CHAPTER 5

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CHAPTER V

SUMMARY OF FINDINGS AND SUGGESTIONS FOR FURTHER STUDIES

V.1. INTRODUCTION

The topic "Comparative Study of the English Language Skills acquired by Class XI Students studying through the CBSE and the State Board Curricula" has been taken up in order to identify the areas of strength and weaknesses concerning the language skills acquired at the end of class X by the students who studied through the CBSE and the MATRICULATION BOARD schools.

V.2 OBJECTIVES

• To compare the skill based test scores of the students who studied through the matriculation syllabus upto class X with those who studied upto class X through the CBSE.

• To compare the skill based test scores of the students from the private schools with those from the aided schools.

• To identify the areas of weakness i.e. the skills in which the students are lacking or inadequate in.

• To analyse the differences in the scores and probable causes or lacunae and

• Suggest remedial measures to rectify inadequacies.
V.3. HYPOTHESES

- There is no significant difference between the Class X public exam scores and the corresponding score of the students in the skill based test.

- There is no significant difference between the total scores as well as the scores in the individual sections of the students of the CBSE and those of the matriculation board in the skill based test.

- There is no significant difference between the total scores as well as the scores in the individual sections of the student sample of the private schools and the aided schools in the skill based test.

V.4. METHODOLOGY

V.4.1. BASIS:

Content analysis of the skill based test answer scripts of the 163 students and the 148 students, who passed class X through the CBSE and the State and Matriculation Board of Tamil Nadu respectively was done. The answer papers were assessed and the scores were tabulated section wise for analysis and interpretation of data. The performance of the students with reference to Reading, Writing, Grammar and Listening in English was analysed and interpreted.

V.4.2. TOOLS

Skill based test question paper, the answer scripts of the students in the skill based test, feedback on the question paper from English teachers and the students who were sampled and personal diary entry of the researcher were used as the tools.
V.4.3. SAMPLE

Non-proportionate stratified random sampling was followed and 163 students from 4 CBSE schools and 143 students from 3 State Board schools constituted the sample.

V.4.4. DATA ANALYSIS

The scores obtained by the students in the four sections in the skill based test i.e. in the Reading, Writing, Grammar and Listening sections and the total were tabulated and groupwise analysis and differential analysis were done.

V.5. MAJOR FINDINGS

The performance of the student sample in the skill based test on the overall of the whole sample has been good with a mean of 64.66 though the standard deviation is fairly high. But the performance of the CBSE student sample is significantly better than the State Board student sample especially with reference to Writing, Grammar and Listening sections. In the reading section there is marginal difference in the scores obtained by the two student samples. In this section, the performance in poetry comprehension has been better than in the prose comprehension in the whole group. Most of the students had gone wrong in the multiple choice questions, not being able to discriminate between the right answer and the close distracter.

In the Writing section, though the CBSE students have performed significantly better than the State board students the performance in B1, the controlled exercise, is far better than in the B2, the longer composition based on visual inputs in the whole student sample. But there is marked difference between the CBCE student sample and the State Board sample in B2, the letter writing
exercise (the longer composition). As the answers have been assessed for the content, accuracy and fluency in the language, with the split up of marks as 4, 3 and 3 respectively, the study of the areas of weakness was facilitated. Though the ideas given in the visuals have been made use of in the content of the answer, with regard to 'how pollution affects us' and 'how pollution can be arrested' had not been touched upon in a sizable number of answers, say 20% of the sample. But many students lack fluency in written English revealing inadequate vocabulary and inconsistency in expressing ideas thus rendering their writing vague. Many answers do not carry the right format for a letter to the editor and an appropriate style. 52 students from the State Board sample and 14 from the CBSE have scored below 40% in this composition. Their answers reveal many errors in spelling and inconsistency in the use of tenses.

In the Grammar section, C1, the integrated grammar exercise, has been performed better than C2, the exercise on verb forms and tenses by the whole group. In this section also the performance of the CBSE student sample is better than the State Board student sample.

In the listening section, the performance of the whole group is better in D1, the telephone conversation, than in D2, the description of a monument. Though in this section also the CBSE student sample has performed better than the State board sample, the difference is not that significant as in the Writing and Grammar sections. A factor worth mentioning is that the State board students do not have an exposure to listening skills till class XI, hence their performance is commendable. Another noteworthy feature is that both the listening output texts are different from the input texts, yet the students have performed commendably.

It is unique that in the reading section, the students from self-financed schools have distinctly performed better than those from the aided schools while in
Writing and Listening sections too they do differ. There is no significant difference in the performance in the Grammar section between the two groups.

