Chapter VII

Discussions
CHAPTER VII

Discussion

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CHAPTER VII
DISCUSSION

7.1.0 Introduction

The results and interpretation are given in the previous chapter. The present chapter is devoted to the discussion of findings of this study. This has been done under appropriate chapter.

7.2.0 Finding

The following are the findings of this study:

1. CORRELATIONAL STUDIES

- All the indices of Correlation between scores in Phonology & Morphology, Phonology & Semantics as well as Phonology & Syntax have been found significant attributing positive relationship.

- Coefficient of Correlation between scores in Morphology & Semantics as well as Morphology and Syntax have been invariably estimated to be consistently higher beyond .01 level showing positive relationship.

- Coefficient of Correlation between score in Semantics & Syntax have been found to be significant attributing positive relationship.
2. INTERACTIONAL STUDIES

- The main effects of Grade and SES on the Receptive and Locale on the Receptive and Expressive skills have been found highly significant whereas the Interactional Effect of (Grade x Locale) has been found insignificant.

- The main effect of Grade and SES on the Receptive and Expressive skills of spoken english have been found to be highly significant whereas the Interactional Effect of (Grade x SES) on Receptive and Expressive skills has been found moderately significant.

- The main effects of Grade and Parental Education on the Receptive and Expressive skills have been found highly significant whereas the Interactional Effect of (Grade x Parental Education) has been found moderately significant.

- The main effects of Socio Economic Status and Locale as Receptive and Expressive skill have been found highly significant whereas the Interactional Effect (SES x Locale) have been found moderately significant.

- The main effect of Parental Education and SES on the Receptive and Expressive skill of spoken english have been found to be highly significant whereas the Interactional Effect of (Parental Education & SES) has been found insignificant.

- The main effect of Sex and Receptive & Expressive skills have been found to be highly significant whereas the Interactional Effect of (Sex x Receptive & Expressive skills) has been found insignificant.
3. DIFFERENTIAL STUDIES

The following are the findings of this study:

The prelearners of Grade II exhaled the prelearners of Grade I in receptive as well as expressive skills of spoken English.

- The Male and Female prelearners (P.P.I + P.P.II) did not show any Sex difference in their Receptive as well as Expressive skills of spoken English.

- HIG/Posh Locale prelearners (P.P.I + P.P.II) scored higher mean than MIG/crowded and LIG/Janata Locale prelearners in their receptive as well as expressive skills of spoken English.

- HIG/Posh prelearners showed a high level of significant difference with LIG/Janata prelearners both in receptive and expressive skills.

- The prelearners of MIG/crowded Locale differed significantly with prelearners of LIG/Janata Locale in their Receptive as well as Expressive skills of spoken English.

- The prelearners of Post Graduate Parents differed significantly from prelearners of Graduate, Matric and Non-Matric Parents in their Receptive as well as Expressive skills of spoken English.

- There exists no difference between prelearners (P.P.I+P.P.II) of Graduate and Matric parents in their Receptive and Expressive skills of spoken English.

- The prelearners of Graduate Parents showed higher mean scores than Non Matric Parents in their Receptive and Expressive skills.

- The prelearners of Matric Parents scored higher mean than prelearners of Non Matric Parents in their Receptive and Expressive from of spoken English.

- The prelearners with High SES exceed in their Receptive and Expressive skills to prelearners with Average and low SES.
• The prelearners with Average SES scored higher mean in their Receptive and Expressive skills than prelearners with Low SES.

• The prelearners of Grade II exhaled the prelearners of Grade I in Phonology.

• The Male & Female P.P.I prelearners do not show any significant difference in Phonology.

• The Female P.P.II prelearners exceed the Male in Phonology.

• The P.P.I prelearners of Posh Locale differed significantly from prelearners of MIG and LIG Locale in Phonology.

• The P.P.II prelearners of Posh Locale differed significantly from prelearners of MIG & LIG Locale in Phonology.

• The P.P.II prelearners of Posh/HIG Locale differed significantly from prelearners of MIG/crowded and LIG/Janata Locale in Phonology.

• The variation between the means of PPI prelearners in Phonology is more between HIG & LIG, MIG & LIG Locale than HIG & MIG Locale.

• The P.P.II prelearners staying in HIG/Posh colony showed high scores in Phonology than the prelearners of MIG/crowded & LIG/Janata Locale group. (The Phonological variation between MIG & LIG is Less in comparison to HIG & MIG, HIG & LIG in P.P.II prelearners.)

• The P.P.I prelearners of Post Graduate Fathers differed significantly from P.P.I prelearners of Graduate, Matric and Non Matric Fathers in Phonology. There exists Phonological variation in spoken english between the P.P.I prelearners of Graduate & Matric as well as Matric & Non Matric Fathers.

