

CHAPTER: 4
DATA ANALYSIS
AND DISCUSSION

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4.0 INTRODUCTION

The previous chapter dealt with procedure adopted for data collection and methodology followed. Analysis, interpretation and discussion of data collected for the study has been presented in this chapter. Data analysis is an important stage of the research process. Data analysis is the process of looking at and summarizing data with the intent to extract useful information and develop conclusions. The data available is in quantitative or qualitative form. The idea is to study the data available from different angles and derive meaningful conclusions from it. In the present study, data has been analyzed both quantitatively as well as qualitatively. The focus of the study was to find out the difficulties faced by Non Hindi speaking students in learning Hindi. The Pre and Post-test of Hindi conducted by investigator were analyzed with quantitatively- scores were assigned to students answers and qualitatively the errors made by the students in all four aspects of language learning were compiled. The data from the interviews were analysed qualitatively and frequencies and percentage were calculated and presented in table.

The data for the studies presented objective wise in the section.

The investigator analyzed the difficulties of four language skills from different angles.

4.1 Qualitative or Quantitative Analysis of Data and Interpretation

OBJECTIVE 1

To Study the Reason Why Non-Hindi Speaking Students Perform Badly In Hindi

Data came from the students and teachers interview

4.1.1 Semi Structured Interviews: Students

1. Do you like learning Hindi? If 'yes' why do you like it or if your answer is 'No' tell why?

Table 1: Number of students who like Hindi

Sr. No.	Yes	Not very fond of	No
1	12(40%)	13(43.3%)	5(16.6%)

- i. The students who liked learning Hindi language supported their answer with various reasons. Some liked Hindi because it had interesting stories and poems, it is spoken in every state of India, and everyone converses in Hindi
- ii. Maximum students found Hindi to be difficult even though they loved reading and speaking in Hindi but mostly found difficulty in writing. Also they did not get good marks in Hindi which made them not like it.
- iii. The students didn't like learning Hindi as they feel it as a burdensome language. They were neither good in writing, reading nor understanding Hindi.

2. Which language do you speak at home?

Table 2: Language spoken at home

Sr. No.	Gujarati	Rajasthani	Punjabi	Konkani	Telagu	Marathi
21(70%)	4(13.3%)	3(10%)	1(3.33%)	1(3.33%)	1(3.33%)	

- i. About 70% students spoke Gujarati language at home.
- ii. Remaining 30% students speak in languages other than Gujarati

3. Which among the languages you study in school do you like the most? Why? English, Hindi, Gujarati and Sanskrit

Table 3: Language which liked the most by students

Sr. no.	English	Gujarati	Sanskrit	Hindi
1.	13 (43.3%)	6 (20%)	6 (20%)	5 (16.6%)

- i. English is the most liked language by students as they learn English from a very young age
in English Medium schools
- ii. Students take interest in Gujarati and Sanskrit more than in Hindi.

4. Are your parents on a transferable job?

Table 4: Number of parents having transferable jobs

Sr. no.	Yes	No
1.	3 (10%)	27 (90%)

- i. According to the data 90% students' parents do not have a transferable job.

5. How often have you changed school?

Table 5: Number of times, the children's has changed Schools.

Sr. no.	No change	Once	Twice	More than twice
1	16 (53.3%)	5 (16.6 %)	6 (20%)	3(10%)

i. From the data, more than 50% students did not change their school.

6. What difficulties do you face after changing school?

i. Many students did not face much difficulty in learning Hindi after changing school. The few problems that student faced was coping with the new teaching styles of the teacher.

7. Do you understand everything your teacher teaches in class? If you don't understand what you do?

Students gave their opinion that they were able to understand what their teacher taught them. If they didn't understand anything they present their doubts to their teachers or their parents

8. In what way would you like the teacher to teach you in class?

All the students were comfortable with the method used by teacher of reading, explaining, discussing and writing.

QUESTION ON READING OR WRITING

9. Are there Hindi books in your library? Do you issue them and read them? If 'Yes' give 1 or

2, Names of books you have to read in the last month.

- i. Out of the four schools, two schools did not have a library.
- ii. In the remaining two schools, Hindi books were available in the library but the students did not issue the books. They prefer issuing other books than Hindi books.
- iii. We can infer from the data that the students were not inspired to read Hindi books by the teachers.

10. Do you read Hindi magazine or Hindi news paper? Which ones?

Table 6: Number of students reading Hindi magazine or Hindi newspaper

Sr. no.	Hindi magazine	Hindi newspaper
1	4 (13.3%)	0 (0%)

- i. The above table suggests that there are no ways children's are exposed the reading in Hindi.
- ii. It shows parent's lack of encouragement in students for learning Hindi.

