Chapter - 5

Summary and Conclusions
5.0 Introduction
5.1 Need for the study
5.2 Objectives of the study
5.3 Hypotheses of the study
5.4 Variables of the study
5.5 Methodology
5.6 Findings of the study
5.7 Conclusions of the study
5.8 Educational implications of the study
5.9 Suggestions for further research
5.10 Conclusion
Language is a means of communication. It is the medium and the instrument through which thoughts, ideas, and feelings are transmitted from one mind to another. Language plays an important role in human life and is essential for human society. Whenever people come together for some purpose or other, they feel the necessity to use a language to communicate their ideas to others. If some of them do not understand a language which others in the group use, then there can be no communication whatsoever. It is a situation of this type that prompts one group of people to learn the language of the others. There are many languages, and among the languages, English is the most common and popular language. The people in different walks of life are quite familiar with the English language.

Communication with people in other linguistic areas and the consequent need to learn a foreign language has vastly increased in recent times. Trade, commerce, higher education in different fields, diplomatic missions, and military campaigns of various degrees of complexity all these have led to the learning of foreign languages. Even so, it cannot be said that learning foreign languages is a recent phenomenon. It is as old as human society. Even in the distant dim past whenever different groups of people came together for some common purpose, the learning of a foreign language was felt to be imperative. In the olden days, when there were no textbooks, a foreign language had to be learnt almost as the mother tongue was learnt. The
process was similar to the acquisition of the first language – which was by
direct contact with the speakers of the foreign language by imitation and
reproduction of the sounds, words and sentences of the target language. After
the renaissance it gave a new direction to the teaching of a foreign language.
The main purpose of learning it was not for the acquisition of knowledge or
culture of the people who spoke it but to gain the ability to get along in the day
to-day situations of ordinary life. There was no need to go through the literature
or grammar of that language; the aim was to achieve accuracy of expression to
meet the demands of trade and commerce and social relations. So, the chief
objective of teaching a foreign language was to make the learner acquire the
core four skills of the language.

In any language teaching programme, whether it is the mother tongue or
the second language or the foreign language it is basically helping the learner
to get a reasonably good command over the four basic language skills. Of
course, the main purpose of any language (any language) is communication with
our fellow beings. The main objective of learning a language depends on the
particular level of communication which the learner may require for specific
reasons. So far as English is concerned, in India, we require it for a variety of
purposes: from simple conversation to the comprehension of highly technical
materials. We should aim at giving our students the minimum proficiency in a
general kind of English and then move to higher functions for which English
may be needed (for example, in the areas of medicine, technology, engineering,
and so on).
During the last three decades there has been an increase in the number of educational institutions at all levels but there is a fall in the educational standards and English language teaching in particular. In the present global village English is a growing and living language. This has created awareness among the people to learn the language in its true form and manner. It is in this respect that the language skills are to be developed, nurtured, cultured and harnessed.

6.1 Need for the study

India is a multilingual country. The teaching of English should enable the students to speak and write with clarity, precision, appropriateness and effectiveness. It is therefore essential that its fundamental skills of listening, speaking, reading and writing are to be emphasized in any teaching-learning process.

The present standards of teaching of English prevailing in our secondary schools is so poor leading to large numbers of failures in English at the secondary school level. Our students learn the English language as a third language. In this situation the learner comes in contact with the target language more in its written form. This is true in situations where students learn English in order to gain access to information published in English. Most of our students are not able to rise to the level to use English as a library language. In other words, teachers are unable to fulfill the goals of teaching English at the
secondary school level. Majority of the students even after completing their secondary school education struggle hard to find right expression in their spoken or written form of communication. Often they have ideas which cannot be translated into proper word constructions. This is not only true of a foreign language but also of their own mother tongue. The most pressing duty of the teacher is to help his/her students to develop an effective link between his/her thoughts and words. Very often ideas exist in an amorphous state, vague, undefined and uncrystallized mixed with ideas that are fairly clearly expressible. The teacher should help the students to search for the dormant ideas which strive hard to assume some recognizable shape. Given a specific situation, the mind of the student wanders into areas where s/he vaguely sees unrecognized and unidentified links in thought while the teacher should provide sufficient help to get the main ideas to find expression on paper. S/he should also help him/her to explore those regions where material for coherence and logical development of thought exists and give them a concrete shape. This will make any writing readable. But this is a major problem of most of our students because the skill of writing is the most difficult and neglected skill in our educational programme. Writing well in any language is a difficult art and needs a great deal of practice. Moreover, the motivation to write in any language is often absent. This is more so in a third language (English). Writing adequately in a third language is a painful frustrating experience both for teachers and students. For teachers, the teaching of writing particularly
Continuous writing is a formidable task and for the student to write a sustained piece of writing is a frightening experience as sustained writing is a complex affair with its many sub-skills.