• There exists no Phonological variation in spoken english between the P.P.I prelearners of Graduate & Matric Fathers.

• The P.P.II prelearners of Post Graduate Father differed significantly from the P.P.II prelearners of Graduate Matric and Non Matric Fathers in Phonology.

• The P.P.II prelearners of Graduate Fathers did not show any Phonological variation to prelearners of Matric as well as Non Matric Fathers.
- There exists no phonological variation in spoken English between P.P.II prelearners of Matric and Non Matric Father.
- The P.P.I prelearners of Post Graduate Mothers show high scores in Phonology than the P.P.I prelearners of Graduate and Matric Mothers.
- The P.P.I prelearners of Graduate Mothers show high score in Phonology than the P.P.I prelearners of Matric & Non Matric Mothers.
- The P.P.II prelearners of Post Graduate Mothers exceed in Phonology than the P.P.II prelearners of Graduate Matric & Non Matric Mothers.
- The P.P.II prelearners of Graduate Mothers exceed in Phonology than the P.P.II prelearners of Matric & Non Matric.
- There exist no phonological variations in spoken English between P.P.II prelearners of Matric and Non Matric Mothers.
- The P.P.I prelearners with High Socio Economic Status exceed in Phonology to the P.P.I prelearners with Average and Low SES.
- The P.P.II Prelearners with High Socio Economic Status exceed in Phonology to P.P.II prelearners with Average and Low SES.
- The prelearners of Grade II excelled the prelearners of Grade I in Morphology.
- The Male and Female Grade I and Grade II prelearners did not show any significant difference in Morphology.
- The P.P.I prelearners of HIG/Posh Locale differ significantly from prelearners of MIG/crowded and LIG/Janata Locale in Morphology.
- The variation between the means of the P.P.I prelearners is more between HIG/Posh and MIG/crowded Locale is more than HIG/Posh, MIG/crowded and MIG/crowded, LIG/Janata Locale.
- There exists Morphological variation between the P.P.II prelearners of HIG/Posh and MIG/Crowded, HIG/Posh and LIG/Janata as well as MIG/crowded and LIG/Janata.
- The P.P.I prelearners of Post Graduate Fathers differ significantly from the P.P.I prelearners of Graduate, Matric and Non Matric Fathers in Morphology.
• There exists Morphological variation in spoken english between the P.P.I prelearners of Graduate and Matric as well as Matric and Non Matric Fathers.

• There exists no Morphological variation in spoken english between the P.P.I prelearners of Graduate and Matric Fathers.

• The P.P.II prelearners of Post Graduate Fathers differs significantly from P.P.II prelearners of Graduate, Matric and Non Matric Fathers in Morphology.

• The P.P.II prelearners of Graduate Fathers did not show any Morphological variation to prelearners of Matric as well as Non Matric Fathers.

• There exists no Morphological variation in spoken english between The P.P.II prelearners of Matric and Non Matric Fathers.

• The P.P.I prelearners of Post Graduate Mothers show high scores in Morphology than the P.P.I prelearners Graduate, Matric and Non Matric Mothers.

• There exists no Morphological variation in spoken english between the P.P.I prelearners of Graduate and Matric as well as Graduate and Non Matric Mothers.

• There exists a moderately significant difference between prelearners of Matric and Non Matric Mothers.

• The P.P.II prelearners of Post Graduate Mothers exceed in Morphology than Graduate, Matric and Non Matric Mothers.

• The P.P.II prelearners of Graduate Mothers exceeded in Morphology than Matric and Non Matric Mothers.

• There exists Morphological variation in spoken english between P.P.II prelearners of Matric and Non Matric Mothers.

• The P.P.I prelearners with High Socio-Economic Status exceed in Morphology to the P.P.I prelearners with Average and Low Socio-Economic Status.

• The P.P.I prelearners of Average SES exhaled the low SES in Morphology
• The P.P.II prelearners of High Socio-Economic Status exceed in Morphology to the P.P.II prelearners with Average and Low Socio-Economic Status.

• There exists a moderate significant difference between the P.P.II prelearners of Average and Low SES in Morphology.

• The Prelearners of Grade II exhaled the prelearners of Grade I in Semantics.

• The Male and Female P.P.I as well as the P.P.II prelearners did not show any significant difference in Semantics.

• The P.P.I prelearners of HIG/Posh Locale differ significantly from MIG/crowed and LIG/Janata in Semantics.

• The Locale variation between the means of the P.P.I prelearners in Semantics is more between HIG/Posh and LIG/Janata than HIG & MIG as well as MIG & LIG.

• The P.P.II prelearners residing in posh/HIG colony showed high scores in Semantics than the prelearners of MIG & LIG Locale.

• There exists no Semantics variation in spoken english between the P.P.II prelearners of MIG & LIG Locale.