11. What problems do you face while reading Hindi?

The students reported the following,

- i. Pronunciation
- ii. Hard words
- iii. Not understanding the meaning of words
- iv. Missing words while reading

12. Do you like reading prose or poetry?

Table 7: Number of students liking prose and poetry

Sr. No.	Prose	Poetry	Both Prose and poetry
1	10 (33.3 %)	13(43.3 %)	7(23.3%)

i. The students like poetry as they are short and interesting to learn.

Students also like prose as they get to read different stories and topic in their text book.

13. Do you pronounce Hindi words properly?

Table 8: Number of students pronouncing Hindi words properly

Sr. No.	Yes	No
1	14(46.6%)	16(53.5%)

i. Majority of students say that they can converse in Hindi but cannot pronounce some Hindi

ii. words properly as their mother tongue affects their Hindi dialect.

14. Which do you like better reading in Hindi or Writing in Hindi?

Table 9: Students choice on reading and writing

Sr. No.	Reading	Writin g	Both
1	23 (76.6%)	3 (10%)	4 (13.3%)

i. Maximum mistakes are made by the students in writing Hindi, hence, students prefer reading in Hindi rather than writing in Hindi.

15. Which problems do you face in writing?

The answers of students are summarised below:

- i. Vowels problem (harsva and dirgha matras in Hindi)
- ii. Spelling Problem
- iii. Sentence formation
- iv. Grammar –gender
- v. Singular/Plural

16. Which problems do you face more in writing?

Spelling Sentence-Formation

Table 10: Problems faced in writing

Sr. No.	Spelling (Matras in Hindi)	Sentence- Formation	Grammar		
			Gender	Singular/plural	Tenses
1	25(83.3%)	15(50%)	7(23.3%)	20(66.6%)	3(10%)

- i. One student can have more than one difficulty in writing
- ii. Maximum students face difficulty in spellings of Hindi (harsva and Dirgha /Matras)
- iii. Also many students make mistakes in sentence formation and Singular/Plural .
- iv. A few students face problem in gender and tenses of Hindi.

17. Are you able to write correctly when the teacher dictates something to you?

- i. Many students are not able to write correctly when the teacher dictates something to them.
- ii. They do not understand how to write the spelling of the dictated word.

18. Are you able to write correct answers from paragraph?

- i. Most of the students are able to find and write correct answers from the paragraph
- ii. Some students write answers correctly to the point, some write the answers correctly but not to the point, while only 1 or 2 students are not able to write answers correctly.

19. Do you complete your Hindi homework on time?

Table 11: Completion of homework on time

Sr. No	Yes	No	Sometimes
1.	13(43.3%)	7(23.3%)	10(33.3%)

- i. Only about 40% of the students complete their homework on time.
- ii. This shows that the parents and the teachers are not strict towards the students in completing their homework.

20. Do you practice Hindi writing at home?

Table 12: Number of students practicing Hindi writing at home

Sr. No	Yes	No	Sometimes
1	8(26.6%)	17(56.6%)	5(16.6%)

- i. 56% students do not practice Hindi writing at home. Due to this they make many mistakes in writing and it leads to their lack of interest towards writing in Hindi.

QUESTIONS: LISTENING

21. Are you able to understand when teacher teaches you?

Table 13: Students response on understanding from the teacher

Sr. No.	Yes	No	Sometimes
1	24 (80%)	2(6.66%)	4(1.33%)

- i. The students are able to understand what the teacher teaches them.
- ii. They find difficulty when the teacher uses new and difficult words while explaining.

22. When teacher dictate the words do you understand it?

- i. The students understand most of the words that the teacher dictates to them.
- ii. The difficulty in understanding occurs when new and difficult words are dictated

23. Do you understand when teacher discuss the questions and answers of the lesson?

- i. The students understand when the teacher discusses the question and answers of the lesson.

24. Can u repeat the discussing answer in your own words?

- i. The students understand the answers but are not able to reproduce the answers with correct and suitable words

QUESTIONS: SPEAKING

25. Which one among the following mistake do you make in Hindi?

- ii. Wrong Pronunciation
- iii. Gender mistakes
- iv. Using Vernacular words
- v. Wrong sentence formation

Table 14: Problems in speaking

Wrong Pronunciation	Gender mistakes	Using Vernacular words	Wrong sentence formation	Less vocabulary knowledge	
1	19(63.3%)	12(40%)	25(83.3%)	18(60%)	15(50%)

- i. 83% students use vernacular words, mostly English and their local language, while speaking in Hindi
- ii. About 50-60% students face problems in pronunciations, sentence formation and vocabulary knowledge.