Keeping this in mind, the first and foremost issue to be considered is to bring about a change in the existing status of English teaching in our secondary school stage i.e., to bring suitable changes in methods and strategies in teaching of English. English language has to be taught by experienced and trained teachers. All the teachers of English should be made familiar with the modern techniques in teaching a foreign language. Realizing the need of the hour the study is aimed at identifying the most appropriate approach, i.e., the Communicative Approach to develop the skill of writing among the secondary school learners.

For the above reasons it has become necessary to develop a methodology which is more dynamic and interactive – a course which encourages real language use in classrooms and help to improve communicative competence by providing incremental learning experiences through tasks and activities. The methodology proposed is fluid and flexible as that outlined above with challenging demands on the teacher’s resources, imagination and creativity. Accordingly, the investigator aims at developing a Programme and try out its effectiveness.
Objectives of the study

The study has been designed with the following specific objectives:

1. To develop a competency based achievement test for measuring the competency based achievement in English language among secondary school learners.

2. To develop English language usage inventory for measuring the ability to use written English language among the secondary school learners.

3. To find out the mean differences in competency based achievement of learners on some selected school related variables.

4. To find out the mean differences in the ability of learners to use written English on some selected school related variables.

5. To study the association between performance of students in written English and some school related variables.

6. To study the association between performance of students in written English and family related variables.

7. To design a training programme and to develop a strategy to improve communicative competence in written English among secondary school learners.

8. To study the impact of communicative approach on the competency based achievement of students.

9. To study the impact of communicative approach on the English language usage ability of students.
Hypotheses of the study

To realise the above objectives the following hypotheses were formulated in null form as it is more akin for testing.

1) There exists no significant difference among the different groups of students on the basis of locality management type of school and medium of instruction in their competency based achievement in English (The four independent variables will be considered separately)

2) There exists no significant difference among the different groups of students on the basis of locality management type of school and medium of instruction in their ability to use written English (The four independent variables will be considered separately)

3) There exists no significant association between performance of students in written English and school related variables (All the school related variables will be considered separately)

4) There exists no significant association between performance of students in written English and family related variables (All the family related variables will be considered separately)

5) There exists no significant difference in the competency based achievement of students in written English taught through either the traditional method or the communicative approach

6) There exists no significant difference in the students ability to use written English taught through either the traditional method or the communicative approach
4.4 Variables of the study

Based on the review of related literature, the following dependent and independent variables were selected to be included in the investigation.

a) Dependent variables

1) Achievement of students in English language based on the competencies in written English was the main dependent variable in this investigation.

2) Ability to use written English in day-to-day activities by the secondary school learners was considered as another dependent variable.

b) Independent Variables

1) The School related variables. The variables such as location, management type of school, medium of instruction, physical facilities in the school, strength of the school, instructional facilities in the school, procedures of evaluation adopted in the school, library facilities in the school, and co-curricular activities conducted in the school were considered to be the independent variables under the school related variables.

