CHAPTER - V

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SUMMARY, CONCLUSIONS AND SUGGESTIONS

5.1 Summary:

English, being a very important language, is a compulsory subject in the schools of all mediums till +2 level. The Indian Education Commission of 1966 also recognized the importance of English in this statement, “English should be the most useful library language in higher education.” Due to globalization, the importance of English is increasing day by day. The competency in English is very essential to survive in this world of competition.

Pandit Nehru correctly said, "English is our major window on the modern world." (Pathak (1975) p.6) It is the passport to get the employment. Due to this, it should be studied with proper care and attention. The students of Urdu medium schools face many difficulties in getting through examinations and acquiring the basic skills of learning English as a language of communication.

The students of Urdu medium are not well exposed to English as far as spoken aspect is concerned so they lag behind in this language and ultimately in total education too.

Urdu medium students may have good knowledge of the subject but they are unable to communicate or express themselves effectively in English. They can not present themselves confidently during interviews, discussions, debates and other essential daily communications.

If due exposure is given to spoken English for Urdu medium students, it will be useful for them in their studies of std IX and X and for further education also.

The theory of identical components by Thorndike and later supported by Woodworth can be used to improve the spoken English of Urdu medium students. This theory states that the transfer from one situation to another is possible to the extent that there are common or identical elements in the situations so there is the possibility of transfer from listening skill to speaking skill to the extent that there are identical components like use of vocabulary, pronunciation, comprehension etc. These components are identical in both the skills. The aims, habits and interest in the
situations also facilitate the learning process.

Communicative approach is such an innovation in the field of language learning which helps to develop the communicative abilities. It also increases accuracy and spoken fluency in language. As this approach is child centered, it helped the students of Urdu medium to overcome the difficulties in spoken English. The functional use of language in communicative approach led towards better interaction and communication in English. The students were exposed to communicative approach based activities and significant development in their spoken English was observed.

5.1.1 Need and importance of the study:

The researcher works for the betterment of Muslim community and the educational development of the students of the same. While working with them, the researcher came across the students taking education in Urdu medium and facing difficulties in speaking English. While speaking in English, lack of confidence and lack of sufficient vocabulary was observed by the researcher. This was mainly due to insufficient practice of English speaking among these students. It was also observed that they were reluctant to communicate in English. This seems to be an outcome of the family and social background of the students taking education in Urdu medium. They were from such Muslim families where there was rarely an opportunity of getting an exposure for English speaking as parents were not properly educated and engaged in household works or small scale business.

The students of std. VIII are the students ready to go for IX and X std. where they will be in need of getting good marks and communicative skills also for their further studies. If they get a chance to undergo such a programme at this stage, their confidence will increase and will be helpful in other achievements. They will get enough time in their further schooling of IX and X std. to work on the programme and acquire the essential confidence in spoken English. This will be useful for them in taking further education and selecting the stream after std. X etc.

Due to some misconceptions, Muslim people consider Urdu as their mother tongue and prefer to take education in Urdu medium schools but enough educational outlets are not available for Urdu medium students at +2 stage and degree level so
they have to opt for English as a medium of instruction for higher education. At this level, they face problems in communication with the students of various mediums. If they get some opportunity to improve their spoken skills, they will overcome such problems and easily take higher education.

With this background, the researcher thought if one builds confidence by providing maximum practice in spoken English with the help of activity based programme at Std. VIII level, it would not only help them for their further studies but also assist them in their future career and for coming in main stream of the society.

5.1.2 Review of Related Literature and Research:

Researcher studied all the essential sources to make the base of the present study maximum perfect. The review of related literature and research enabled the researcher to state the objectives, hypotheses, and other necessary details in precise manner. It also guided the researcher for finalizing methodology, selecting proper sampling method and preparing the tools for the research. The review taken proved to be helpful in preparing and implementing the programme and analysis of data also.

Researcher studied 1 report, 7 books, 10 academic papers, 7 M.Ed. Dissertations. 1. M.Phil. Dissertation, 5 Ph.D. Theses and 3 independent studies for reviewing the related literature and research.