• The P.P.I prelearners of Post Graduate Fathers differed significantly from the P.P.I prelearners of Graduate, Matric and Non Matric Fathers in Semantic.

• There exists no Semantic variations in spoken english between the P.P.I prelearners of Graduate and Matric Fathers.

• There exists a Semantic variation in spoken english between the P.P.I prelearners of Graduate and Matric as well as Matric and Non Matric Fathers.

• The P.P.II prelearners of Post Graduate Fathers differed significantly from the P.P.II prelearners of Graduate, Matric and Non Matric Fathers in Semantics.
• The P.P.II prelearners of Graduate Fathers did not show any Semantical variation in spoken english to the P.P.I prelearners of Matric as well as Non Matric Fathers.
• There exists no Semantical variation in spoken english between the P.P.II prelearners of Matric and Non Matric Fathers.
• The P.P.I prelearners of Post Graduate Mothers show high scores in Semantics than the P.P.I prelearners of Graduate, Matric and Non Matric Mothers.
• The P.P.I prelearners of Graduate Mothers exhaled the prelearners of Matric and Non Matric Mothers in Semantics.
• There exists no Semantical variations in spoken english between the P.P.I prelearners of Matric and Non Matric Mothers.
• The P.P.II prelearners of Post Graduate Mothers exhaled the prelearners of Graduate, Matric and Non Matric Mothers in Semantical form of spoken english.
• The P.P.II prelearners of Graduate Mothers exhaled the P.P.II prelearners of Matric and Non Matric Mothers in Semantics.
• The P.P.II prelearners of Matric and Non Matric Mothers did not show any Semantical variations in spoken english.
• The P.P.I prelearners with High Socio Economic Status exceed in Semantical form of spoken english to P.P.I prelearners with Average and Low SES.
• There exists a moderate significant difference between the P.P.I prelearners of Average and Low SES in Semantics.
• The P.P.II prelearners with High SES exceed in Semantics to the P.P.II prelearners with Average and Low SES.
• There exists no significant difference between the P.P.II prelearners of Average and Low SES in Semantical form of spoken english.
• The prelearners of Grade II exhaled the prelearners of Grade I in Syntax.
• There exists no significant Sex difference between the P.P.I prelearners in Syntactical form of spoken english.
• There exists no significant Sex difference between the P.P.II prelearners in Syntactical form of spoken English.
• The P.P.I prelearners of HIG/Posh Locale differed significantly from the P.P.I prelearners of MIG/Crowded and LIG/Janata Locale in Syntactical form of spoken English.
• There exists Syntactical variations in spoken English between the P.P.I prelearners of MIG/Crowded & LIG/Janata Locale.
• The P.P.II prelearners of HIG/Posh Locale exhaled the prelearners of MIG/Crowded Locale as well as LIG/Janata Locale in Syntactical form of spoken English.
• The P.P.II prelearners of MIG/Crowded Locale differed significantly from the P.P.I prelearners of LIG/Janata Locale in Syntax.
• The P.P.I prelearners of Post Graduate Fathers exhaled the P.P.I prelearners of Graduate, Matric and Non Matric Fathers in Syntactical form of spoken English.
• The P.P.I prelearners of Graduate Fathers exhaled the P.P.I prelearners of Non Matric Fathers but did not show any difference with Matric Fathers in Syntactical form of spoken English.
• The P.P.I prelearners of Matric Fathers also showed mean difference to moderate level in Syntactical form of spoken English with prelearners of Non Matric Fathers.
• The P.P.II prelearners of Post Graduate Fathers exhaled the P.P.II prelearners of Matric Fathers in Syntactical form of Spoken English.
• There exists no Syntactical variations in spoken English between the P.P.II prelearners of Post Graduate & Graduate Fathers, Post Graduate and Non Matric Fathers.
• The P.P.II prelearners of Graduate Fathers did not show any difference in Syntactical form of spoken English to the P.P.II prelearners of Matric as well as Non Matric Fathers.
• There exists no Syntactical variation in spoken English between the P.P.II prelearners of Matric and Non Matric Fathers.
• The P.P.I prelearners of Post Graduate Mothers exhaled the prelearners of Matric as well as Non Matric Mothers, but did not show any mean difference to prelearners of Graduate Mothers in Syntactical form of spoken english.

• The P.P.I prelearners of Graduate Mothers exhaled the P.P.I prelearners of Matric Mothers in Syntax.

• There exists no significant difference between the P.P.I prelearners of Matric and Non Matric Mothers in Syntactical form of spoken english.

• The P.P.II prelearners of Post Graduate Mothers showed high scores in Syntax than the P.P.II prelearners of Graduate, Matric as well as Non Matric Mothers.

• The P.P.II prelearners of Graduate Mothers show high scores in Syntax than the P.P.II prelearners of Matric and Non Matric Mothers.

