouns and conjunctions in post test in comparison with pre test. ID No 13 has 10 percent reduction in articles and 13.34 percent reduction in vocabulary in her percentage of post test as compared with pre test.

ID No 15 has improvement in tenses, articles, prepositions, pronouns and conjunctions in post test in comparison with pre test. ID No 15 has 16.66 percent reduction in vocabulary in her percentage of post test as compared with pre test.
ID No 16 has improvement in tenses, articles, prepositions, pronouns and conjunctions in post test in comparison with pre test. ID No 16 has 6.66 percent reduction in vocabulary in her percentage of post test as compared with pre test.

ID No 17 has improvement in articles, vocabulary, prepositions, pronouns and conjunctions in post test in comparison with pre test. ID No 17 has 4 percent reduction in tenses in her percentage of post test as compared with pre test.

ID No 18 has improvement in articles, vocabulary, prepositions, pronouns and tenses in post test in comparison with pre test. ID No 18 has 10 percent reduction in conjunctions in her percentage of post test as compared with pre test.

ID No 21 has improvement in articles, vocabulary, prepositions, pronouns and tenses in post test in comparison with pre test. ID No 21 has 3.33 percent reduction in conjunctions in her percentage of post test as compared with pre test.

**PERCENTAGE DIFFERENCE BETWEEN PRE REST AND POST TEST IN INDIVIDUAL TEST RESULT OF ALL GRAMMATICAL ITEMS OF ALL LEARNERS OF EXPERIMENTAL GROUP**

The performance of all the learners of experimental group by their percentiles of pre test and post test in all the grammatical items has been presented in a graphic form as mentioned below:
Graph 5.1 shows that the Learner one has improvement in articles, vocabulary, tenses and pronouns in post test in comparison to pre test. Whereas learner one does not have any change in prepositions in both the tests and in the case of conjunctions the said learner has 20 percent reduction in the percentage of post test as compared with post test.
Graph 5.2 shows that the Learner two has improvement in all the grammatical items i.e., articles, vocabulary, tenses, prepositions, conjunctions and pronouns in post test in comparison to pre test which reflects that the treatment was highly successful in improving the performance of the said learner in all the grammatical items.
Graph 5.3 shows that the Learner three has improvement in tenses, vocabulary, prepositions, conjunctions and pronouns in post test in comparison to pre test. Whereas the said learner does not have any change in articles in both – pre test as well as post test.
Graph 5.4 shows that the Learner four has improvement in tenses, vocabulary, prepositions, and pronouns in post test in comparison to pre test. Whereas the said learner does not have any change in articles and conjunctions in both – pre test as well as post test.
Graph No: 5.5 shows that learner five out of total experimental group has improvement in articles, tenses, pronouns, prepositions and conjunctions in post test in comparison with pre test. The said learner has 10 percent reduction in vocabulary in the percentage of post test as compared with pre test.
Graph 5.6 shows that the Learner six has improvement in tenses, vocabulary, prepositions, conjunctions and pronouns in post test in comparison to pre test. Whereas the said learner does not have any change in articles in both – pre test as well as post test.
Graph No: 5.7 shows that the learner seven out of total experimental group has improvement in tenses, pronouns, prepositions, vocabulary and conjunctions in post test in comparison with pre test. The said learner has 3.34 percent reduction in articles in the percentage of post test as compared with pre test.
Graph 5.8 shows that the Learner eight has improvement in tenses, prepositions, conjunctions and pronouns in post test in comparison to pre test. Whereas the said learner does not have any change in articles and vocabulary in both – pre test as well as post test.
Graph No: 5.9 shows that the learner nine out of total experimental group has improvement in tenses, articles, prepositions, vocabulary and conjunctions in post test in comparison with pre test. The said learner has 2.23 percent reduction in pronouns in the percentage of post test as compared with pre test.
Graph 5.10 shows that the Learner ten has improvement in all the grammatical items i.e., articles, vocabulary, tenses, prepositions, conjunctions and pronouns in post test in comparison to pre test which reflects that the treatment was highly successful in improving the performance of the said learner in all the grammatical items.
Graph 5.11 shows that the Learner eleven has improvement in articles, tenses, prepositions, and pronouns in post test in comparison to pre test. Whereas the said learner does not have any change in vocabulary and conjunctions in both – pre test as well as post test.
Graph No: 5.12 shows that the learner twelve out of total experimental group has improvement in tenses, prepositions, pronouns and conjunctions in post test in comparison with pre test. The said learner has 6.66 percent reduction in articles and 13.33 percent reduction in vocabulary in the percentage of post test as compared with pre test.
Graph No: 5.13 shows that learner thirteen out of total experimental group has improvement in tenses, prepositions, pronouns and conjunctions in post test in comparison with pre test. The said learner has 10 percent reduction in articles and 13.34 percent reduction in vocabulary in the percentage of post test as compared with pre test.
GRAPH: 5.14 PERCENTAGE DIFFERENCE BETWEEN PRE – TEST AND POST - TEST IN INDIVIDUAL TEST RESULT OF ALL GRAMMATICAL ITEMS OF LEARNER FOURTEEN OUT OF TOTAL EXPERIMENTAL GROUP:

Graph 5.14 shows that the Learner fourteen has improvement in tenses, prepositions, pronouns and conjunctions in post test in comparison to pre test. Whereas the said learner does not have any change in vocabulary and articles in both – pre test as well as post test.
Graph No: 5.15 shows that the learner fifteen out of total experimental group has improvement in tenses, articles, prepositions, pronouns and conjunctions in post test in comparison with pre test. The said learner has 16.66 percent reduction in vocabulary in the percentage of post test as compared with pre test.
Graph No: 5.16 shows that the learner sixteen out of total experimental group has improvement in tenses, articles, prepositions, pronouns and conjunctions in post test in comparison with pre test. The said learner has 6.66 percent reduction in vocabulary in the percentage of post test as compared with pre test.
Graph No: 5.17 shows that the learner seventeen out of total experimental group has improvement in articles, vocabulary, prepositions, pronouns and conjunctions in post test in comparison with pre test. The said learner has 4 percent reduction in tenses in the percentage of post test as compared with pre test.
Graph No: 5.18 shows that the learner eighteen out of total experimental group has improvement in articles, vocabulary, prepositions, pronouns and tenses in post test in comparison with pre test. The said learner has 10 percent reduction in conjunctions in the percentage of post test as compared with pre test.
Graph 5.19 shows that the Learner nineteen has improvement in articles, tenses, prepositions, vocabulary and conjunctions in post test in comparison to pre test. Whereas the said learner does not have any change in pronouns in both – pre test as well as post test.
GRAPH: 5.20 PERCENTAGE DIFFERENCE BETWEEN PRE – TEST AND POST - TEST IN INDIVIDUAL TEST RESULT OF ALL GRAMMATICAL ITEMS OF LEARNER TWENTY OUT OF TOTAL EXPERIMENTAL GROUP:

Graph 5.20 shows that the Learner twenty has improvement in all the grammatical items i.e., articles, vocabulary, tenses, prepositions, conjunctions and pronouns in post test in comparison to pre test which reflects that the treatment was highly successful in improving the performance of the said learner in all the grammatical items.
GRAPH: 5.21 PERCENTAGE DIFFERENCE BETWEEN PRE – TEST AND POST - TEST IN INDIVIDUAL TEST RESULT OF ALL GRAMMATICAL ITEMS OF LEARNER TWENTY ONE OUT OF TOTAL EXPERIMENTAL GROUP:

Graph No: 5.21 shows that the learner twenty one out of total experimental group has improvement in articles, vocabulary, pronouns and tenses in post test in comparison with pre test. The said learner has 3.33 percent reduction in conjunctions in the percentage of post test as compared with pre test.
Graph 5.22 shows that the Learner twenty two has improvement in all the grammatical items i.e., articles, vocabulary, tenses, prepositions, conjunctions and pronouns in post test in comparison to pre test which reflects that the treatment was highly successful in improving the performance of the said learner in all the grammatical items.
Graph 5.23 shows that the Learner twenty three has improvement in all the grammatical items i.e., articles, vocabulary, tenses, prepositions, conjunctions and pronouns in post test in comparison to pre test which reflects that the treatment was highly successful in improving the performance of the said learner in all the grammatical items.
Graph 5.24 shows that the Learner twenty four has improvement in all the grammatical items i.e., articles, vocabulary, tenses, prepositions, conjunctions and pronouns in post test in comparison to pre test which reflects that the treatment was highly successful in improving the performance of the said learner in all the grammatical items.
Graph 5.25 shows that the Learner twenty five has improvement in all the grammatical items i.e., articles, vocabulary, tenses, prepositions, conjunctions and pronouns in post test in comparison to pre test which reflects that the treatment was highly successful in improving the performance of the said learner in all the grammatical items.
Graph 5.26 shows that the Learner twenty six has improvement in articles, tenses, prepositions, vocabulary and conjunctions in post test in comparison to pre test. Whereas the said learner does not have any change in pronouns in both – pre test as well as post test.
STATISTICAL ANALYSIS OF DATA:

OVERALL CONCLUSION:

In earlier section, we have tested separately for each grammatical item viz., Pronouns, Tenses, Articles, Conjunctions, Prepositions and Vocabulary – the null hypothesis $H_0$ is that there is no statistically significant difference between the mean pre-test and post-test scores. For this purpose, we had applied the Wilcoxon Signed Rank Test. The conclusion may be summed up as follows:

TABLE: 5.3 DIFFERENCE BETWEEN PRE TEST AND POST TEST MEANS AND PERCENTAGE DIFFERENCE OF ALL GRAMMATICAL ITEMS AS PER WILCOXON SIGNED RANK TEST