The review enabled the researcher to get acquainted with following points:

- This review cleared basic concepts regarding educational status and needs of Muslim community.
- M.Ed. studies regarding language skills in English, Marathi and Hindi were more than Ph.D. studies which were less in number, which stressed need to undertaking such research in language development on Ph.D. level.
- Many studies were carried out in countries like Iran, Pakistan, China, Saudi Arabia etc. Considering this point, there is a need of undertaking such studies in India.
- The articles reviewed talked about the need and use of communicative approach in improving spoken fluency in English. Few articles were about the
entire scenario of educational status of Muslim community in India, giving a vivid picture of the need of present study to the researcher.

- Out of all the research studies, many were undertaken by survey method and rest were by experimental method. Rarely it was noted that combination of both survey and experimental method was adopted for the study. There was only one such research found. It enabled the researcher to select this method which helped the researcher to overcome the limitations of a single method and to use the advantages of both the methods to make the present study most accurate.

- The review also helped the researcher to understand the condition of teachers in Urdu medium schools for Marathi and English language and their language proficiency and the causes of the same.

- The review helped the researcher to get acquainted with the fact that the medium of instruction proves to be dominant as far as acquisition of other language skills is related. Most of the studies undertaken for M.Ed. stressed this aspect.

- This review stressed a great need to undertake studies in improvement of speaking skills.

5.1.3 Statement of the Problem:

To Develop A Communicative Approach based Programme In "Spoken English" for Urdu medium students of Std. VIII and find its effectiveness.

5.1.4 Operational Definitions:

1) Effectiveness: The intended change in the form of improved scores in spoken English of Urdu medium students of std. VIII due to implementation of developed programme.

2) Communicative Approach: Communicative Approach is the latest innovation in the field of language learning which tries to develop accuracy along with fluency in speaking and lays emphasis on the principles of
communication in language.

3) **Programme:** A plan of series of activities based on Communicative Approach for improvement in spoken English of Urdu medium students.

4) **Spoken English:** Using functional English confidently and correctly with meaningful communication while speaking with others.

5) **Urdu Medium Students:** The students who have taken Urdu as the medium of instruction for their studies in school subjects.

6) **VIII Standard:** The class in which students are admitted after passing VII standard according to the syllabus of SSC board.

5.1.5 **Objectives:**

1) To find out the difficulties of Urdu medium students of Std. VIII in spoken English.

2) To develop the communicative approach based programme in spoken English for Urdu medium students of Std. VIII.

3) To study the effectiveness of developed programme in spoken English for Urdu medium students of Std. VIII.

4) To study the effectiveness of developed programme in spoken English for Urdu medium female students of std. VIII.

5) To study the effectiveness of developed programme in spoken English for Urdu medium male students of std. VIII.

6) To study the gender wise difference in the improvement in spoken English for Urdu medium students of std. VIII.

5.1.6 **Hypotheses:**

5.1.6.1 **Research Hypotheses:**

1) There will be a significant difference in spoken English of Urdu medium male and female students of Std. VIII before the implementation of spoken English programme based on communicative approach.

2) There will be a significant improvement in spoken English of Urdu medium students of Std. VIII after the implementation of spoken English programme based on communicative approach.
3) There will be a significant improvement in spoken English of Urdu medium female students of Std. VIII after the implementation of spoken English programme based on communicative approach.

4) There will be a significant improvement in spoken English of Urdu medium male students of Std. VIII after the implementation of spoken English programme based on communicative approach.

5) There will be a significant difference in mean gain score of male and female students of Urdu of Std. VIII in the improvement of spoken English after the implementation of spoken English programme based on communicative approach.

6) There will be a significant difference in spoken English of Urdu medium male and female students of Std. VIII after the implementation of spoken English programme based on communicative approach.

5.1.6.2 Null Hypotheses :-

1) There will be no significant difference in spoken English of Urdu medium male and female students of Std. VIII before the implementation of spoken English programme based on communicative approach.

2) There will be no significant difference in pre test and post test scores in spoken English of Urdu medium students of Std. VIII after the implementation of spoken English programme based on communicative approach.

3) There will be no significant difference in pre test and post test scores in spoken English of Urdu medium female students of Std. VIII after the implementation of spoken English programme based on communicative approach.

4) There will be no significant difference in pre test and post test scores in spoken English of Urdu medium male students of Std. VIII after the implementation of spoken English programme based on communicative approach.

