CHAPTER-V
Conclusion and discussion

5.1 Conclusion

Conclusions drawn in the light of all the hypothesis of the study are as follows:

1. The variable of instructional methods had a significant effect in developing higher level writing skills in English. Communication based method emerged as a most effective instructional method in comparison to grammar based and traditional method as far as acquisition of higher level writing skills in English are concerned.

2. It is inferred that the variable of cognitive style had non-significant effect in developing higher level writing skills in English. Results showed that neither field-independent not field dependents had any marked advantage over their counterparts, as regards in developing writing skills in English.

3. The effect of intelligence is consistently significant in developing writing skills in English among high school students as measured by test score. Above average group performed better when compared to that of below average group in developing writing skills.

4. Instructional methods X intelligence had a significant main effect towards developing higher level writing skills in English. Above average students performed better in both treatment conditions (1 and 2) than below average students. The performance of above average students was best in treatment condition 2 (Communication Based Method).

5. Non-significant interaction of instructional methods (Grammar Based Method & Communication Based Method) and cognitive style of the learner in developing higher level writing skills in English was obtained by three way analysis of variance.

6. Intelligence X cognitive style had a non-significant interactional effect in developing higher-level writing skills in English.
7. Instructional methods X intelligence X cognitive style had a non-significant interactional effect in developing higher level writing skills in English.

5.2 Educational implications

The present study has certain implications for educational theory and practice.

1. The result of the study revealed that communication based method is more effective as compared to grammar based method of developing higher-level writing skills in English. It may, therefore, be added profitably to the list of tools that may be used in developing higher level writing skills in English. Using this instructional method, it would be possible to structure the writing class as a workshop with active participation and engagement of all students in the learning environment.

2. It is generally seen that teaching in language classrooms is adjusted to the intelligence level of the average students. As a result, the above average students face an achievement deficit in a large heterogeneous class. The results of the study focuses attention on the significance of the spread in ability and acquisition in a writing classroom.

3. The inclusion of the data on students’ cognitive style field-dependent/independent in placement decisions may result in more effective use of different classroom environments and this increases the likelihood that each child will be in that academic setting most conducive to learning.

5.3 Suggestions for further research

The results of this study point to potentially significant directions for future research.

1. It remains to be seen whether these results are generalizable to other samples at different age/grade levels, and thus replication, verification and systematic follow up studies are needed. In addition, longer experimental treatments might focus on the involvement of students with a wider range
of achievement and at different age levels to add support to the findings of
the study.

2. Future research is needed to test the generality of findings to language
skills other than those of writing and consideration of other individual
differences may lead to further classification of what conditions make for
developing higher-level writing skills in English.

3. It is important to learn the parameters of successful classroom instruction
in writing. It needs to be established if good writing is an antecedent to
involving peers in the writing process or if having peer group support
encourages hard work at a difficult task or both. So the influence of peer
group and consequently of peer editing on the writing skills of learners is
to be researched; as also the effects of instruction in revision on the
quality of student writing.

4. Future research is needed to identify subgroups that are most sensitive to
effect of improved innovative instructional methods (eclectic method,
communicative methods, linguistic communicative method, role play
method etc.). Eclectic method should be used in Indian classrooms in
order to develop good writing skills in English. Teachers should also
accept this method whole heartedly rather than sticking to Translation,
Bilingual or Direct methods.