CHAPTER VII
REVIEW, MAJOR FINDINGS AND SUGGESTIONS

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CHAPTER VII

REVIEW, MAJOR FINDINGS AND SUGGESTIONS

7.1 Introduction

This chapter is with many facets. It involves the brief summary of the foregoing chapters, varied experiences and general observations that came across during the planning and implementing of the programme, major findings from the replication studies and a detailed list of suggestions for further studies in the area.

7.2 Brief Summary

In the chapter I many important aspects related to the process of language learning in general and the nature of English language in particular are discussed in all details. In the eighteenth century English occupied a very vital position so far as the trades and commerce among various countries were concerned. After the second world war along-with the advancement in science and technology English steadily crept into many countries placing its importance in study, including India, through the books of various branches of knowledge as an inevitable part of life. In India particularly the importance of English has been established beyond our
imagination. Various commissions on education have also stressed the increasing need of the study of English language. The school-syllabi were also reconstructed looking to the new need of the present era. In Gujarat the policy of the State Government regarding the teaching of English has affected much on the student generations, specifically from 1948. Then there was a pressing need to incorporate intensive learning of English through various experiments based on planning the syllabi, programming the contents and evolving the new methods of teaching.

In old days before independence, translation method was widely used in India. It was based on the contrastive and comparative study of structures with those of particular mother tongue, of the students concerned. The structural approach to the learning of English language specifically for the beginners had an immense effect as compared to other approaches during last three decades. (details of which are incorporated in Chapter II). Yet there was a need for the awareness of a linguistic approach to language-learning. According to the investigator TG grammar approach associated with American Noam Chomsky, is the most revolutionary and promising line of approach towards the explanation of linguistic behaviour. (The transformationalists do not reject the categories of traditional or other grammars but they redefine their boundaries and go deeper into the springs of language).
In chapter III the investigator dealt with the past studies done on the line of the critical evaluation of the textbooks, contrastive and comparative studies of languages and various skills of language learning.

The subsequent chapters furnish an exhaustive data of plan and procedure. They include (i) The preparation of teaching-learning programme of English and construction of the criterion test. (ii) Selection of appropriate tests to study the effect of the programme in the context of the predictor variables namely S.E.S., I.Q., n.Ach, and emotional stability and Anxiety.

The investigator has undergone some invigorating experiences during the administration of the programme which include (i) discussion of pedagogic aspects of the textbook contents with the experts in the field. (ii) Preparation of various hunches related to the probable effects on the scores of criterion test for both the groups. (iii) Study of the syllabus of lower level English text-book for standard VIII. (iv) Study of various other important textbooks of Gujarat State and outside it specifically prepared for the beginners. (v) Formation of objectives of the present study. (vi:) Selection procedure of sample schools. (vii) Formation of equivalent groups. (viii) Visits and conferences with the heads and English-teachers of the
school. (ix) Implementation of pilot-study including demonstrations and discussions and consequently reorganizing the whole language programme. (x) The final run of the whole programme. (xi) Giving criterion and other psycho-socio tests to the students under study and. (xii) The whole statistical work for evaluation of the programme.

7.3 General Observations

i. The teachers of English and other veteran teachers in the subject were found very much zealous in implementing the pilot-programme as well as the whole language-programme with the study of correlates.

ii. During discussions they had good suggestions regarding the feasibility of the experiment.

iii. Their enthusiasm during the whole period was an asset to the investigator as they were very keen to undergo such novel experience.

iv. The use of simple transformation rules and efficacy found at every stage of the experiment became a matter of joy for both, the investigator as well as the teachers of English.

v. The students were found deriving English sentences in a play-way while answering the test-items at the end of every unit. Here they were prompt as well as exact.
vi. As the reading material was the same for both the groups, the teachers of English found the total programme very congenial in their own set-up.

vii. The heads of the schools were also keen to observe the outcome of the language programme.

viii. While taking up some psycho-socio tests the pupils were fully enthused. This is because such experiences were new to them.

On the whole, right from the previous meetings with the school teachers of English to the final administration of the whole programme co-operation from different corners was encouraging.