5) There will be no significant difference in mean gain score of male and female students of Urdu medium students of Std. VIII in the improvement in spoken English after the implementation of spoken English programme based on communicative approach.
6) There will be no significant difference in spoken English of Urdu medium male and female students of Std. VIII after the implementation of spoken English programme based on communicative approach.

5.1.7 Variables:

1) **Independent variable**: A communicative approach-based programme developed in spoken English, based on the needs of Urdu medium students of std. VIII.

2) **Dependent variable**: Achievement scores in Post test.

5.1.8 Assumptions:

1) Urdu Medium students face difficulties in spoken English. (Bilal (n.d.) Retrieved July 1, 2014 p8)

2) There is a lack of proper guidance in spoken English due to scarcity of trained and skilled teachers. (Firoz Bakht (n.d.) Retrieved June 13, 2009 p1), (Bilal (n.d.) Retrieved July 1, 2014 p4)

3) Enough exposure is not available for daily practice of spoken English in schools and at homes for Urdu medium students. (Bilal (n.d.) Retrieved July 1, 2014 p9)

5.1.9 Scope:

1) This research included both boys and girls of Urdu medium schools of Pune and Pimpri Chinchwad Municipal Corporation area.

2) This research included all Urdu medium schools of Pune and Pimpri Chinchwad Municipal Corporation area.

5.1.10 Limitations:

1) Aspects like interest, span of attention, motivation, fatigue, etc. were beyond the control of the researcher.

2) Use of mother tongue of the students out of classroom was beyond the
control of the researcher.

5.1.11 Delimitations:

1) This research was delimited to the students of Std. VIII only.
2) This research was delimited to Urdu medium students only.
3) This research was delimited to spoken aspect of English communication only.

5.1.12 Methodology: Mixed Method

1) Survey Method.
2) Experimental Method.

Researcher used survey method for finding out the difficulties in spoken English of Urdu medium students of Std. VIII. This survey was carried out in Urdu medium schools of Pune and Pimpri Chinchwad Municipal Corporation area. Researcher conducted survey for teachers, parents and students.

Researcher used the experimental method to find out the effectiveness of a need based programme developed in spoken English for Urdu medium students of Std. VIII. Researcher conducted experiment in Haji Abdul Kadar Memon Urdu High School, Katraj, Pune.

5.1.13 Population and Sample:

- **Population:** The students of Urdu medium studying in Std. VIII in Pune and Pimpri Chinchwad Municipal Corporation, area.

- **Sample:**

  For Survey:
  
  - 300 Urdu medium Students of std. VIII.
  - 25 teachers.
  - 100 parents.
• **For Experiment:**
  - 60 Urdu medium students of Std. VIII.

• **Method of Sampling:** Researcher used Convenience and Incidental Sampling method for the present study.

• **Experimental Design:**

  One Group Pre Test - Post Test Experimental Design was used for the present research.

  \[ O_1 \times O_2 \]

  \[ O_1 \text{ Pre test} \quad O_2 \text{ Post test} \]

5.1.14 **Tools for the study:**

1) **Questionnaire:** Researcher used questionnaire to find out the specific difficulties of Std. VIII Urdu medium students. Researcher prepared questionnaires for the students, parents and teachers.

2) **Pre test:** Researcher conducted Pre test on the sample of the experiment for exploring the existing condition of spoken English among those students.

3) **Programme:** Researcher prepared a communicative approach based programme in spoken English for Urdu medium students of std. VIII.

4) **Post test:** Researcher conducted Post test to find out the effectiveness of a programme developed in spoken English for Urdu medium students of Std. VIII.

5) **Statistical Tools:**
  - Percentage
  - t- Test
5.2 Findings:

1) 56% parents told that their children speak in English while 44% told that their children do not speak in English.

2) 29% parents told that their children speak English with them while 71% parents said that their children do not speak English with them.

3) 85% parents face difficulties in speaking English with their children while 15% do not.

4) 38% parents help their children in English studies, 62% parents do not and 35% parents satisfy queries if asked in English while 65% do not.

5) 55% parents give their children an opportunity to speak in English while 45% do not.