• There exists Syntactical variations in spoken english between the P.P.II prelearners of Matric and Non Matric Mothers.

• The P.P.I prelearners with High SES exceed in Syntactical form of spoken english to the P.P.I prelearners with Average and Low SES.

• The P.P.I prelearners of Average SES exhaled the P.P.I prelearners of Low SES in Syntax.

• The P.P.II prelearners with High SES exceed in Syntactical form of spoken english to the P.P.II prelearners with Average and Low SES.

• There exists no Syntactical variation in spoken english between the P.P.II prelearners with Average and Low SES.
7.4 Global Discussion on all Components of Spoken English

Discussion on the Findings.

In the present study the findings have been computed in accordance with the statistical treatment. Consequently, it was resolved to have the discussions, presented as under:

Differential Studies

Grade:

The results presented on differential hypotheses indicated that Grade P.P.I prelearners have been found significantly inferior to Grade P.P.II prelearners in their Phonological, Morphological, Semantics and Syntax as well as Receptive and Expressive skills of spoken English.

Grade reveals the level of schooling. The higher the Grade, the greater and better the knowledge that the prelearners acquire. Thus Grade also facilitates acquisition of spoken English.

Age plays an important role in development of spoken English. Phonological contrast in English is reliably produced by child language learners. This finding is in concurrence with the present study. John and Gold Stein (1964) mentioned that, language development is retarded if it is learned only through Receptive language. On the basis of results, it can be suggested that there is a need for improvement in the curriculum of preprimary (P.P.I & P.P.II) which are mushrooming very badly in city area from the business point of view. Check from the Government organization is required in form of providing license to these private schools so that the development of young children does not suffer. Education of parents in regard to how they can help their children at home for proper development of different aspects is also required. The expert in the field of child development should develop a package for teachers and parents which can help in the improvement of language component in children of young age.
Grade Wise Difference.

Effect of Intelligence:- Development of intelligence in children is influenced greatly by their acquisition of language. The child’s ability to use words is a strong factor in the development of the intellect.

“"The cerebrum is divided into two halves. The right hemisphere controls (and responds to signals from) the left side of the body, whereas the left hemisphere controls the right side. "Language is controlled by the left hemisphere. The process whereby one hemisphere of the brain is specialized for the performance of certain functions is known as lateralization. The process of lateralization is maturational, in the sense that it is genetically preprogrammed, but takes time to develop. It is generally thought to begin when the child is about two years old and to be complete at some time between the age of five and the onset of puberty..., language acquisition begins at about the same time as lateralization does and is normally complete.” (John Lyons, 2002).

Therefore childhood is the critical period of acquiring language naturally (N.Krishna Swamy, S.K. Verma, N. Nagrajun, 1992)

Our results are supported by the findings of investigators like Chang, Chien-ju (1998) and David Katharine(1995).

SEX:-- No significant sex difference between girls and their counterpart boys has been found. Perhaps this is due to awareness of equality for male and female child in parents. They render opportunities without making sex difference, resulting no remarkable distinction in our finding.

Locale :-
Locale indicates effect of different urban culture on the acquisition of spoken english.

The resident prelearners of posh colonies or HIG get better exposure than others. Their vocabulary of english is rich. Such prelearners get favourable environment of learning spoken english. While other prelearners of middle income group (MIG) residing in a crowded place and low income group resident prelearners lack such environment. Therefore locality is a factor which gives a certain impact on development of spoken english. In Chhattisgarh regional language is “ Chhattisgarhi
mixed hindi”. The prelearners listen and speak the same while English is a foreign language, opportunity of listening is less than the regional language. Prelearners get chance to speak English in preschool which in comparison is less time devoted to learning than of HIG/Posh colony prelearners. The Average and Low Locale prelearners are brought up and nourished in social setting which hardly provides any opportunity for modern means of life and living. Hence they are deprived of enrichment of vocabulary (Semantic), correct accents and good expression of spoken English. It is consistent with the findings of Singh, Anjali (1987). Where her objective was to investigate effect of social class on the development of linguistic skill. The main effect of social class was highly significant.

Parental Education:-

Father’s qualification is also responsible in development of spoken English. Pronunciation of words with correct accents depends on the opportunity for listening. Repeated opportunities make speaking skill better day by day. Therefore home environment of qualified parents and their awareness, the time devoted to speaking with their children are valuable reasons for betterment of spoken English development of prelearners.

Lawrence, Valerie W. (1996) found that parents speech is correlated with the quality of information, they are provided. Educated parents possess better skill in providing an ablaze conducive environment for development of different concepts in children as they have better comprehension and understanding of aspirations and needs of the children.

These finding are in tune with the findings of our study indicating that Parental Education are positively correlated with language development of children.