Besides some salient observations given above the investigator after carefully analysing and interpreting the results arrived at, certain conclusions or findings. Hereafter they are reported in possible details.

The programme was launched upon the schools from rural as well as the urban areas. The classes selected for the purpose were mixed ones with male and female students. During the early visits, the response to the investigator was more from the rural area so he could select more population from that area. The urban-area students were available from Modasa Town only. All the heads of the schools and the
teachers from both the kinds of area extended their fullest cooperation in providing facilities for the smooth administration of the total programme.

7.4. Major Findings of Related Studies

This section presents the major findings of this experiment in detail. The findings are related to the criterion variable; Achievement in English in the context of variables like Pre-Achievement in Languages, Sex, area and psycho-socio factors. The psycho-socio factors were as follows:

1. S.E.S. (Socio-economic status)
2. I.Q.
3. n.Ach.
4. Emotional Stability
5. Anxiety

Since sex and area are truly dichotomous variables and difficult to get them measured in score form, it was decided to take them up as independent variables. The rest of variables like Pre-Achievement in language, and psycho-socio factors were taken up as control variables since it was possible to get them measured in some form.
It is already discussed that the experiment had to be set up with the assumption of absence of previous knowledge in the achievement of English since VIII Std. is the beginning standard so far this language teaching is concerned. Hence for equating the group - Pre-Achievement in Languages other than English was taken up. And in the entire analysis of the data in all replication studies, Pre-Achievement in languages was kept present.

For measuring the achievement in English at the end of the experiment, a special criterion test was developed which was administered to both the groups; experimental and control. The scores on these tests were taken up as criterion score for all the replication studies.

The data gathered in score form on learning English using experimental material and usual material were analysed in replication studies in major three sections. In the first section replication studies in which independent variables were not studied. In the remaining two sections, replication studies were analysed in the context of independent variables sex and area separately.

The findings of all the replication studies in three sections are as follows:
7.4.1 **Achievement in English in the Context of Control Variable: Pre-Achievement in Languages**

The obtained \( f \) ratio of the study is 142.41 which exceeds comfortably the table value of \( f \) at .01 significance level. Hence it is significant. Consequently there is a significant difference in the achievement of English between two groups namely experimental and control. The adjusted mean difference of 23.36 is in the favour of specially prepared material for learning English. The error is forming identical groups on the basis of highly correlated control variable is corrected with the help of the correction term. In this regard, the Analysis of covariance is highly advisable. Here it is used quite thoughtfully. Consequently it is concluded that the experimental material prepared by the investigator produces better results so far English Language learning is concerned.

7.4.2 **Section I**

**Replication studies to explore the efficiency of experimental material controlling Pre-Achievement in Languages pairing with other controlling variables**

As discussed earlier, the control variable, Pre-Achievement in Languages was strongly correlated with the learning English, it was decided to keep this variable present while studying the effect of the experimental material
controlling S.E.S., I.Q., n.Ach., Emotional Stability and Anxiety variables one after the other. In other words Pre-Achievement in Languages, the controlling variable was paired with each of the controlling variable mentioned above while forming identical experimental and control groups for the replication studies of this section to study the real effect of the experimental material.

7.4.3 **Achievement in English in the context of controlling variables; Pre-Achievement in Languages and S.E.S.**

The obtained f ratio of the study is 139.62 which far exceeds the table value of $f$ at .01 level of significance. Hence there is significant difference between the achievement in English of students of experimental and control groups. The error in forming identical groups on the basis of Pre-Achievement in Languages and S.E.S. which are highly correlated with the Achievement in English was corrected by the use of analysis of covariance statistical technique. The difference between the adjusted means of the experimental and control groups is 23.30 which is in the favour of the experimental treatment. Hence it is concluded that the experimental material is more effective than the usual material.
7.4.4 Achievement in English in the context of control variables: Pre-Achievement in Languages and I.Q.