26. Can you fluently speak in Hindi on any topic?

- i. The students are not able to speak fluently on any topic due to the problems discussed above.

27. Do you use Hindi dictionary to increase your Vocabulary?

Table 15: Number of students using dictionary

Sr. No	Yes	No
1.	8(26.6%)	22(73.3%)

- i. Most of the students do not use a Hindi dictionary. It is due to this that the students are not able to increase their vocabulary.
- ii. The teachers do promote the use of dictionary

28. Do you converse in Hindi with others?

- i. All the students converse in Hindi with each other but use a lot of vernacular words.

4.1.2 SEMI-STRUCTURED INTERVIEW: TEACHERS

In the interview with the teachers, the questions of difficulties faced by the students were further come to light. They were summerised from each of the questions asked of them. This data came from the interviews of the teachers

1. What type of difficulties do you face when you teach Non-Hindi speaking students?

- i. Students can't speak properly in Hindi.
- ii. Some students don't understand what the teacher teaches them
- iii. No parents support
- iv. Lack of concentration in students that's why they don't understand what the teacher teaches them
- v. Grammatical problem
- vi. Matras problem

2. Introduction of Hindi language varies from state to state, what problems are faced by students who change school from one state to another in learning Hindi?

- i. Such situation rarely occurs, but when it does, it depends on the student's capability to cope up.

3. What type of mistakes is seen in students of Std. VIII?

- i. Grammatical problem
- ii. Matras problem
- iii. Learning problem
- iv. Handwriting problem
- v. Homework delay

- vi. Weak in creative writing
- vii. Don't read properly
- viii. Don't write new and difficult words correctly
- ix. Don't study at home

4. How does the mother tongue affect learning of Hindi?

- i. Students use words from their mother tongue language in regular Hindi. While speaking Hindi, students use the words from their area and background.

5. Do you think students neglect Hindi in preference of English?

- i. 50% teachers think that students neglect Hindi in preference to English

6. Do the students keep their class work books complete or updated?

- i. Most of the students do not complete their books on time.

7. Do the students submit the assignment on time? If not, why?

All the students don't complete their assignments on time. The reasons are:

- i. Laziness
- ii. Not taking interest
- iii. Do not take Hindi as a serious subject

8. What are the difficulties faced by the students in pronouncing Hindi words correctly?

- i. The students don't have proper pronunciation knowledge
- ii. The students don't understand where to put stress on the words.

9. Do you feel that the students find learning and understanding poem tougher than prose?

- i. Many students like poetry because they are taught in singsong manner, are short and easy to understand.
- ii. Few students like prose as the stories are quite interesting

10. Do you think that the non-Hindi students are scared of learning Hindi grammar?

- i. Yes the students are scared of grammar because they have to learn a few concepts beforehand, which they do not do.
 - ii. They do not pay proper attention to various concepts like nouns, pronouns, verbs etc
- To study the difficulties faced by non-Hindi speaking students in learning Hindi. This objective is achieved by Pre-test and Post-test of the students

OBJECTIVE 2

To Study the Difficulties Faced by Non-Hindi Students in Learning Hindi.

The difficulties faced by the students were diagnosed by the investigator from the pre-test administered; they are summarised against the four language skills. Its Hindi version may be found in Appendix No.

They are presented below:

1. Reading and understanding skill

- i. The problem of letters (matras) was observed a lot in the students. For e.g. Students read 'sha' as 'sa', 'ta' as 'tha' and 'ja' as 'jha'. They are not able to differentiate between rasva and dirgha vowels. They read both the vowels in the same manner.
- ii. Students faced difficulty in hard words, joined letters and joined consonants when they read. E.g. Words like 'Prerna', 'Shrot' and 'swachata' are difficult to read in Hindi Lack of proper and clear pronunciation.
- iii. When the students read they did not modulate their voice, didn't put proper

- iv. emphasize on words and did not pause at proper punctuation.
- v. Students did not practice reading Hindi at home

2. Writing skill

- i. The students write what they read. Therefore they make the same mistake in writing as in reading. For e.g. Students write 'sha' as 'sa', 'ta' as 'tha' and 'ja' as 'jha'. The students are not able to differentiate and write the different types of 'Ra' matra. E.g. Varsh, Kram, Karya
- ii. The students are not able to write the question answers of the lesson.
- iii. Students faced difficulty in hard words, joined letters and joined consonants when they write. E.g. Atishayokti, Sanskar, Dushmani
- iv. Lack of knowledge of punctuation.
- v. Lack of creative writing practice in students. Some students cannot write essay on a given topic

3. Speaking skill

- i. The students didn't speak in pure Hindi
- ii. They added words of local language and vernacular words in Hindi
- iii. The students were not able to give a speech in Hindi.