The investigator’s findings concurs with Olofsson, Ake & Niedersoe’s (1999) findings that Parental Educational background is significant for development of language. Parents encourage the use of the target language at home, also for social relations. If the parents are appreciative of the value of the target language, the children also get boosted by the moral support from the parents.

Parental encouragement provides the social incentive in learning the target language. Parental encouragement definitely plays an important role in language learning.
The prelearners of Post Graduate & Graduate Parents were not only getting more amount of parental encouragement but they were also receiving it more informally in comparison to the prelearners of the Matric & Non Matric Parents.

This study revealed that both Mothers as well as Fathers with University Certificate and higher educational level were in favour of teaching spoken English to children than those Mothers and Fathers whose Educational Level was Matric & Non Matric, shows that level of education of Parents did significantly affect the development of spoken English of children.

The findings of Marvin, Christine et. al.(1994), is in tune with the present study, that “words” (Semantic) learnt are produced at home too. Repetition, follow-ups in short gaps helps learning and use new word. In language delay subjects words showed relation with behaviour in production of vocabulary in different ways as given below. Using signals for language as nodding vertically for “Yes” and nodding horizontally for “No”. The findings of Nicoladis, Elena (1999) suggest that development of gestures may be closely linked to language development.

Using local language Chhattisgarhi for certain words as’ tura’ for a boy, ‘patal, for tomato ‘kukur’ for dog. This shows impact of language spoken at home and locality. The prelearners scored more in naming objects than using words in structures.

Verbs assisted prelearners in listening with understanding and speaking with meaning. This finding of the investigator goes with the findings of Hyes, Linda, J.(1996).

Mothers interest, awareness and repeated effort assist the child to speak a language. Educated mothers intentionally speak English to teach their children English apart from their mother tongue and thus plan for future learning in English medium schools. As mothers devote more time with children than fathers, it is an important factor that is responsible for development of spoken English. The investigator’s findings are in concurrence with the findings of Dale, Philip, S., et.al. (1996).

SES:-

The finding of Seth, Poonam (1991) are in congruence with the findings of this study, that in both, educational qualification and economic status of parents influenced the competence of children.
Prelearners is a social being, development of spoken English is based on the opportunity he obtains at home by his family members, their qualification, the time spent, the locality where he gets playmates and the preschool where he spends major time and the best time of the day are contributory factors in development of a spoken language. When prelearners goes to a preschool he carries with him the influences of the above. Considering the age of prelearners, psychologically appropriate methods are essential as play way, Kindergarten and Montessori. Prelearners of High Socio Economic Status are blessed with availing such facilities at home. Average SES and low SES prelearners are deprived of opportunities of learning English off-side school. Therefore we conclude that development of spoken English is better with High SES prelearners as compared to Average & Low SES prelearners.

The High Socio Economic Status might be contributory factor as better economic status, ensures better facilities.

The Expressive language is positively associated with family income, it might be because parents from High economic background provide better facilities as well as stimulation to the children than from parents of poor economic backgrounds.

PHONOLOGY

High SES prelearners are superior to Average and Low SES prelearners with respect to difference in Phonology of development of spoken English. Above findings are consistent with some previous studies.

- Previous work of Olafsson, Ake and Niedersoe 1999 also support Phonological awareness in language development.
- Adams, Anne-Marie and Gathercole, Susan E. 1996 confirmed that speech production is possible because of Phonological memory.
- David, Katharine 1995 support that age plays an important role in Phonological contrast of language learning.
- Avons, S.E., Wragg, Christopher A; Cupples L. and Lovegrove William J.(1998) have reported that Phonological store of working memory contribute to vocabulary development. The investigator agrees with this previous finding that Phonological store of short term memory contributes to (vocabulary) semantic development.
MORPHOLOGY

The findings of this study are supported by the previous study of Stromqvist, Sven and Richthoff, Ulla (1999), confirms that feedback through repetition represents developmental change in early language ability of inflectional Morphem. In present study, as the age of prelearners was controlled, the Grade II prelearners achievement score was better than the Grade I. It confirms that the Grade II prelearners got feedback through repetition and scored more than the Grade I.

SEMANTICS

- Marvine, Christine A., Beukelman, David R and Bilyoa, Denise (1994), they say if duration of gap is decreased while learning new words children use the words commonly.
- Thal, Donna J. O’ Hanlon, Laureen, Clemmons Mary and Fralin, Lashon 1999 found words and sentences were compared to be behavioural measures of production of (vocabulary ) Semantic and (grammar) Syntax .
- Anglin, Jeremy M. (1995) wrote that children learn early to name objects. Culture of society is significant to acquire its terminology.
- Hyes, Lindas J.(1996) wrote that verbal form refines listening with understanding and speaking with meaning.
- The vocabulary development increases as the child switches over from one Grade to another.
- Hyes,Donald S.(1999) findings indicate that children did not retain information in the rhyming condition. It demonstrates rhymes negative influence on young children’s retention of story content.
- Chang, Chien-ju(1998) found that four year olds exhibited great difficulty sustaining narrative talks.

