

## **CHAPTER - V**

### **SUMMARY, FINDINGS AND SUGGESTIONS**

#### **5.1. INTRODUCTION**

English Language has been the link language since last century in the entire world because the British people had ruled over the most of the countries and left the English language as their legacy for the slave countries. The country of India has also been witnessing the teaching-learning of English language with varying levels of interest and proficiency since its independence. Some people learn it as a ladder towards the job market; as a sure step towards assured success in today's globalized world; as a tool for computer use; as a magic key that may open many doors; while some other learn it as a painful necessity and a necessary evil to survive. However the country of India has passed nearly seven decades after independence, very few significant changes have been evident in the language education system i.e. 'Three Language Formula'. The Three Language Formula was developed for the educational load to promote national integration, and, to provide wider language choice in the school curriculum. According to the formula, non-Hindi speakers study their regional language (as a first language – mother tongue), Hindi or English (as a second/third language); Hindi speakers, on the other hand, study Hindi (as a first language – mother tongue), English and another language (as a second/third language). Unfortunately the policy has not been successful due to diversity of the languages spoken and used in all the states. As a result English as a language of commerce, science and technology preceded all other Indian languages in the total use of languages in India.

English is taught as a compulsory subject at all the stages, starting from III or V to XII standard of school education. Although English is made compulsory in schools, the position of the subject is not satisfactory in the school students. The words of Prof. Gokak as cited in Venkateswaran (1995), are very true in this context that, "The study of English in our schools is in a chaotic state. Today's pupils are taught English for about six periods a week for eight years. But it has been estimated that they hardly know 1500 words by the time they join university. This means that they hardly been able to learn English words at the rate of one word per period. They do not know how to use the

commonest structures of English.” The words of Prof. Gokak are true even today after two decades. Today we often observe the six-month courses in English language, equipping the learners with the ability to communicate at an elementary level minimally. But even after 8 or 10 or 12 years of teaching, more than 80 per cent of our students are incapable of using English communication (Nityanandam, 2009). Indian context is primarily multilingual where multi-lingualism is the rule rather than the exception. Therefore English language teaching contextually would demand some extra ordinary effort of the teachers in the schools.

In our country we are teaching English as second language. Different states have introduced English as a second language at different levels. For example, while comparing the four south Indian states i.e. Tamilnadu, Kerala, Karnataka and Andhra Pradesh, English has been taught from Class I except Andhra where it is introduced from Class III. In Gujarat, English is introduced from Class V. Earlier Class VIII was considered as secondary level of schooling. But from 2009 onwards it is bifurcated from secondary to primary level. Hence, primary schooling consists of eight standards in Gujarat since 2009.

The main aim of introducing English is to communicate effectively when the students complete their secondary education. The main aim of teaching the language is to develop the LSRW skills. But most of the students are unable to communicate in English because of lack of exposure, lack of usage, lack of material etc. So keeping the present scenario in view, an attempt is made to find out the level of proficiency among teachers and students in English at Class VIII level and to develop a teaching module for teaching each skill to the students of Class VIII. So as per the suggestions emphasized by NCF (2005), which insists more on child friendly and child centered education based on the experiences and knowledge of the child.

In the present chapter, methodology of the study is discussed to describe design, plan and procedure of the study adopted by the researcher. The chapter also contains rationale of the study, statement of the problem, objectives of the study, operationalization of the terms, hypothesis, area and type of the study, delimitation of the study, selection of the population and size of the sample, sources of data, tools for data collection and statistical techniques used for data analysis.

## **5.2. ENGLISH LANGUAGE TEACHING IN PRIMARY SCHOOLS OF GUJARAT**

The state of Gujarat is quite progressive with regard to improving primary education. Few years ago in 2009, a big change occurred in the field of school education when Class VIII was shifted from the secondary education to primary education. Now, Class VIII is also made free of cost by the provision of Right to Education Act - 2009. The state also brought a change with regard to recruiting subject teachers in primary schools. Teachers of English and Science subjects have been recruited for bringing quality in English language and Science education at primary level. Earlier there were only general teachers having Primary Teacher Certificate were recruited. Apart from this, Gunotsav Karyakram (Quality Enhancement Program), Vanche Gujarat, Shala Pravesotsav, Science Fairs, and many other programs are carried out by state government. A program, known as SCOPE (Society for Creating Opportunity of Proficiency in English), was initiated to enrich the knowledge of English among the teachers and students. Hence, Gujarat Government has taken very significant measures to improve the quality of primary education. Now, the students of upper primary schools are being taught English by subject teachers. The English textbooks of upper primary level are also developed on the notions and principles of Functional Approach – the latest approach for teaching English.