4. Listening skill

- i. They face difficulty in listening and writing. For e.g. Students heard the word as 'disha' and wrote it as 'disa' and, 'Yuva' as 'Yova'.
- ii. They also had problems in listening and speaking. Even after listening about the topic the students are not able to explain it.

The investigator also observed some difficulties in the Grammar part of Hindi in the pretest.

They are:

- i. The students don't have interest in Grammar of Hindi
- ii. Weakness was observed in basic parts of Grammar. For e.g. the students did not know the concept of adjectives. They did not understand the meanings of the idioms and hence, were not able to use them in their regular sentences.

OBJECTIVE 3

To Suggest Ways Students could be Helped to Learn Hindi Better.

4.1.3 Suggestions on learning difficulties

The investigator gave the following suggestions on the basis of the difficulties found out. Suggestions have been explained in detail in Hindi language in the Appendix no. The students were given extensive feedback on difficulties and suggestions for improvement were also given. The same was provided to teachers to incorporate them in their routine teaching of Hindi.

1. Reading skill

- i. It is necessary to give constant revision of the alphabets and rasva-dirgha matras
- ii. While teaching, the teacher should put stress on letters 'sha', 'sa', 'ta', 'tha', 'ja' and 'jha' and should give them a lot of practice of these letters.
- .iii. Rasva and dirgha vowels are different as they have different matras. Each matra is spoken in a different manner. The teacher should give constant revision to the students regarding these matras
- iv. When difficult words or joined words occur while reading, make the student repeat the word till he or she is able to pronounce them correctly.
- v. Constant practice of reading is required.
- vi. Teacher should keep a note on punctuation on the students while they are reading

and show them the correct method.

vii. Teachers should motivate the students to read story books, magazines and newspaper.

2. Writing skill

i. Students should keep a check on the matras while they writing. They should underst and that each matra is different from the other. Special attention should be kept during the writing of different types of 'Ra' matra.

ii. When the students are given a comprehension, they copy the same answer word to word. Instead of that the teacher should motivate them to write answers on their own and give them practice of writing small sentences on their own.

iii. It is necessary to increase the vocabulary of the students for creative writing. They teacher should inspire the students to use Hindi dictionary. Comprehension should be done in the class at least once in a week. Regular writing home work should be given to the students.

iv. The teacher should make the student aware that while writing creative writing, they are checked not only on the content of the topic but also on how they begin the topic, use of new words, handwriting etc.

3. Speaking skill

i. When the students speak, they do not use pure and proper Hindi. Teacher should concentrate on their pronunciation .

ii. Students should be made aware that they learn different languages in the school and each language is as important as the other. They should not mix words of different languages in Hindi.

iii. Teacher should give each student a topic to give a speech on. This will improve his speech giving skill in Hindi.

4. Listening skill

- i. There should be a constant practice of dictation in the class
- ii. They should be made to repeat new and hard words.
- iii. The teacher should make the students hear a topic and repeat it in their own words. This will make the students to think on the topic and explain it in his own words. If the student is not able to do it in the first chance then the exercise should be repeated again. This will increase the grasping skill of the student and they will be able to speak on the topic after listening.

Suggestions on Grammar

- i. Not only the textbook but different teaching aids and charts should be used by the teacher to teach the students.
- ii. The teacher should give the students revision and practice of basic concepts of grammar like adjectives, nouns, pronouns etc. The students should be motivated to use the idioms in their regular speaking.

OBJECTIVE 4

To Find Out if Students Improved After the Subject Teachers Incorporated the Suggestions in Their Regular Teaching

4.1.4 SCORES ON PRE-TEST AND POST TEST IN HINDI.

The data for the table came from the answer scripts of the post test. Score obtained for the post test is compared against the pretest and it was subjected to t-test.