The investigator’s findings concur with the above work that Syntax was more difficult for prelearners as compared to Semantics. They could speak a sentence
consisting of four words in that age. In this study age was controlled and the subjects were with in the six months difference age group. Strong and changing attitude of score was revealed with the change of few months of age.

The test included a rhyme taught to them. The subjects showed poorly differentiated movements of metrical forms of corresponding iamb and trochees.

Prelearners did not retain information contained in rhyme, until they were explained in hindi. Four year olds, as it is the age of the subjects of this work, could, not speak a single, sentence of four words with comprehension in conversation.

SYNTAX

The findings of this study are supported by the previous study of

- Fisher, Cynthia (1996) found that knowledge of Syntax is needed to give children structural cues to verb meaning.
- Subramanyam, Kaveri, Laudau Barbara & Gelman, Rochels (1999) results revealed a strong and changing developmental interaction for the use of words in Syntax.
- Goffman, Lisa and Malin, Caren's (1999) work showed that metrical forms are perceptually and linguistically established and the child finds the means available within his or her existence to produce adequately differentiated movements corresponding with iamb and trochees.
- Hayes, Donald S. (1999) findings were that prose version showed the higher recall and rhymes reduced retention of outcome information.
The early 3-4 years of life are 'critical' years in a child's life span, since the rate of development is more rapid than at any other stage of development. To develop his or her full potential, a child particularly in these years need a stimulating environment. Children from the under-privileged sections are particularly deprived in this respect. The parents who are illiterate, are not able to effectively interact with the children or help them develop appropriate language and cognitive skills.

On the whole, it can be said that children had their language performance below average which speaks that the environment provided at preschool or home is not conducive for language development, specially the spoken language. Performance on comprehension and expressive aspects were very poor. The reason which can be attributed to low performance may be that these aspects had items which required more exposure or opportunities at home or in preschools. Observations done while testing the prelearners indicated that prelearners were not exposed to variety of activities or materials which help them in their development. Even activities like story telling or poem recitation were not regularly performed which help in expressive aspects of language.
Educational Implications & Suggestions

In view of the fact that language is one of the principle symbolic transformations that lies at the core of life on the human scale, and is a powerful instruments in the social learning and communicative behaviour of the human beings, neuro- psychologically sound principles and practices in introducing element of different languages in the school curriculum and their effective teaching-learning processes are undoubtedly the significant educational problems of this country. Defective language teaching and learning cause a disease of the root of the mind thereby disorganizing the whole psychic system of the learner. Hence, scientific teaching and learning of a language based upon objective description of the elements of the language in relation with other language in the school curriculum are absolutely essential.

Bloomfield (1942), R. Lado (1961), Nelson Brooks (1960), Theodore S. Karp (1963), E. Sapir (1921), Fries (1957) and other linguists have stressed that each language is structurally a different system of communication. Even the cognate pair of two close languages never exactly co-in-cide in their Phonetics, Phonemes arrangement of their Morphemes and cultural Semantic. The linguistically difference in second language in comparison to native tongue create problems of learning in the learner.

The degree of difficulty in learning the second language is directly related to the nature and form of descriptive structures arising due to either similarities or differences between two languages.

Such difficulties in learning the second language can be encountered only if a separate language system operates for each of the languages so that interference in learning the second language due to the domination of the first one may not take place.

So every new language must be taught and learnt with the assumption that a pupil has to learn a new skill, acquire a new knowledge and form a new language habit.

Since the contrastive phonetics, phonemes, cultural semantics and morphology stand as stumbling blocks and create serious problems in learning the second language, they must be embedded in the pupils in the first stage of learning the second language. The inter-impact of the grammatically incorrect environmental languages
on the immature minds make them to speak a patois language. This has caused a serious problem in the methodology of teaching and learning a second language in the present set-up of the school system.

**A. Functional Speech Organization of the Brain**

In view of the fact that left (dominant) hemisphere controls the language potentiality in the child, effective teaching with a view to enhance right handedness must be made operative so that the left hemisphere be enriched adequately for advanced skilled language acquisition.

Since language is an acquired social behavior through socialization processes and social learning either at home or in the school through planned or unplanned learning experience, every attempt must be made in the home as well as in the school environment to inculcate proper language development. It is essential that parents and teachers be conscious about proper language development in the child.

**B. Plasticity of the Brain**

The child is gifted with a plastic and elastic tender brain with insulated coating because of which he can learn any number of languages in the natural way without much efforts through imitation and adaptation process, whereas after puberty the higher mental processes, like ability of reasoning, evaluation, judgements and logical thinking develop. Consequently a child can learn any number of languages automatically and unconsciously in a natural way through imitation and adaptation provided by the language moderator. These neuro psychological processes involved in language learning have significant relevance in the language acquisition and teaching learning process of language expression by a child.