6) 86% parents responded that English teachers in schools provide opportunities of speaking in English to their children while 14% responded negatively.

7) 85% parents responded that schools provide opportunities to improve spoken English while 15% responded negatively.

8) 19% parents send their children to spoken English classes while 81% parents do not and 74% parents find the fees of these classes unaffordable while 26% find it affordable.

9) 65% parents told that their wards take interest in English speaking while 35% said that their wards do not take interest in English speaking.

10) 73% parents encourage their children to read English newspaper while 27% do not.

11) 78% parents encourage their children to listen to English news for improving spoken English while 22% do not.

12) 49% parents provide extra reading material in English to their children while 51% do not.

13) 80% parents told that English teacher of their children discuss the difficulties in spoken English faced by the children with them while 20% parents said that English teacher of their children do not discuss such difficulties with them.
82% parents told that English teachers also discuss the reasons behind these difficulties while 18% teachers do not.

14) 33% parents told that better spoken English can give better education 28% opined for better career, 24% opined for better life standard while 15% opined for better financial gain.

15) 33% parents said that their children are weak in vocabulary, 17% replied for sentence construction, 32% replied for pronunciation while 18% said that their children are weak in confidence.

16) 33% parents said that financial conditions are responsible for the weak spoken English of their children, 21% replied for educational conditions, 21% replied for social conditions while 25% blamed linguistic conditions of Muslims as minority.

17) 45% parents expect that school should arrange for spoken English classes, 22% expect that school should make available learning materials, 21% expect that school should provide maximum opportunities for spoken interaction while 12% parents expects that school should arrange some competitions to motivate the children.

18) 45% parents expect that teachers should create confidence in the child. 28% expect that teacher should arrange the class for maximum spoken interactions. 18% expect that teacher should erase fear from the mind of children while 9% expect that teacher should tell the benefits of spoken English again and again to the children.

19) 16% parents said that their children should try to speak in English for maximum time. 25% told that children should correct themselves as per the guidance of the teacher. 37% parent told that their children should keep away the shyness while 22% said that children should participate in maximum activities for improving spoken English.

20) 44% parents take feedback of child’s progress in spoken English by visiting schools and English teachers, 22% parent by attending parents meetings, 19% parents depend upon the feedback given by the child while 15% parents depend upon the letters form the schools.
21) Parents were in favour of learning spoken English for better career and jobs, good higher education, admission in good colleges, better life standard and money and personality development.

22) Parents selected Urdu as a medium of instruction for their children as they think that it is a language of religion, due to social conditions it is considered mother tongue of Muslims.

23) 15% students need spoken English for interactions with friends 52.30% students need spoken English for interactions with teachers. 6.33% need it for interacting with vendors in markets. 20.70% use it for casual interaction with people while 5.67% students did not respond.

24) 62.70% students said that they get an opportunity to use spoken English outside the school, 35.70% said no while 1.60% do not responded. 44.70% students use spoken English outside the classroom, 53.70% do not use while 1.60% did not responded to this.

25) 39.70% students use spoken English outside the classroom for making requests, 4.30% use it for making suggestions, 10% use it for asking questions, 14.30% use it for giving orders while 31.70% students did not respond.

26) 32.70% students read English newspapers while 67.30% do not read English newspapers. 23% students read Times of India, 07% read Indian Express. 1.60% read DNA, 0.70% read NIE while 67.70% did not respond.

27) 80% students read English books or magazines, 19% do not read while 1% did not respond only. 21.40% students read short story books, 5.30% read comics, 50.30% textbooks only. 7.30% read school magazines while 15.70% did not respond.

28) 35.70% students listen English programmes/news on radio, 63% do not listen such programmes/news and 1.30% did not respond only. 60% students listen to English programmes/news on television while 39.30% do not. 0.70 only did not respond.

29) 73.30% students told that their parents motivate them for speaking in English at home, 26% students told that their parents do not motivate them for speaking in English at home while 0.70% did not respond.
23% students said that their parents motivate them for speaking in English by providing learning materials 15% replied in favour of paying fees of spoken English classes, 19% replied in favour of parents speaking in English with children while 19.30% students said their parents opt of none of the above options 23.70% did not respond.

64.70% students face difficulty in reading English in front of the class while 35.30% do not.