The obtained 'f' ratio of the study is 144.03 which is far exceeds the table value of f at .01 level of significance. Hence there is significant difference between the achievement in English of students of experimental and control groups. The error in forming groups on the basis of Pre-Achievement in Languages and I.Q. which are highly correlated with the achievement in English was controlled by the use of analysis of covariance technique. The correction term is 22.96 which is quite insignificant. The difference between the adjusted means of achievement in English of both the groups is 2.96 which is in favour of the experimental group. Consequently it could be concluded safely that the significantly higher achievement in English of the students of the experimental group is due to the new material that they studied.

7.4.5 Achievement in English in the context of control variables: Pre-Achievement in Languages and n.Ach.

The obtained 'f' ratio of the study is 168.58 which far exceeds the table value of f at .01 level of significance. Hence there is significant difference between the Achievement in English of students of experimental and control groups. The error in forming groups on the basis of Pre-Achievement
in Languages and n.Ach. which are highly correlated with the achievement in English was controlled by the use of analysis of covariance technique. The difference between the adjusted means of achievement in English of Experimental and control groups is 23.09 which is in favour of the experimental group. Consequently it could be concluded safely that the significantly higher achievement in English of the students of experimental group is due to the new material that they studied.

7.4.6 Achievement in English in the context of Control variables : Pre-Achievement in Languages and Emotional stability

The obtained 'f' ratio of the study is 110.78 which exceeds the table value of f at .01 level of significance. Hence there is significant difference between the achievement in English of students of experimental and control groups. The error in formation of groups on the basis of the control variables Pre-Achievement in Languages and Emotional stability which are significantly related with the criterion variable was corrected using the analysis of covariance technique. The difference between the adjusted means of two groups is 20.80 which is in favour of the experimental group. Consequently it could be concluded safely that the higher achievement in English of student of experimental group is definitely due to the new material that they studied.
7.4.7 **Achievement in English in the context of Control variables: Pre-Achievement in Languages and Anxiety**

The obtained 'f' ratio of the study is 142.81 which far exceeds the table value of f at .01 level of significance. Hence the difference between the adjusted means is significant. Pre-Achievement in languages were significantly correlated with the achievement in English. Hence they were controlled in forming the identical groups. Through the use of analysis of covariance technique. The difference between adjusted means in English achievement between two groups is 23.17 which is in the favour of experimental group. The students of experimental group studied the newly prepared material. Hence it is concluded that the material prepared in the teaching of English by the investigator was superior to the usual material.

7.4.8 **Section II**

**Replication studies to study the effect of independent variable sex in the context of control variables SES, I.Q., n.Ach, Emotional stability and Anxiety**

**Introduction**

As discussed earlier, sex variable is purely a dichotomous and could not be measured in terms of scores.
It has been taken up as an independent variable to form groups and all the control variables S.E.S., I.Q., n.Ach, Emotional stability and Anxiety were studied in pairs with control variable Pre-Achievement in Languages.

7.4.9 Achievement in English in the context of Sex and Controlling Pre-Achievement in Languages and S.E.S.

(i) The main effect of Treatment

The obtained f ratio of the male group of the study is 147.82 which exceeds the table value of f at .01 level of significance. The correction term was used to eradicate whatever the error committed in forming the identical experimental and control groups. The difference between adjusted means is 22.30 which is in the favour of the experimental treatment.

The obtained f ratio of the female group of the study is 62.53 which exceeds the table value of f at .01 level of significance. With the correction term the error in forming the identical groups was corrected. The difference between adjusted means is 23.17 which is in the favour of the experimental treatment.

(ii) The main effect of Sex

The main effect of sex between two groups was studied. The differences between means of two levels of sex at two
different treatments were found apparent and not statistically significant. However, the differences were in the favour of the male groups. Hence it is concluded that sex variable remained ineffective so far the present experiment is concerned.

(iii) The interaction effect between Sex and Treatment

The means of the experimental treatment at both the levels of sex are higher than those of the control treatment significantly. They pattern with the main effect of the treatment. The means of male groups at two levels of treatment are higher than those of female groups. They pattern with the main effect of sex. Hence it is concluded that there is no significant effect of interaction between them on the achievement in English.

From the discussion presented in paras (i), (ii) and (iii), it was found that the experimental material proved to be more effective than the usual material without being affected by sex, and pre-achievement in languages and S.E.S.