## **5.3. NEED OF DIAGNOSIS AND REMEDIATION IN ENGLISH**

English is mostly learnt as a second language by any Indian student, with an Indian language as mother tongue. As a result, the impact of the previously learnt language is very heavily felt while learning English. English and all Indian languages, having great difference in terms of vocabulary, phonology, syntax and semantic patterns create number of hindrances in second language learning.

There are many other factors which are also accounted for the poor status of English amongst Indian students; like, student and teacher related factors (social, cultural, emotional, biological, psychological), home and school related factors (family – friends and society, physical facilities, setting and environment), syllabus and teaching methods related factors (content, activities, tasks, assignments, various methods and approaches to teaching). These factors have serious impact on students learning. When students falter in learning English, it means that one or more than one factor have become barrier for them.

It is found generally in the primary students in the last years. After passing four years of learning English, students perform poorly in component areas of language i.e. oral expression, written expression, reading comprehension, aural comprehension. They commit errors while using English in communication. Once the basic concepts of using English language are mastered, the students start using the language comfortably and march towards the higher level confidently. They develop their own ways of expressing and comprehending the ideas. If the basic concepts of language are not acquired, they remain confused with the poor basic knowledge of language components and its use in communication and consequently exhibit poor performance in learning the language.

Hence, to find out and locate the learning problems in component areas of the language i.e. oral expression, written expression, reading comprehension, aural comprehension; diagnosis is required. As in medical science the doctor diagnoses the diseases through several tests and systematic careful analyses for providing most suitable treatment (remediation) to the patient, the teacher also need diagnostic approach to overcome the learning problems of students in English. Diagnostic approach is one of the scientific approaches that identifies, locates and rectifies the problem of learning by providing remedial measures.

#### **5.4. RATIONALE OF THE STUDY**

India is a country of diversities. Language is one of the diversities, widely prevailed due to number of state languages and dialects. Thus, multilingualism broadly prevails in each state of India. Because of multilingualism, the people of rural locale especially of backward classes face more severe problems in language learning than that of urban one. Most of the backward classes i.e. Scheduled Castes and Scheduled Tribes, have their own dialects. When they enter into the school, the language of instruction becomes a second language . When English is introduced to them, it comes at fourth, fifth and even sometimes sixth number of language to be learnt by a student. For example, a boy of a small remote village of Tapi district enters into the school first time, he had already learnt his dialect, say Choudhary. Now as he enters into school environment, he learns Gujarati and Hindi languages primarily. But simultaneously he also learns the dialects of other communities of the area like, Gamit, Vasava, Kokani, Dhodia. Thus, when a

student starts learning English in Class V, it comes at almost sixth number of language to be learnt by the student.

Thus, the students of backward classes face vast problems in learning English language. They need, therefore an ample attention in general and for English language in particular. Today, the world is becoming a global village rapidly. But until English language is made to be used in domestic way and in domestic context, learning of English as a second language perhaps would be a far reaching moon for the people who live in the village considering itself as a globe.

The people we find in southern part of Gujarat state are alike. The Tapi district to which Vyara tehsil belongs to is located in the southern part of Gujarat. On 27th September 2007, the district of Surat was bifurcated into two districts, viz. Surat district with its headquarter at Surat and Tapi district with its headquarter at Vyara. The newly constituted Tapi district consists of five talukas viz. Vyara, Songadh, Uchhal, Nizar and Valod.