2) The Family related variables. Variables such as social status to which the family belongs, educational levels of parents, occupation of parents, income of the family, and size of the family were considered as the family related variables.
55 Methodology

Sample

The present investigation was carried out in two phases. They are Phase 1: Survey and Phase 2: Experimental Study

Survey

In the first phase of the investigation a survey was conducted in Chittoor Nellore and Cuddapah districts of Andhra Pradesh which are under the jurisdiction of Sh Venkateswara University. A stratified multi-stage random sampling technique was employed in the selection of the sample in the survey part of the investigation. In the first stratum the geographical areas were considered. These areas were divided into rural, semi-urban, and urban areas. Twenty schools covering ten urban areas and ten rural areas were selected at random giving due representation to the type of school and medium of instruction. In the second stratum ten students from each school were selected at random giving importance to boys and girls. Thus the sample consisted of 600 students covering 60 secondary schools from three geographical areas.

Data gathering tools used in the present investigation were Competency based achievement test, English language usage inventory. Personal data sheet for students and Questionnaires for heads of institutions and secondary school English teachers.
**Competency-based achievement test**

The Competency-based achievement test consists of five components. They are: identification of sounds and letters, identification of word meanings, application of word meanings in sentences, letter writing, and composition. The marks obtained in the above components were considered to be the competency-based achievement of the students in written English.

**English language usage inventory**

The English language usage inventory consists of three major components of written English: 1) for learning purpose, 2) for communication purpose, and 3) for self-expression. Under each component, 10 statements were given on a 5-point scale. The responses given by the students on the 5-point scale were converted into numerical scores. The scores obtained by the students were considered to be the total use of written English.

**Personal data sheet**

A personal data sheet was developed to collect the information from the students related to the independent variables included in the investigation. The personal data sheet contains the information regarding their identification, which includes name, sex, age, class, sex, and/ or school details, location of school, management of the school, type of school, and medium of instruction. The data sheet also contains items pertaining to their family background, social
status to which the family belongs, educational level of parents, occupation of parents, income of the family and size of the family.

Questionnaires to secondary school English teachers

The questionnaires were designed for secondary school English teachers to identify the classroom activities performed by the English teachers. The effect of classroom activities influences the performance of the students in the use of written English. The best judge to talk about the performance of the students in the use of written English is none other than the English teacher. The questionnaires contain the items to collect information regarding various types of classroom activities such as oral activities, mechanics of hand writing, time allotted for written exercises, types of written exercises, evaluation of writing skills, and guidance in writing.

Questionnaires to Heads of Institutions

A questionnaire was designed for the heads of the institutions to collect the information regarding the independent variables included in the investigation. The information related to the school such as name of the school, location of the school, management of the school, type of the school, medium of instruction in the school, physical facilities available in the school, strength of the school, to know the teacher-pupil ratio, instructional facilities in the school, procedures of evaluation adopted in the school, library facilities in the school, and co-curricular activities conducted in the school were all solicited.
Collection of data

A Competency based achievement test to measure the competency based achievement of the secondary school learners, an English language usage inventory to know the use of written English in day to day situations and a Personal data sheet to collect the information regarding their family were administered to all the secondary school learners.

Questionnaires were administered to the heads of the institutions to get information about the school related variables. Questionnaires were administered to the secondary school teachers of English to obtain information related to the classroom related activities.

Scoring and Analysis of data

The score obtained by the student in the competency based achievement test was taken as the competency based achievement score of the student in English. The responses given by the students in the English language usage inventory were converted into numerical scores and the total score obtained by the student was considered as the total use of written English in the day to day activities. The sum of the competency based achievement test score and the score on the English language usage inventory was taken as the performance of the students in written English.

Experimental study

Based on the needs identified in the first phase of the investigation a training programme to develop the competencies required for written English.
among the secondary school learners was devised to conduct the second phase of the investigation: the experimental study.

Sample

The experiment was conducted in a selected secondary school in Trupati spread over a period of two months. The experimental sample consisted of sixty students of class IX. The competency-based achievement test was administered to the experimental sample of students and the pretest scores were tabulated to know the entry behaviour of the students. The sixty IX class students of the experimental school were divided into two identical groups based on their pretest scores. The experimental group 1 and experimental group 2 consisted of 30 students each. The investigator handled about 80 periods adopting traditional method for group 1 and communicative approach for group 2. It was ensured that identical aspects were taught to both the groups with the same zeal and commitment without any experimental bias.