7.4.10 Achievement in English in the context of Sex and Controlling Pre-Achievement in Languages and I.Q.

(i) The main effect of Treatment

The obtained f ratio of the male group of the study is 73.93 which exceeds the table value of f at .01 level of
significance. With the correction term the error information of groups was corrected. The difference between adjusted means of experimental and control groups is 22.38 which is in the favour of the experimental treatment significantly.

The obtained F ratio of the female group of the study is 70.07 which also exceeds the table value of f at .01 level of significance. With the correction term the error in group formation was corrected. The difference between adjusted means of experimental and control group is 23.72 which is in the favour of the experimental treatment significantly.

The main effect of treatment was discussed in the above paras. In both the replication studies it was constantly found that the experimental treatment is significantly more effective than the usual material in learning English.

(ii) The main effect of Sex

The main effect of sex between two groups was studied with the help of f ratio. The value of t ratio was found insignificant. Hence it was concluded that the sex effect was found insignificant in learning English in the present replication studies.
(iii) The Interaction effect

The interaction effect of sex and treatment was also studied. The means of male group at both the levels of treatment were found apparently higher than those of female groups. But it was not significantly higher. This patterns with the main effect of sex. The means of experimental level at both the levels of sex are significantly higher than those of control level. This patterns with the main effect of the treatment of the study. Hence there is no interaction between treatment and sex.

From the above discussions presented in paras (i), (ii) and (iii), it was found that the experimental material proved to be more effective than the usual material without being affected by sex and pre-achievement in languages and I.Q.

7.4.11 Achievement in English in the context of Sex

Controlling Pre-Achievement in Languages and n.Ach.

(i) The main effect of Treatment

The obtained f ratio of the male group of the study is 72.44 which exceeds the table value of f at .01 level of significance. With the correction term the error in formation of groups was corrected. The difference between adjusted means of experimental and control groups is 22.62 which is in the favour of the experimental treatment significantly.
The obtained f ratio of the female group of the study is 58.47 which also exceeds the table value of f at .01 level of significance. With the correction term the error in forming the groups was corrected. The difference between adjusted means of experimental and control groups is 22.85 which is significantly in favour of the experimental treatment. Hence the experimental treatment is significantly more effective in learning English language.

(ii) The main effect of Sex

The main effect of sex between two groups was studied with the help of t ratio. The value of t ratio was found insignificant. Hence it was concluded that the apparent difference between male and female is not significant in learning English language in the present experiment.

(iii) The interaction effect

The interaction effect of sex and treatment was also studied. The means of male group at both the levels of treatment were found just higher than those of female group but not significantly higher. This patterns with the main effect of sex. The means of experimental treatment at both the levels of sex are significantly higher than the usual treatment. This patterns with the main effect of treatment of the study. Hence there is no interaction is taking place between sex and treatment.
From the discussion presented in the paras (i), (ii) and (iii), it was found that the experimental material proved to be more effective than the usual material without being affected either by sex or pre-achievement in languages and n.Ach.

7.4.12 Achievement in English in the context of sex Pre-Achievement in Languages and Emotional Stability

(i) The main effect of Treatment

The obtained 'f' ratio of the male group of the study is 69.49 which far exceeds the table value of f at .01 level of significance. With the correction term the error in formation of groups was corrected. The difference between adjusted means of experimental and control groups is 22.96 which is significantly in the favour of the experimental treatment.

The obtained f ratio of the female group of the study is 62.47 which also exceeds the table value of f at .01 level of significance. With the correction term, the error in forming the groups was corrected. The difference between adjusted means of two groups is 23.21 which is significantly in the favour of the experimental treatment. Hence the experimental treatment is significantly more effective in learning English language.
(ii) The main effect of Sex

The main effect of sex between two groups was studied with the help of 't' ratio. The value of 't' ratio was not significant. Hence it was concluded that the apparent difference between them is due to chance. Consequently in learning English language the present experiment was not unaffected by the sex levels.