Since, there are number of dialects in the district, students learn various dialects preferring their own dialect. Therefore, as they enter into school environment, they learn Gujarati as mother tongue, and Hindi or English as second languages. Gujarati and Hindi language having great preference and exposure in school and social environment, dominates the language learning of students up to Class XII. As a result, when they enter into the graduate level courses, they cannot speak even a sentence in English language. The basic knowledge of English language, i.e. phonological, syntactic and semantic patterns required for adequate proficiency, is not acquired properly by the students due to such circumstances.

To overcome the learning problems of such students, diagnostic approach has been effective and widely suggested by the researchers and experts of the field. Since, the very key function of the diagnostic approach is detecting errors and slow or lower progressing learners; finding out causes of the errors; identifying learning difficulties of the learners; and rectifying errors through careful remedial instruction, the teaching of English in the schools also calls forth to the approach to overcome the difficulties. Error analysis, as a part of diagnostic approach, is a very useful practice to study the errors of

the learners. Ellis (1995) and Gao (2009), also emphasizes on error analysis in language teaching as it is very useful in organizing and teaching grammatical items through error-based remediation.

The trend report of the Sixth Survey of Educational Research-I (1993-2000) observes that error analysis studies have been profuse in the Indian Educational context the findings of which have not been formalized for pedagogical purposes. For strategy training, these findings highlight the need for errors of interference, transfer and overgeneralization to be addressed specifically. National Curriculum Framework (2005) therefore emphasizes on the matter of researches that, much of research time has gone into the teaching of English for the middle classes in English medium schools, rather than the teaching of English as a second language in regional language medium schools. Hence there is a need of researches on second language teaching.

Language learning is the process that involves the making of mistakes and errors, so errors are regarded as the product of learning. Dulay, (1982) states that, “Studying error serves two major purposes: it provides data from which inferences about the nature of the language learning process can be made and it indicates to teachers and curriculum developers in which part of the target language students have most difficulty producing correctly and which error types distracts most from a learner’s ability to communicate effectively”. Students errors, in this way, should be studied which is very useful to the teachers and curriculum developers.

The present study, hence, deals with the problems in acquiring English proficiency amongst students of Std. VIII. To address the problem, the study aims at diagnosing and remedying learning problems of students of Std. VIII, and suggesting remedial measure for teaching at primary school level in the state of Gujarat.

## **5.5. SPECIFICATION OF THE PROBLEM**

### **5.5.1. STATEMENT OF THE PROBLEM:**

“Diagnosis and Remediation of English Proficiency among Students of Std. VIII.”

## **5.6. OBJECTIVES OF THE STUDY**

1. To find out the status of proficiency in English among the students of Std. VIII.
2. To identify and locate the learning errors committed by students in acquiring proficiency in English.
3. To develop and suggest remedial measures to overcome students' learning problems.
4. To study the effectiveness of remedial measures taken for overcoming learning problems.

## **5.7. OPERATIONALIZATION OF THE TERMS**

### **5.7.1. English Proficiency**

The term, English Proficiency refers to the ability or skill of the learner to use English language grammatically and contextually correct in speaking and writing; and to comprehend it appropriately while listening and reading.

### **5.7.2. Diagnosis and Remediation:**

Diagnosis is defined as the process of identifying the learners having difficulties in acquiring proficiency in English, identifying and locating difficulty area faced by the learners and overcoming such difficulties through suitable treatment or remediation. Remediation is inseparable part of diagnosis; meaning the treatment given to the learners having difficulties in specific learning area of English Proficiency.

### **5.7.3. Error**

The term, Error refers to the incorrect responses given by the learners in specific area. There is infinite talk on difference between the terms 'errors' and 'mistakes'. The present study sticks to the meaning given in the first line.

## **5.8. HYPOTHESIS**

- I.** There will be no significant difference between the mean achievement scores of the experimental and controlled group students on pre test and post test.
- II.** There will be no significant difference in the mean achievement scores of the experimental group students on pre test and post test.

## **5.9. DESIGN OF THE STUDY**

As per the nature and requirement of the study **Experimental Design** i.e. pre test-treatment- post test design, was selected.

### **5.9.1. Pre Test**

An achievement test (Pre-Test) was prepared by the investigator and administered to the students of both experimental and controlled group.