Experiment

A writing package was developed to conduct the experiment. It was organized on the principles of communicative approach to develop the communicative competence in written English among secondary school learners. It consists of communicative exercises related to spelling, vocabulary, punctuation, grammar, and composition to promote communicative competence in written English.

The instructional model in the writing package was based on the 5 steps viz. Introduction, Presentation, Practice, and Evaluation. The instructional
material in the writing package was taught to the students of class IX for eight weeks

The pretest and post test scores on the competency based achievement test and English language inventory were the data gathering devices for both the experimental groups in the experimental study. At the end of the training programme a posttest was administered to measure the competencies of the students in their written English for both the experimental groups.

Analysis of Data

The data collected using the questionnaires competency based achievement test and English language usage inventory was statistically analysed using the following techniques:

1) Measures of central tendency
2) Standard deviation
3) ANOVA and t test
4) $\chi^2$ test

5.6 Findings of the study

The significant findings which have emerged in the course of the investigation conducted by the researcher are as follows:

1) The competency based achievement of students is just average and the ability to use written English is below average.
2 There is a significant difference among the three groups of students hailing from rural, semi-urban, and urban areas with regard to their competency based achievement. Among the three groups, the achievement of rural students was the least, and that of urban students was the highest.

3 There exists a significant difference between the students studying in government schools and private schools with regard to their competency based achievement. The achievement of students in private schools was relatively higher than the students studying in government schools.

4 It is found that competency based achievement of students is significantly dependent on the type of school. The achievement of students in unisex schools is better than that in co-education schools. It is found that girls studying in girls schools are on par with the boys studying in boys schools.

5 The mean competency based achievement of students studying in English medium schools was found to be significantly higher than that of students studying in Telugu medium schools.

6 There is a significant difference among the three groups of students residing in rural, semi-urban, and urban areas with regard to English language usage inventory. The urban students were better than the other groups of students in their ability to use written English.
There exists a significant difference between the students studying in government schools and private schools with regard to their use of written English. The ability of the students to use written English studying in private schools was fairly more than the students studying in government schools.

It is found that the students' ability to use written English is significantly dependent on the type of school. The use of written English of the students studying in unisex schools is better than the students studying in coeducation schools.

The medium of instruction in the school significantly influences the use of written English of the students. The mean ability of the students studying in English medium schools was found to be significantly higher than that of the students studying in Telugu medium schools.

It is found that the performance of the students in written English is significantly dependent on the physical facilities available in the school. The performance of students in written English in schools with adequate facilities was high when compared to those students studying in schools with poor facilities.

There exists a significant association between the strength of the school and the performance of the students in written English. The strength of the school gives an idea about the teacher-pupil ratio. If the teacher-pupil ratio is 1:30 then the teacher will be able to cater to the needs of
the students and improve the performance of the students in written English.

12 The instructional facilities in the school significantly influence the performance of the students in written English. The performance of students in written English was high in schools with adequate instructional facilities.

13 There is a significant association between the procedures of evaluation adopted in the school and performance of students in written English. The performance of students was better in the high group of schools where the evaluation procedures were done in time as it motivates the students for further progress.

14 There exists a significant association between the library facilities in the school and the performance of the students in written English. The performance of the students in written English was more in schools where there were adequate library facilities available to the students. Adequate library facilities develop good reading habits among the students and thereby influence the performance of the students in written English.

15 There is a significant association between the co-curricular activities conducted in the school and the performance of students in written English. In schools where ample number of co-curricular activities were conducted the students exchanged their ideas freely and were better in their communicative skills.
There is a close association between the social status of the family and the performance of the students in written English. Higher the status of the family to which the students belong higher is the performance of the students in written English.

There is a significant association between the educational level of parents and the performance of students in written English. It is quite natural that the educational level of parents influences the performance of the students in written English as they are in a position to offer guidance to their children. Higher the educational qualifications of the parents higher is the performance of the students in written English.

There exists a significant association between the occupational level of parents and the performance of students in written English. Higher level of occupation of the parents creates a positive attitude towards education and conducive atmosphere at home which influences the performance of the students in written English.