(iii) The Interaction effect between Treatment and Sex

The interaction effect of sex and treatment was also studied. The means of male group at both the levels are slightly higher at both the levels of treatment. However they are not statistically significant. They follow the pattern of the main effect of sex. The means of experimental group at both the levels of sex are significantly higher than the means of usual treatment. They completely patterns with the main effect of the treatment. Hence there is no interaction between these two variables.

From the above discussions presented in the paras, (i), (ii) and (iii), it was found that the experimental material proved to be more effective than the usual material without being affected either by sex levels or pre-achievement in languages and emotional stability.
Achievement in English in the context of Sex Pre-
Achievement in Languages and Anxiety

(i) The main effect of Treatment

The obtained 'f' ratio of the male group of the study is 71.89 which exceeds the table value of f at .01 level of significance comfortably. Hence the difference between the achievement in English is significant. With the help of correction term the error in forming groups was controlled. The difference between adjusted means of experimental and control groups is 22.80 which is in the favour of the experimental treatment.

The obtained 'f' ratio of the female group of the study is 62.34 which exceeds the table value of f at .01 level of significance quite comfortably. Hence there is the significance difference in the achievement of English between two groups. The error in formation of groups was controlled by the use of correction term. The difference between adjusted means of the two groups is 23.49 which is in the favour of experimental treatment.

In above both of the studies experimental treatment is evidently more effective than the usual material in learning English.
(ii) The main effect of Sex

The main effect of sex between two groups was studied with the help of t ratio. The value of t ratio was not significant. Hence it was concluded that apparent difference between them is due to chance. Consequently in learning English language in the present experiment was unaffected by the sex levels.

(iii) The interaction effect between Treatment and Sex

The interaction effect of sex and treatment was also studied. The means of male group at both the levels of treatment were found just higher than those of female group, but were not significantly higher. This pattern with the main effect of sex. The means of experimental treatment at both the levels of sex are significantly higher than the usual treatment. Hence there is no interaction is taking place between sex and treatment.

From the above discussions presented in the paras (i), (ii) and (iii), it was found that the experimental material proved to be more effective than the usual material without being affected either by sex or pre-achievement in languages and Anxiety.

7.4.14 Section III

Replication studies to explore the effect of independent variable area in the context of control variables SES, I.Q., n_Ach. Emotional stability and Anxiety
As discussed earlier, area variable is also purely a dichotomous and could not be measured in terms of scores. Hence it has been taken up as an independent variable to form groups on the basis of its two levels namely urban and rural. Control variables namely S.E.S., I.Q., n.Ach., Emotional stability and Anxiety are paired with the Pre-Achievement in Languages as it is highly significantly correlated with the criterion variable, Achievement in English.

7.4.15 **Achievement in English in the context of area and controlling variables: Pre-Achievement in Languages and S.E.S.**

(i) **The main effect of Treatment**

The obtained 'f' ratio of the urban group of the study is 101.75 which exceeds the table value of f at .01 level of significance comfortably. Hence the difference between the achievement in English is significant. With the help of correction term the error in forming the groups was controlled. The difference between adjusted means of the experimental and control groups is 22.36 which is in the favour of the experimental treatment.

The obtained 'f' ratio of the rural group of the study is 50.96 which exceeds the table value of f at .01 level of significance comfortably. Hence the difference
between the achievement in English is significant. With the help of correction term the error in forming the groups was controlled. The difference between adjusted means of the experimental and control groups is 25.38 which is in the favour of the experimental treatment.

In the above discussed studies experimental treatment is evidently found more effective than the usual material in learning English.

(ii) **The main effect of Area**

The main effect of area between two groups was studied. The apparent difference between adjusted means of urban and rural groups at both the levels of treatment in the favour of urban is not significant at .05 level of significance. The means of experimental as well as control groups are consistently higher in the favour of urban area group. However, the treatment is not affected by the area levels.

(iii) **The interaction effect between Treatment and Area**

The interaction effect of area and treatment was also studied. The means of urban groups at both the levels of treatment are higher, but not significantly higher. They pattern with the main effect of area. The means of the experimental treatment at both the levels of area are higher than those of the control treatment. They pattern with the main effect of treatment. Hence there is no interaction between these two variables.
From the discussion presented in the paras (i), (ii), and (iii) it was found that the experimental material proved to be more effective than the usual material without being affected either by area or Pre-Achievement in Languages and S.E.S.