### **5.9.2. Treatment**

1. After analysis of the test scores of experimental group, the errors of students were studied. On the basis of error analysis, Diagnostic Tests were prepared and implemented on the experimental group.
2. The results of Diagnostic Tests were carefully analyzed and probable causes of learning problems were carried out. Based on diagnostic analysis the Remedial Programme was developed to overcome the problems.

### **5.9.3. Post Test:**

At the end of remediation, parallel test to achievement test was administered to both the groups of students to check the effectiveness of Remediation.

## **5.10. DELIMITATION OF THE STUDY**

The present study was delimited to the students of Std. VIII of the selected Gujarati medium primary schools of Tapi district in the state of Gujarat, following Gujarat State Education Board, Gandhinagar.

## **5.11. POPULATION OF THE STUDY**

All the students of Std. VIII of Gujarati Medium Primary Schools of Vyara tehsil, following Gujarat State Education Board syllabus constituted the population for the present study.

## **5.12. SAMPLE OF THE STUDY**

The sample of the study was randomly selected. Using Lottery Method, out of 17 schools Primary School Chikhalvav, Vyara and Primary School Vashkui, Vyara was

selected as a sample. All the students of Std. VIII of both the school constituted sample for the study. Pre test was given to all the students of Std. VIII of both the schools. After analysis of Pre test the mean scores of both the classes were analyzed. The mean scores of Primary School Chikhalvav and Primary School Vashkui were 32.15 and 33.63 respectively. Thus Primary School Chikhalvav having low mean score than the other was selected as experimental group and Primary School Vashkui, Vyara having higher mean score, was selected as controlled group. Thus, all the students of both the classes constituted sample for the present study.

### **5.13. PLAN AND PROCEDURE FOR DATA COLLECTION**

- 1) Developing parallel Achievement tests on English Proficiency
- 2) Administering parallel Achievement test (Pre test) on English Proficiency.
- 3) Analyzing the test and identifying errors committed by the students.
- 4) Developing and implementing Diagnostic Tests to locate the errors and finding out causes of learning problems.
- 5) Developing and implementing Remedial Measures to overcome the learning problems of students.
- 6) Implementing parallel Achievement test (Post test) on English Proficiency.

### **5.14. TOOLS OF THE STUDY**

The researcher prepared the following tools for data collection in the present study:

#### **5.14.1. Parallel Achievement tests (Pre-test and Post-test)**

The parallel achievement tests were constructed on the aspects of four skills, i.e. Listening, Speaking, Reading, and Writing.

The researcher constructed the parallel Achievement tests for the realization of the objective no.1 (to find out the status of proficiency in English among students of Std. VIII) and objective no. 4 (to study the effectiveness of remedial measures taken for overcoming learning problems). The Achievement tests were validated by the experts and tried out before implementation. The mean score of the students in the pre test was

27.07 and in the post test was 31.33 respectively. To ensure the reliability of the tests  $r$  was calculated. The  $r$  of the test scores was 0.79 which indicates the adequate reliability of the parallel tests employed. The pre-test was conducted with the objective of testing the previous knowledge of the student in the area of English Proficiency and to prepare error analysis for the development of Diagnostic Tests..

#### **5.14.2. Diagnostic Tests**

##### **5.14.2.1. Diagnostic Grammar Test**

On the basis of Error Analysis of the responses obtained in Pre test, Diagnostic Grammar Test was prepared. It comprises of total sixty questions which are based on grammar points such as, Parts of Speech, Parts of Sentences, Modals, Primary Auxiliaries, Use of Has/Have, Use of There, Do/Does/Did, Question tags, 'Wh' Questions, Degree, Voice and Indirect speech. The objective of employing diagnostic test was to know the learning difficulties of the students in English grammar.

##### **5.14.2.2. Diagnostic Listening Test**

The Diagnostic Listening Test was developed and administered on the students to know the learning difficulties they exhibit in the communicative tasks. It is consisted of total 3 Questions. The First Question examines the sound and word recognition skill of listening skill through dictation task. The Second Question examines the comprehension skill of listening skill through performing instructed task. The Third Question examines the responding skill of listening skill through responding to a question.