Perhaps, developmental processes of the brain could be held entirely responsible for language learning process. Age, thus is a very material factor in the learning of a second language.

In view of age being a significant factor in the learning of the language in the school curriculum, we may generalize that:

- The first language should be introduced when the child is first admitted to the school. The child must not be allowed to remain out of the school for longer
period during his childhood because thereby he may develop a patois language system which would be hard for its eradication and which may interfere or adversely interact upon his first language acquisition. The probable age for introducing the first language is under the present Indian social system.

- The first language after having learnt it for at least 2 years (at the age of six) the second speech language may be introduced and should be taught right from the beginning through Direct method with a view to develop a coordinate system of learning of the first and second languages.

- No two languages whether speech or non speech be introduced simultaneously, since one will interfere the process of learning of the other.

- While introducing a new language system, it must be borne into mind that each language, however, close and cognate they may be, has a different language systems and hence should be introduced directly as a separate language system. Language teachers should develop such linguistic awareness for introducing and teaching of a new language.

Effective language acquisition depends much, not as to how much of the language elements and cultural semantic have been delivered per unit time to the children, but it depends on as to how and at what age they have been transmitted.

C. Teaching Learning Process

Effective teaching is a painstaking job. The neurological properties of the speech centres of the brain or the hemispheric characteristics of the split brain suggests us that scientific methods of coordinate system of teaching must be employed for the teaching of any language as an independent linguistic system so that language acquisition may take place on the strength of the establishment of the second signal system in the brain while learning the second language the child must not develop an erroneous habit of taking a resort of his native tongue.

The teacher is a model as well as a moderator for the child in the adaptation process of a second language and hence the teacher should create a climate and condition in the class-room for an automatic unconscious production of the second language. A prolonged vigilance on the part of the teacher would fetch such a reward.
The erroneous concepts about the language teaching learning process whether first, second must be eradicated from the minds of the language teachers and scientific methods having a neuro-psychological base must be practised for learning of school language.

All language teachers must be properly trained in the elements of languages or linguistics and literary excellence must not be considered as the single criterion for his becoming a language teacher.

"Languages are for life and they can't be taken away from you once you have learned them. By helping your child, you will have made a lasting contribution to his/her quality of life and understanding of others and their culture" Carolyn Bickford quotes from Opal Dunn, and her book, “Help your child with a foreign language” (2000)

Administrators should take specific actions regarding development of spoken english as it has the potential, and often is beneficial to academic ability.

D. Development of Curriculum, Analysis of Methodology of Teaching Learning Process and Techniques of Learning :-

The findings of the present study indicated that the components of english contribute significantly in development of spoken english. These findings should be the guiding principles for framing and developing curriculum of english.

The present education system and unrealistic curriculum are so taxing to the prelearner of that age group that their proficiency in languages is suppressed and blocked. They are supposed to practice four skills of english and four skills of hindi i.e. listening, speaking, reading and writing. The result is four to five year olds are over burdened and we can say that, we expect them to be “Jack of all and master of none”. In preprimary classes out of two Receptive skills of listening and reading, only one should be included i.e. listening and from Expressive skill speaking and writing, one skill of speaking should find a place in curriculum, as two languages hindi and english are introduced simultaneously. Prelearners should get relief from writing work in the beginning of informal education to promote spoken form which is prerequisite of a language. The results of this study shows Expressive skill weaker than Receptive skill.

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E. Planning for Teaching Spoken English :-

Spoken English is difficult with stress, intonation, rhythm, fluency and accents. Since spoken language is learnt by imitation, the teacher is a "model". As it is said, like teacher like pupils, there should be a plan for teaching spoken English to a "model." Intensive language programmes should be conducted for the success of spoken English education. The entire language profession could benefit greatly from more systematic type of international collaboration in English teaching efforts. I believe such plans when implemented would benefit such spoken English teachers. It is known that Chhattisgarhi speaking natives make mistakes in pronouncing 's' ([s]) and 'sh' ([ʃ]) sounds. Unless environment is supportive better results are nothing but dreams.

"Electro Palatogram" is a blessing in correction of speech.

(F) Development of Speaking English with Understanding.

Before coming to preschool the child has learnt his mother tongue or native language by imitation and exposure to natural communication. He possesses a vocabulary. Natural exposure appears to be necessary ingredient in the language experience of a prelearner, if he is to achieve fluency of speech. A natural environment appears to enhance the development of communication skill in the target language as English is, in our present study. The child acquires the second language i.e. English in the study; intellectually. However, it has been observed that prelearners of Grade II, particularly have shown quite satisfactory excellence, in rote memorization of English poetry as well as English syllables and words without understanding.

(F) Conduct Action Research and Longitudinal Research.