86% students face difficulty in interacting with their English teacher while 14% do not.

99.70% students told that their English teacher motivate them for speaking in English while 0.30% students told that their English teacher does not motivate them for speaking in English.

26.70% students told that their teachers motivate them to speak in English by speaking in good English 23.30% students told that their teacher make them listen to good English. 34.70% students told that their teacher provides maximum opportunities for English speaking. 13% said their teacher arranges co-curricular activities to improve spoken English while 2.30% did not respond.

43.70% students told that their parents allow them to attend spoken English classes outside the school while 56.30% replied that their parents do not allow them to attend spoken English classes outside the school. 74.30% students told that their parents find it difficult to pay the high fees of spoken English classes while 22.70% said that their parents find no difficulty in paying fees of these classes 03% students did not respond.

17.70% students told that parents meet their English teacher once in a term, 49.70% said that the parents meet their English teacher on open day only, 09% said that the parents meet their English teacher generally on call while 22% students parent never meet the English teacher of their child 1.60% did not respond.

93.30% students find it difficult to select proper words while speaking in English and 6.70% do not find such difficulty. 91.30% students responded that they face difficulty in sentence construction while speaking in English while
7.70% students said that they do not face any difficulty in sentences construction while speaking in English. 1% did not respond.

38) 82.30% students have a problem of proper pronunciation while 17% students do not have such problem. 0.70% did not respond.

39) 81.70% students face problem of confidence while speaking in English while 18.30% do not face such problem.

40) 82.70% students said that they have a fear of making mistakes while speaking in English 15.30% students said that they do not have fear of making mistakes. 02% did not respond.

41) Good education, good job, better life, good communication, good future, good career are some of the advantages of speaking good English mentioned by students of Urdu medium.

42) 16% teachers said that students of Urdu medium are reluctant to speak in English. 36% teachers said that they don’t speak properly. 44% teachers were of the opinion that students lack confidence while speaking in English. 4% said that mother tongue influences while students speak in English.

43) 100% teachers accepted that Urdu medium students lag behind in spoken English when compared with English medium students. 16% teacher consider that influence of the regional language is responsible for this. 36% said that Urdu medium students face lack of opportunities. 28% teachers said that it is due to non-supportive family background while 20% said it is due to lack of confidence.

44) 96% teachers agreed that the parents of Urdu medium students find it difficult to pay attention towards spoken English of their child while 4% disagreed with it. 32% teachers held lack of education responsible for this, 36% teacher said it is an outcome of lack of awareness, 20% held weak financial background responsible for this while 12% said it is due to lack of time.

45) 60% teachers said that educational background of the family is responsible for weak spoken English of Urdu medium students 20% said it is an outcome of financial background of the family, 08% held social background of the family
responsible for this while 12% teachers said it is due to linguistic background of the family.

46) 56% teachers conduct extra classes for the improvement of spoken English of Urdu medium students, 04% teachers provide necessary learning material, 40% teachers create extra opportunities of speaking English in the class while no teacher provides psychological support to the students.

47) 100% teachers said that prescribed textbooks of std. VIII. provide opportunities for improvement of spoken English. 40% teachers said that pair interactions are suggested in the text book. 28% said that group interactions are suggested the textbook. 32% teacher said that students are given chance to speak in front of the class through the activities included in the textbook. No teacher said that there are places to interact with teachers.

48) 32% teachers said that Urdu medium students lack the confidence while speaking in English, 28% said that they do not get enough opportunities. 24% said that there is an influence of mother tongue or regional language while 16% teachers said that they have fear or English in their minds.

49) 84% teachers agreed that spoken English of Urdu medium students is directly related with their higher education while 16% disagreed.

50) 88% teachers said that reading abilities are directly related with spoken English while 12% said that reading abilities are directly related with spoken English with respect to vocabulary, 24% said that it is related with respect to sentences construction 32% said, it is pronunciation that relates reading with speaking while no one related it with speed of delivery.

51) 48% teachers said that they conduct story telling in the classes to improve spoken English of Urdu medium students. 20% conduct language games. 28% teachers take picture description in classes while 04% teachers make them listen model speech.

52) 96% teachers agreed that Urdu medium students lack confidence while speaking in English while 04% disagreed.