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Grammatical Items</th>
<th>Difference Between pre-test and post-test Means</th>
<th>Difference 5% level</th>
<th>Significant 1% level</th>
<th>Not significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Articles</td>
<td>2.58</td>
<td>-</td>
<td>Yes</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Vocabulary</td>
<td>4.19</td>
<td>-</td>
<td>Yes</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Prepositions</td>
<td>3.19</td>
<td>-</td>
<td>Yes</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Conjunctions</td>
<td>4.15</td>
<td>-</td>
<td>Yes</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>Tenses</td>
<td>14.12</td>
<td>-</td>
<td>Yes</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>Present Tense</td>
<td>9.50</td>
<td>-</td>
<td>Yes</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>Past Tense</td>
<td>1.69</td>
<td>-</td>
<td>-</td>
<td>Yes</td>
</tr>
<tr>
<td>8</td>
<td>Present Continuous Tense</td>
<td>2.92</td>
<td>-</td>
<td>Yes</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>Pronouns</td>
<td>8.15</td>
<td>-</td>
<td>Yes</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>Pronouns: Relative</td>
<td>2.93</td>
<td>-</td>
<td>Yes</td>
<td>-</td>
</tr>
<tr>
<td>11</td>
<td>Pronouns: Reflexive</td>
<td>2.27</td>
<td>Yes</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>12</td>
<td>Pronouns: Personal</td>
<td>2.96</td>
<td>-</td>
<td>Yes</td>
<td>-</td>
</tr>
</tbody>
</table>

As can be seen from the above table No: 5.3 which summarizes conclusions of the significant tests performed in the case of all the grammatical items:

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The test of hypothesis is done using a Non-parametric test known as the Wilcoxon Signed Rank Test. Here, the researcher has tested separately for each grammatical item viz., Pronouns, Tenses, Articles, Conjunctions, Prepositions and Vocabulary. The null hypothesis ($H_0$) that there is no statistically significant difference between the Mean pre-test and the mean post-test scores.

For this purpose, the researcher has applied the Wilcoxon Signed Rank Test. The Table No: 5.3 of the analysis of the test of all the grammatical items shows that:

1. For all the grammatical items except two, statistically highly significant differences were found between the mean post-test and the mean pre-test scores indicating that the treatment was highly successful in improving the performance of the students in almost all the grammatical items.

2. The difference between the pre-test and post-test averages was not found to be statistically significant only in the exceptional case of ‘Past Tenses’, implying thereby that the treatment was not effective for this particular grammatical item in improving the performance of the students.

3. As far as Pronoun – Reflexive is concerned, the difference between the pre-test mean score and the post-test mean score was found to be statistically significant at five percent level which shows that for this particular grammatical item the treatment was successful but not highly successful as in the case of other grammatical items (except ‘Past Tense’).

Perhaps these conclusions call for revising the ELT treatment for “Reflexive Pronouns” so as to make it more effective.

The aim of the present study was to evaluate the problems of the learners in learning grammar. A lot of problems are confronted during the teaching/learning process. The students often make many mistakes in the written examination of the first year and thus they lose many marks. This also affects their overall result. Hence the main concern of this study was to find out the most frequently made errors and give them lot of practice through remedial material and teaching. The aim is also to
motivate the students to hear and read more English language. They should make efforts to use English outside the classroom. To develop an ability amongst the students to understand and be understood in English within the context and constrains of particular situation is much rather than giving them theoretical or analytical knowledge.

**SUGGESTIONS:**

After analysing of the pre test and post test of all the grammatical items it is suggested that:

1. The learner must be made to interact with his peer-group and teachers, to discuss, to raise and answer questions. Through this, the learner thinks and can use language not only as a means of communication but also as a tool of thinking.

2. A teacher can make use of visual aids and involve the learners in discussion.

3. Role-play method can also be adopted to give them opportunity to play various roles according to the situations.

4. The learners should be allowed to narrate her experiences of picnic, birthday/wedding party (friends or relatives) tours and other observations.

5. More emphasis must be put upon reading other books which are not in their syllabus.

6. Books are the best sources to acquire knowledge. They should be taught to appreciate a short poem, story or one act play. This will help them to enjoy the beauty of language and involve them in the process of thinking, understanding and expressing.

7. The learners should be taken to the library according to batches and allow them to select books of their interest and ask them to read and summarize what they have read. This should be shared in the classroom.
8. The learner should be taught to read any short article or new item of their interest. This habit will introduce them new words and phrases. It will also enrich their vocabulary.

9. The learner should refer to the dictionary to find out the meanings of difficult words and enlist them in their note-book. Difficult words can be used to construct sentences of their own which will increase the ability of thinking and writing. This will also increase their stock of vocabulary.

Today English has been globally acknowledged as an international language. Due to this, urgent needs are felt to develop the skills for the English language to cope with the developments in information technology, computer, increasing internationalization and mobility of economic, multinational and private and public undertakings. These phenomenon badly need skills in the English language learning. Keeping all these factors in mind, the teachers and the thoughts should come forward joining hands with one another to meet the urgent need of healthy communicative skills.

Thus, at the under-graduate level, a systematic study is imperative to develop competence in English and the efforts of construction and try out of remedial courses in English at this level. This will provide a platform to the students to enhance their knowledge in English.