There is a significant association between the income of the family and the performance of students in written English. Generally high income group of families possesses more academic bent of thinking and hence provides more facilities to their children for learning to take place at home which influences the performance of the students in written English.

There is a significant association between the size of the family and the performance of students in written English. Larger the size of the family greater is the interaction.
21 The students exposed to communicative approach performed well in their competency based achievement test and were better in the use of written English.

22 The retention ability of the students who were exposed to communicative approach was more than that of those exposed to traditional approach.

5.7 Conclusions of the study

From the above findings the following conclusions have been drawn out in the present study.

1. The locality has a significant bearing on the students' competency based achievement and ability to use written English as the urban students are more exposed towards English language.

2. The type of management of the school influences the competency based achievement of the students and their ability to use written English.

3. The type of school has a significant impact on the students' Competency based achievement and ability to use written English as the unisex schools are more conducive.

4. There is no gender difference among the students with regard to their Competency based achievement and the ability to use written English.
6. The medium of instruction in the school has a direct impact on the competency and ability to use written English.

6. There is a close positive association between the physical facilities in the school, teacher-pupil ratio, instructional facilities in the school, procedures of evaluation adopted in the school, library facilities in the school, and performance of students in written English.

7. There is a close positive association between the social status of the family, educational level of parents, occupation of parents, income of the family, and the students' performance in written English.

8. The strategy developed during the training programme was very effective in improving the performance of the students in written English and their retention ability.

5.8 Educational implications of the study

The study may be termed as a significant attempt in the direction of the English language teaching in Andhra Pradesh. In the sense that the results and findings would be quite useful for secondary school teachers of English.

The following are the educational implications derived from the findings of the study:

1. The study has revealed the fact that spelling of learners' communicative needs and then providing instructions to the learners can help the learners maintain and increase their interest in learning English.
2 Both Communicative Approach and the Traditional Method help in bringing about a significant change in the performance of the students in written English, but Communicative Approach is more effective.

3 Exposure to the real language helps the learners to be accurate, appropriate, and communicatively competent.

4 The study makes it crystal clear that the Communicative Approach is more effective in developing the Communicative Competence in written English among the secondary school learners.

5 Informal atmosphere facilitates learning in classrooms. The learners are more receptive and responsive when the teacher plays the role of a participant in the language learning tasks.

6 It is also brought out from the investigation that the use of group work and group discussions help the learners develop communicative competence. Pictures, charts, cutouts of magazines and newspapers stimulate their interest in learning to communicate.

7 The study suggests that the pre-and in-service teachers should be oriented towards the techniques of the Communicative Approach.

8 The study suggests that the secondary school learners taught through Communicative Approach improve their spelling, vocabulary, punctuation, grammar, and letter writing in written English and thereby develop communicative competence in written English.

9 The study reveals that the secondary school learners taught through Communicative Approach improve their art of composing essays describing persons and places, writing down invitations, greetings, and good wishes in written English and develop communicative competence in written English.

10 The English Language Teachers are suggested to follow the Communicative Approach to develop spelling, vocabulary, punctuation, grammar, letter writing, and essay writing among the secondary school learners to improve their communicative competence in written English.
5.9 Suggestions for further research

No research is ever accomplished totally. The more one probes, the many are the aspects one has to consider. Obviously, the investigator could not examine many facets of the problem for the fear of expanding it endlessly. The present study was an effort to develop secondary school learners communicative competence in written English. The results of the present study suggest certain points for further study and inquiry which are follows:

1. To develop learners' communicative competence in spoken English in social contexts.
2. To find out the comparative efficacy of the Traditional Method and Communicative Approach in developing Communicative Competence in spoken and written English.
3. Replication of the study may be done with different samples and at different grade levels.
4. Similar study may be conducted with Telugu medium school learners.

5.10 Conclusion

As the name of the chapter indicates it provides a brief review of the present investigation that was undertaken. It specifies the need for the study objectives of the study, variables selected in the study, hypotheses formulated in the study, methodology of investigation, findings emerged in the investigation, conclusions drawn in the study, and educational implications of the study and suggestions for further research.