##### **5.14.2.3. Diagnostic Speaking Test**

The Diagnostic Speaking Test was developed and administered on the students to know the learning difficulties they exhibit in the communicative tasks. It is consisted of total 3 Questions. The First Question of the test was set to examine the Read aloud ability of the students. The Second Question of the test was set to examine the Describing Ability of the students. The Third Question examines the essential skill of narrating a story of the students.

#### **5.14.2.4. Diagnostic Reading Test**

The Diagnostic Reading Test was developed and administered on the students to know the learning difficulties they exhibit in the reading tasks. It is consisted of total 2 Questions. Both the Questions of the test were set to examine the comprehension ability of the students in Reading texts. The Reading Comprehension covers sub skills like, Recognizing, Inference, Predicting or Guessing, Previewing, Skimming, Scanning and paraphrasing. The sub-questions of the test hence represent the above sub skill or skills for testing Reading Skill.

#### **5.14.2.5. Diagnostic Writing Test**

The Diagnostic Writing Test was developed and administered on the students to know the learning difficulties they exhibit in the writing tasks. It is consisted of total 4 Questions. The First Question of the test is set to examine the ability of the students to write the given texts correctly and systematically. The Second Question was set to examine the ability of the students to write essay on given topic. The Third Question was set to examine the ability of the students to use Punctuation and Capitalization rules. The Fourth Question of the test was set to examine the ability of the students to write the story on the basis of given pictures.

#### **5.14.2.6. English Proficiency Scale**

The achievement tests used for testing English Proficiency of the students were also measured using English Proficiency Scale. The researcher looked for readymade English Proficiency Scale for measuring proficiency of the students of Std. VIII., but could not find suitable one for them. For these reason, the researcher developed an English Proficiency Scale after studying the standard English Proficiency Scales of authentic organizations. The tool is comprised of five descriptive levels labeled as Extremely Limited User, Limited User, Modest User, Good User and Competent User. The scale measures the four major language skills, i.e. Listening, Speaking, Reading and Writing.

### **5.15. DATA COLLECTION**

The data were both quantitative and qualitative in nature and personally collected by the researcher. For realization of the first and fourth objective, data were collected by

conducting Achievement Tests. For the second objective Diagnostic tests were employed to collect both qualitative and quantitative data.

#### **5.16. DATA ANALYSIS**

The collected data were analyzed both quantitatively and qualitatively. The data collected using Achievement Tests were analyzed both quantitatively and qualitatively. The quantitative techniques employed were, Frequency Distribution, Mean Difference, Percentage Analysis. The qualitative techniques employed for analysis were content analysis, classification and inferences. The data obtained through Diagnostic Tests were analyzed using qualitative technique i.e. Content Analysis.

#### **5.17. MAJOR FINDINGS OF THE STUDY**

The findings of the present study are divided in to two parts: 1) Findings from Achievement Tests and 2) Findings from Diagnostic Tests.

##### **5.17.1. Findings from Data Analysis of Achievement Tests**

**5.17.1.1.** The Achievement tests revealed the fact that the experimental group significantly progressed higher than the controlled group.

**5.17.1.2.** It was also found from the tests that the students progressed significantly higher than the scores they obtained in the pre test.

**5.17.1.3.** It was also found that the students were significantly higher in Listening Skills than the other and significantly lower in Writing Skills.

**5.17.1.4.** The achievement tests revealed the fact that the students were poor in grammar points such as Tenses, Modals, Degree, Voice and Indirect Speech.

**5.17.1.5.** It was also found that the students have great difficulty in all the language skills of English proficiency.

##### **5.17.2. Findings from Data Analysis of Diagnostic Tests**

**5.17.2.1.** From the data analysis of Diagnostic Grammar Test it was found that most of the students have no knowledge regarding the grammar points essential for learning English.

**5.17.2.2.** From the data analysis of Diagnostic Listening test it was found that the students have difficulty in comprehending the long syllabic words. It was also found that they were able recognize the short syllabic sounds and words form the speech.

**5.17.2.3.** From the data analysis of Diagnostic Speaking Test it was found that they were lacking knowledge of parts of speech and parts of sentences. It was found that they could not frame even a simple sentence in speaking tasks.