53) 84% teachers agreed that Urdu medium students fall short of vocabulary while speaking in English 16% disagreed with this.
80% teachers said that they are reluctant to speak in English while 20% said no to this.

100% teachers agreed that family background affects spoken English of Urdu medium students.

72% teachers said that reading and writing of Urdu is somehow related with their spoken English. While 28% said this is no such relation.

24% teachers said that improper pronunciation is one of the common errors in spoken English of Urdu medium students. 60% teachers said it is improper use of vocabulary, 16% said that it is use of tense while no one said that it is improper use of stress and intonation.

Teachers mentioned that they use innovative ideas like pre-recorded stories, language games, story telling. These ideas are not so new now as day. Nothing exceptional was mentioned by these teachers.

Teachers conduct drill work, word building games, puzzles, dialogue games as an exercise.

Teachers identify the reasons behind weak spoken English of Urdu medium students like their family and social background impact of mother tongue etc. Nothing different was mentioned.

Teachers find it difficult to erase that impact of Urdu while improving spoken English of Urdu medium students as Urdu is taken as mother tongue and language of religion by Muslims.

Teachers agreed that good spoken English can open doors of better education and better career.

There was a significant improvement in spoken English of Urdu medium students of std. VIII after the implementation of the developed programme using communicative approach.

There was a significant improvement in spoken English of Urdu medium female students of std. VIII after the implementation of developed programme using communicative approach.
65) There was a significant improvement in spoken English of Urdu medium male students of std. VIII after the implementation of developed programme using communicative approach.

66) There was no significant difference in the improvement of spoken English of girls and boys before and after the implementation of developed programme using communicative approach.

5.3 Conclusions:

The researcher analyzed and interpreted the data and accordingly major conclusions drawn are given below.

1) Parents and teachers agree with the fact that better spoken English will provide better opportunities for education and career to Urdu medium students.

2) Most of the Urdu medium students do not read English newspapers.

3) Majority of Urdu medium students read their English text book only when compared with other reading material in English.

4) Many of them do not listen English news or other programmes on radio but majority of Urdu medium students listen to English news or other programmes on television.

5) Maximum English teachers teaching English in Urdu medium schools motivate their students to speak in English.

6) Majority parents do not allow their children to attend spoken English classes outside the school due to the high fees of such classes.

7) Many Urdu medium students face problems of vocabulary while speaking in English.

8) English teachers in Urdu medium schools admit that their students lag behind in spoken English when compared to the students of other mediums.

9) English teachers in Urdu medium schools agree that prescribed text books provide opportunities for improving spoken English.
10) Family background of Urdu medium students affect their performance in spoken English.

11) The programme developed for improvement of spoken English of Urdu medium students was effective.

12) Gender does not make difference as far as improvement in spoken English is concerned.

5.4 Suggestions for further studies:

1) Similar programme could be developed for other vernacular medium students.

2) A programme for improvement of writing skills in English of Urdu medium students could be developed.

3) A programme for improvement of spoken English of +2 stage students of Urdu medium could be developed.

4) A programme for improvement in writing and speaking skills in Marathi for Urdu medium students of Maharashtra could be developed.

5) Similar programme for improvement of spoken English of rural area students could be developed irrespective of their medium of instruction.

6) A programme for improvement of spoken English of Urdu medium students could be developed for the larger area.

7) A programme for improvement of spoken English of Urdu medium teachers could be developed.

5.5 Epilogue:

Thirst for knowledge is the special feature of mankind. One should always try to expand and enhance his/her knowledge by continuous and consistent efforts in the same direction. Researcher would like to conclude with the note that efforts for improvement in spoken English of Urdu medium students is one side of the coin. The benefits of the same for taking entire Muslim community in the main stream of social process are more important. In this age of cut throat competition while progress of the
nation is prime concern, progress of this community is also the part and parcel of progress of entire nation. To achieve this, conducting such programmes for improvement in spoken English is a very small step. We need to work on other aspects of academic improvement of these students to make them capable citizens of future India. Social reform and improvement of any community is like an unfinished sentence and always a word or two can be added to it. Such efforts to improve educational status of minority students will prove as a word or two in the unfinished sentence of improvement.