V.5.1.DISCUSSION

The four areas selected for testing were reading, writing, listening and grammar. Though the students have performed well in the reading section both the CBSE and the Matriculation board students require intensive training in answering multiple choice questions and in vocabulary. As vocabulary involves not only the skill in identifying the word and recognising it but also in using it in the right context. Besides this, a major problem students encounter is with spellings. Some of the words in which the students have gone wrong are separately, pollution, sincerely, there/their, opportunity, occurred, embarrassment, business, truly etc. In order to train students in spellings, even in lower classes, the technique of one word a day should be followed. In this play way method, the teacher casually introduces a new word in her conversation and makes the students to use it in their conversation. The new word is written on the board in a corner and is left there the whole week for visual impact. Like this, the teacher introduces one word each day and by the end of the week five words are on the board and the students will have learnt five words at the end of the week and they are also asked to maintain a record of the words. At the end of the term the students are given a test in vocabulary involving the new words learnt. Such a practice can be a great help in training even students in senior classes too, especially in training them in more difficult words like sarcasm, chauvinism, enmity, certainty, chandelier, dyslexia, etc.

On the overall the performance of the CBSE students has been better than the state board students. On analysing the syllabus and the teaching and testing exercises used in the two boards, the following details have been found:
The focus on the content of the textbooks is much more in the teaching and the testing exercises in the Matriculation and State board syllabus than in the CBSE. In the CBSE, in Classes IX and X, three separate books have been introduced. One book titled Main Course Book carries a variety of reading comprehension passages with different types of exercises testing reading skills ranging from knowledge to inferential comprehension. This book carries 7 or 8 units; each unit based on specific theme that caters to the interest students. Such as Sports, Children, Health, Environment, Tourism etc. There are sample exercises for writing skills. The book also includes a few listening exercises with reference to the unit under which they are included. The Workbook covers different areas in Grammar, taking care of the functional aspects of Grammar. Different types of exercises such as editing the given passage, changing the narration, rearrangement of phrases in sentences and rearranging sentences into a meaningful paragraph using cohesive devices. The Literature Reader takes care of the exposure to English prose, poetry and drama including suitable selections from each area. In order to train students in the same line, book are being brought out for the VI, VII and VIII Classes too. As the students of the CBSE mostly study through English medium right from lower Classes, English language seems to enjoy more importance, besides the exposure the Students get. Class IX syllabus of the CBSE has included an obligatory component of Continuous Assessment as part of the requirement for a student to pass in English. So the students are assessed for 60 percent in the areas of Written Assignments, Conversation Skills and formal and informal tests through out the year. The year final examination is conducted for the rest 40 percent. Unless a student passes in the continuous assessment by securing 40/100, even if he/she passes in the year final examination, he is not declared pass that year in English. This has made students take up English more seriously. But in Class X
Public examination continuous Assessment is not taken into account, but only the score obtained in the year final examination (Public exam) alone is considered.

V. 6. RECOMMENDATIONS

- Though the students do not differ significantly in their reading skills, as many of them have lost in the multiple choice questions, many reading comprehension exercises with multiple choice questions should be employed in order to train our students in this line especially when the competitive exams carry only multiple choice questions in testing the reading skills.

- As the reading habit is almost becoming extinct, students must be encouraged in extensive reading which will also facilitate speed and comprehension incidentally.

- In order to make the students improve in spellings, dictation method can be revived in schools.

- Instead of writing short compositions using verbs in correct tense forms in the form of guided and controlled exercises should necessarily form a prelude to long compositions like Articles, Reports, Letters etc.

- Grammar should be taught functionally using authentic situations and integrating grammar items meaningfully instead of the mere teaching of rules and giving exercises involving isolated sentences.

- Students require intensive training in ‘Sequence of Tenses’ and ‘Verb forms’.
As all the competitive exams involving the use of English as a foreign language lay emphasis on listening skills, students should be trained in listening skills for which, if possible, each school can aspire to have a Language Laboratory for training the students right from Class I in the right pronunciation and the acquisition of listening skills for specific purposes.

V.7. SUGGESTIONS FOR FURTHER STUDIES

So far from the analysis of the performance of the student sample in the skill based test we find that the students lack in the writing skills especially in the accuracy part of English language. A study can be taken up in analysing the areas of weakness concerning writing skills.

With reference to reading skills investigation can be taken up at different levels ranging from knowledge to interpretative and evaluative comprehension skills at Class X and Class XII level.

Testing grammar through integrated exercises involving various grammar items can be taken up to analyse the areas of weakness in students in grammar so that exercises for remedial teaching can be framed.

A variety of listening inputs can be given in a test and the students’ responses analysed for effective feedback.

A similar test can be taken up in the other languages also to study the communicative competence of students in the respective languages.