**5.17.2.4.** From the data analysis of Diagnostic Reading Test it was found that the students were weak in inference and predicting skills. It was also found that the students were able to recognize the short syllabic words form the texts.

**5.17.2.5.** From the data analysis of Diagnostic Writing Test it was found that students were too much poor in writing skill as they exhibited poor performance in writing correct spelling and sentences with correct usage.

### **5.17.3. Findings from Data Analysis of English Proficiency Scale**

**5.17.3.1.** The English Proficiency Scale revealed the levels of the students that Most of the students were under the Modest User Level (40 %to 59%).

**5.17.3.2.** It also revealed the fact that the students of experimental group significantly upgraded to higher level after remediation.

**5.17.3.3.** It was found that there was only one or two students who were good at listening and speaking skill.

**5.17.3.4.** It was also found from the scale the students were good at Listening and Reading comparing to Speaking and Writing Skills.

**5.17.3.5.** It was also found from the scale that most of the students progressed well after getting remediation for enhancing proficiency.

### **5.17.4. Findings from Data Analysis of Remedial Programme**

**5.17.4.1.** It was found from the data analysis of remedial programme that the learning difficulties such as Read aloud the text; Asking-Respond questions, finding information from the text, Use of simple sentences in

speech as well as in writing can be successfully overcome with the help of 50 days remedial teaching.

**5.17.4.2.** It was found from the data analysis of remedial programme that the learning difficulties such as Relate and infer the meaning properly, Use of compound-complex sentences, Describing picture, scene or event, Narrating a story, Role playing, Pronouncing long syllabic words can be partially overcome with the help of 50 days remedial teaching

**5.17.4.3.** It was also found from the data analysis of remedial programme that the learning difficulties such as Unable to understand and use the phrases and clauses in sentences, Unable to understand and perform phrasal verbs, Poor in Describing and Narrating skills, Poor in writing story/essay/poem, Poor use of Punctuation and Capitalization rules can't be overcome with the help of 50 days remedial teaching or it requires some advanced method or approach to teaching.

**5.17.4.4.** It was also found that Activities such as: Recite the rhyme, Recite the poem, Read aloud the text, Asking-Responding, Finding and Relating Information, Role playing, Describing scene/picture/event, Narrating a story are helpful and effective in teaching English.

**5.17.4.5.** It was also found that Activities such as: Recite the rhyme, Recite the poem, Read aloud the text, Asking-Responding, Finding and Relating Information, Role playing, Describing scene/picture/event, Narrating a story, are effective in achieving Objectives. Like, Reciting rhyme or poem, read aloud the text, asking and responding to the questions, relate and infer the meaning.

## **5.18. CONCLUSION**

The present study deals with the areas of English Language Teaching. The researcher made an attempt to find out the levels of English Proficiency among the students of Std. VIII. The study revealed the fact that the students of Std. VIII are mostly Limited Users on the scale of English Language Proficiency Scale. The

experimental group of the study also exhibited the significant difference in the mean scores of Pre-test and Post-test within the group. Hence the null hypothesis of the study is rejected that there will be no difference in the mean scores of the students within the group. Further the experimental group also showed significant difference in the mean scores of Pre-test and Post-test while comparing to controlled group. Hence the second null hypothesis is also rejected that there will be no significant difference in the mean scores of Experimental and Controlled group.

Thus, the study advocates from the results of the study that diagnosis and remediation approach can be used in English Language Teaching.

#### **5.19. SUGGESTIONS FOR FURTHER STUDY**

Research is never ending process. Hence every research generates new area to be studied further. Following are some of the major areas for further research to be conducted in the field of English Language Teaching:

- Similar type of study can be developed on other subjects.
- Similar type of study can be prepared by covering those topics of vocabulary, comprehension, grammar, activity, writing task, pronunciation and speaking task which have not been dealt with in the present study.
- Similar type of study can be carried out for enhancing each Language Skill separately.
- Similar kind of study can be carried out to standardize the English Language Proficiency Test covering all the language components.
- Similar kind of study can be carried out at secondary and higher secondary level also.
- Similar type of study can be carried out with other medium students studying at different level.