Teachers training in action research will prove in qualitative improvement in teaching learning process. Difficult area in spoken language should be sought out, treatment to remove the specific error, become blessing for prelearners. Encouragement for longitudinal research will open new path in the field of spoken English. Planning in different phases and correction of everyday happening is the most effective tool for the English teacher.
Efforts should be made to transform the existing syllabus and teaching methods of spoken English more functional so that adequate "TEACHING AIDS" can be provided to the prelearners in order to ensure competence in the systematic production with comprehension in spoken English.

Acceptibility in spoken skill should be detected in terms of accuracy not in terms of potential of the prelearners. Maximum practice in spoken skill of English needs to be exploited in preschool with the aim of providing opportunities of speaking with understanding instead of rote memorization.

Prelearner should be exposed to a situation where he gets an opportunity to utilize his unpredictable abilities in learning spoken English in child-centred education.

The general assumption which cannot, in fact, be denied, is that the reason for this state of affairs, is that the preprimary teachers not doing their job well in the field of spoken skill. They do not follow the method instructed to them as Play Way, Kindergarten, Montessori. We may assume that, if only teachers could be persuaded to put above mentioned methods into practice, then the problem would disappear. It is seldom that the validity of the recommended methods are called into question. The root cause of the problem is to be found in the teacher who is the "model" herself.

In the light of these interpretations, the implications of the study can be said to be practical-oriented. A knowledge of the nature of speaking difficulty in children will help us in formulating appropriate remedial strategies. Identification of the nature and kind of language difficulties of the children, one could either decide to train the comprehension processes, or design an appropriate educational environment suitable to the child's needs.

Every research work opens areas and situations of concern that need to be heeded to for development of educational and academic implementation.

On the basis of the present study, the investigator has the following points to make as suggestions for teachers of preprimary English, the administrators, teacher educators and "The Curriculum Framers" (given in 'D'):
H FOR TEACHERS

Teachers of English have favoured traditional methods in classroom teaching, but they should definitely aim at providing the prelearners with maximum exposure to the language.

Language as a subject of skills is an element that requires the competence of the teacher in the skills on her own part. The teacher is the ‘model’ for the class, therefore she should be able to put for her voice, tone, modulation, stress, intonation, rhythm as per the Received Pronunciation (R.P.) in English whenever she speaks in the class. Similarly, she should be careful to correct wrong pronunciation and discourage faulty pronunciation.

The English teachers should be able to transform available text of teaching materials according to classroom situations.

A Phonetic dictionary of English should be possessed by the teacher and strongly recommended to her. A large part of her demonstrations on language usage and functions can be found to be an active part of teaching and learning the use of dictionary.

Being instant resources of English for prelearners, the teacher should be source of encouragement to speak English through correction of every day happenings.

I FOR THE ADMINISTRATORS.

- Teaching of spoken English requires competent hands. At preprimary level, no one should be entrusted in the job of teaching English who knows not English herself. As this is the delicate age of prelearners where wrong generalization takes place.
- Teachers of preprimary, teaching English, should be at pace with new technology of language learning. For this cause they should be oriented to teaching of English with the available means regularly.
• The preprimary schools should make arrangement to provide essential teaching aids and resources which are not difficult at present to manage in city preschools. Every preprimary school should provide tape recorder with few cassettes, pictorial story books, comics, attractive charts and coloured clay models.

• With the ever-increasing emphasis on good results and the pressures teachers constantly face to cover curriculum effectively, it is difficult to persuade preschools, of benefits of English refresher course programme. Making this a feasible option both in terms of time in the regular preschool days and of obtaining competent staff and quality materials is really a challenge in light of the priorities preschools place on regular curriculum and testing.

J Teacher Educators

Teacher educator is a foundation of teaching system. Educational Psychology is one of the subjects to be taught by teacher educators to prospective teachers. While teaching educational psychology, teacher educator should lay emphasis on the psychological methods of teaching learning a language. They should be exposed to the procedure of the research. Teacher educator can use the teaching materials along with the exercises of this study for giving training to would be teachers. Teacher educators can use the same teaching materials whenever they organize short term courses for in-service teachers.
Teacher trainees are also taught methods of teaching. During this, teacher educators, can give practice to student teachers in development of questions to test development of language.

7.5.0 Suggestions for further Research

This is a very important area of research in the field of qualitative improvement in the teaching of spoken language. It is very essential to explore the possibilities of more research in this area. Keeping in view the observations made, inferences drawn and the utility seen in this investigation, many more research studies can be undertaken.

1. A study of development of spoken english in primary classes should be undertaken since the present study was limited only to preprimary classes.
2. Future research should be directed, towards all the skills of language as listening speaking, reading and writing at primary level.
3. It would be appropriate to study comparative achievements in schools under different managements and residential schools.