7.4.16 **Achievement in English in the Context of Area and Controlling variables**

**Pre-Achievement in Languages and I.Q.**

(i) **The main effect of Treatment**

The obtained 'f' ratio of the urban group of the study is 117.67 which exceeds the table value of 'f' at .01 level of significance. The correction of the error in formation of identical groups was done with the help of correction term. The difference between achievement in English is significant. The difference between adjusted means of experimental and control groups is 24.50 which is in the favour of the experimental treatment.

The obtained f ratio of the rural group of the study is 48.26 which exceeds the table value of f at .01 level of significance. Hence the difference between treatments is significant. The error in formation of identical groups was corrected by the correction term. The difference between adjusted means is 25.34, which is in the favour of experimental treatment significantly. Hence the experimental treatment is more effective than the control treatment.
(ii) The main effect of Area

The main effect of area between two groups was studied. The apparent difference between adjusted means of two levels of area at two different levels of treatment are in the favour of urban level of area. However, through the test it was found that it was due to chance. Hence treatment proved to be equally effective in both the levels of area.

(iii) The interaction of effect of Area and Treatment

The interaction effect of area and treatment was also studied. The means of urban area at two levels of treatment are higher than those of rural area. This patterns with the main effect of area. The means of experimental treatment at both the levels of area are significantly higher than those of the control treatment. This also patterns with the main effect of treatment. Hence there is no interaction is between these two variables.

From the discussions presented in the paras (i), (ii) and (iii), it was found that the experimental material proved to be more effective than the usual material without being affected either by area or Pre-Achievement in Languages and I.Q.
Achievement in English in the context of area and controlling variables: Pre-Achievement in Languages and n.Ach.

(i) The main effect of Treatment

The obtained f ratio of the urban group of the study is 102.01 which exceeds the table value of f at .01 level of significance. The correction of the error in formation of identical groups is done with the help of correction term. The difference between achievement in English is significant. The difference between adjusted means is 23.74 which is in the favour of the experimental treatment.

The obtained f ratio of the rural group of the study is 53.75 which exceeds the table value of f at .01 level of significance. The correction of the error in formation of identical groups is done with the help of the correction term. The difference between achievement in English is significant. The difference between adjusted means is 26.34 which is in the favour of the experimental treatment.

(ii) The main effect of Area

The main effect of area between two groups was studied. The apparent difference between adjusted means of two levels of area at two different levels of treatment is in the favour of urban level. Through significant tests it was found that it was due to chance. Hence the experimental
treatment remained unaffected by the area levels.

(iii) The interaction effect of Area and Treatment

The interaction effect between area and treatment was also studied. The means of urban area at two levels of treatment are higher, but not significant. They pattern with the means of area. The means of the experimental treatment at both the levels of area are significantly higher than those of the control treatment. This patterns with the main effect of treatment. Hence it was concluded that there was no interaction between the two variables.

From the discussions presented in the paras (i), (ii) and (iii) it was found that the experimental treatment was proved to be significantly effective without being affected by the area levels.

7.4.18 Achievement in English in the context of area and controlling variables: Pre-Achievement in Languages and Emotional Stability

(i) The main effect of Treatment

The obtained 'f' ratio of the urban group of the study is 117.41 which exceeds the table value of f at .01 level of significance. The correction of the error in formation of identical groups was done with the help of the correction term. The difference between achievement in
English is significant. The difference between adjusted means is 23.48 which is in the favour of the experimental treatment.

The obtained $f$ ratio of the rural group of the study is 55.00 which exceeds the table value of $f$ at .01 level of significance. The error in formation of identical groups was corrected by the correction term. The difference between achievement in English is significant. The difference between adjusted means is 25.58 which is in the favour of the experimental treatment.

(ii) The main effect of Area

The main effect of area between two groups was studied. The means of urban area at two levels of treatment are higher, but not significant. Hence the treatment remained unaffected by the levels of area.

(iii) The interaction effect of Area and Treatment

The interaction effect between area and treatment was also studied. The means of urban area at two levels of treatment are higher, but not significant. They pattern with the main effect of area. The means of experimental treatment at two levels of area are significantly higher, than those of the control treatment. This also patterns with the main effect of treatment. Hence it was concluded that there was no interaction between the two variables.
From the discussions presented in the paras (i), (ii) and (iii), it was found that the experimental treatment was proved to be significantly more effective than the control treatment without being affected by the area levels.

7.4.19 Achievement in English in the context of area and controlling variables: Pre-Achievement in Languages and Anxiety

(i) The main effect of Treatment

The obtained 'f' ratio of the urban group of the study is 103.97 which exceeds the table value of f at .01 level of significance. With the help of correction term, the error in formation of identical groups was corrected. The difference between achievement in English is significant. The difference between adjusted means is 24.14 which is in the favour of the experimental treatment.

The obtained f ratio of the rural group of the study is 56.98 which exceeds the table value of f at .01 level of significance. The error in formation of identical groups was corrected with the help of the correction term. The difference between achievement in English is significant. The difference between adjusted means is 25.60 which is in the favour of the experimental treatment.
(ii) The main effect of Area

The main effect of area between two groups was studied. The means of urban area at two levels of treatment are higher than those of rural area at two levels of treatment. The means are higher but not significant. Hence effect of area level on the experiment is not significant.

(iii) The Interaction effect between Area and Treatment

The interaction effect between area and treatment was also studied. The means of urban area at two levels of treatment are higher but not significant. They pattern with the main effect of area. The means of the experimental treatment at both the levels of area are higher than those of the control treatment at both the levels of area. They also pattern with the main effect of the treatment. Hence there is no interaction between these two variables.

From the discussions presented in paras (i), (ii), and (iii), it was found that the experimental treatment was proved to be significantly more effective than the control one, without being affected by the levels of area.

The above main and fifteen replication studies make it evidently clear that while controlling one by one, variables which are significantly correlated with the criterion variable, learning English, the students of experimental group who studied specially prepared material
in English performed significantly better than the students of control group who studied usual material in English. The other common finding is that the male students show little bit higher achievement in learning English. But this trend was observed in experimental group as well as control group. Hence the sex effect was almost nil in the present experiment. In the same way the other common finding is that the students of urban area showed little bit higher achievement in English. However this trend was found in both the groups; experimental and control. Hence the area effect was almost nil in the present experiment. Consequently experimental material is more effective than the usual material.

7.5 Suggestions for further Studies

The present study has extended the horizon for further studies. In India, especially in English we had many textbooks in the past. Either they were prepared by private agencies or by the State Government or by some other agencies viz., NCERT or SBST. Even our creative teachers took up the textbook material and went on teaching it without thinking of its probable alternative. The present study provides an alternative language-material for them so they can have a comparative study of the two. Yet the study, done in this direction can have many other possible dimensions. Some further researches of applied nature are suggested below.
1. Preparation and try out of syllabi and reading material for remedial teaching programme in English.

2. Construction and standardization of language achievement tests for English as L₂.

3. Preparation and try out of teaching aids for specific skills of English for a particular standard.

4. Study of the impact of various methods of teaching English as L₂ on students' achievement.

5. Study of the deficiencies in comprehension as well as expression in English at different class levels in the secondary schools.

6. Study of the relationship between teacher's attitude towards English and its impact on students' achievement.

7. Study of the nature of the evaluation procedure and its effect on students' achievement in English as L₂.

8. Study of the load of language of school-syllabi and its effect on students' achievement in English.

9. Study of the nature and the difference in achievements of L₁ and L₂.
7.6 Conclusion

Thus the field is vast, varied and promising enough for further research work. No doubt it is full of challenges and excitement. Modern approaches supported by a scientific look at the language-corpus, promise to provide the researcher with the know-how and preparation of useful tools that can help him uncover the mysteries involved in the art of learning a language like English. The present study is very humble step in this direction. It is hoped that this work will be followed by some other efforts suggested above and the like. They will definitely help to our meagre knowledge about the nature of English and its process of learning.