Table 16: The scores and percentage on pre-test and post test in Hindi

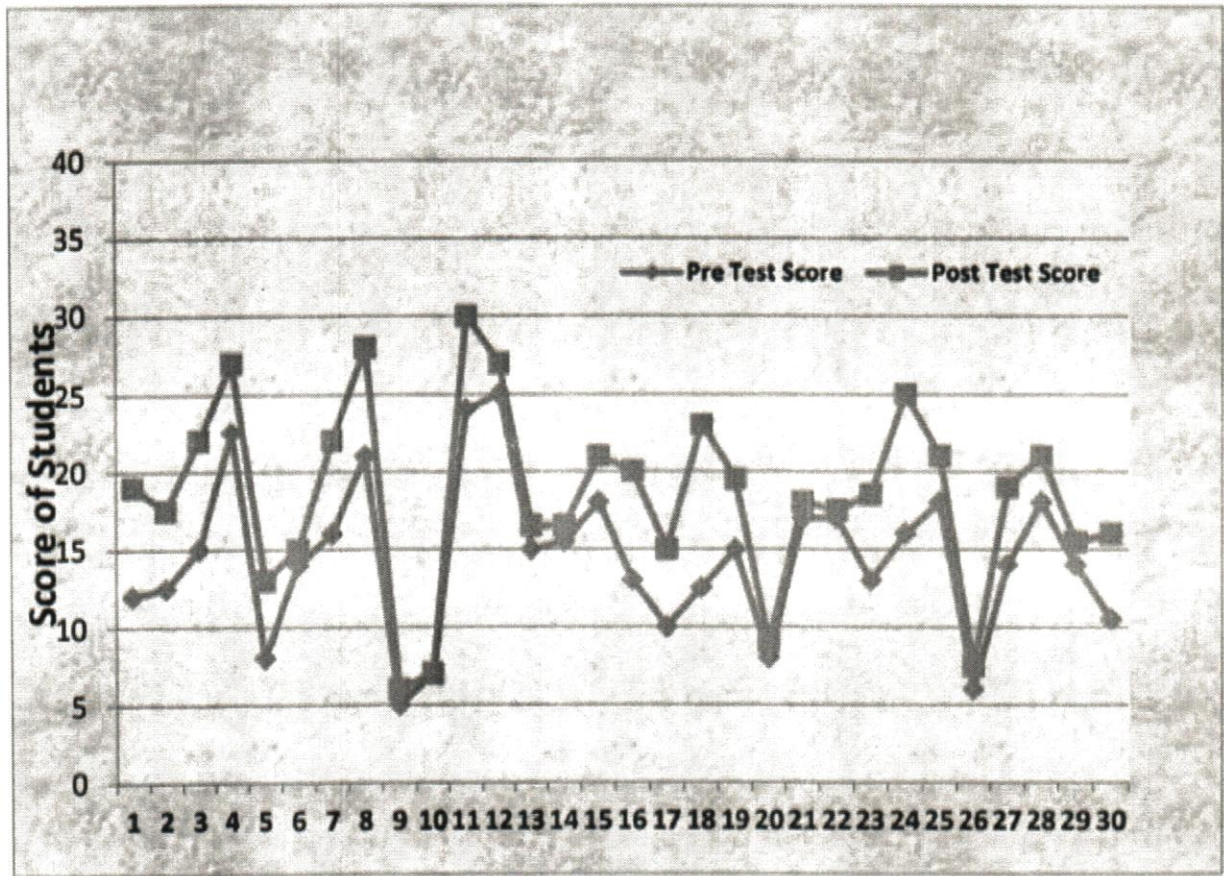
Sr. no.	Pre-test (Score)	Percentage (%)	Post-test (Score)	Percentage (%)
1	12	30	19	47.5
2	12.5	31.25	17.5	43.75
3	15	37.5	22	55
4	22.5	56.25	27	67.5
5	8	20	13	32.5
6	14	35	15	37.5
7	16	40	22	55
8	21	52.5	28	70
9	5	12.5	6	15
10	7	17.5	7	17
11	24	60	30	75
12	25	62.5	27	67.5
13	15	37.5	16.5	41.25
14	15.5	38.75	16.5	41.25

15	18	45	21	52.5
16	13	32.5	20	50
17	10	25	15	37.5
18	12.5	31.25	23	57.5
19	15	37.5	19.5	48.75
20	8	20	9	22.5
21	17	42.5	18	45
22	17	42.5	17.5	43.75
23	13	32.5	18.5	46.25
24	16	40	25	62.5
25	18	45	21	52.5
26	6	15	7.5	18.75

27	14	35	19	47.5
28	18	45	21	52.5
29	14	35	15.5	38.75
30	10.5	26.25	16	40
TOTAL	432.5	553		
Mean	14.42	36.04%	18.43	46.07%

A quick look at the table shows that there is an overall improvement in scores in the post test to find out if the difference was significant, it was subjected to a t-test analysis.

Graph 1: Graphical representation of pre-test and post-test score



Score of Students

Pre Test Score Post Test Score

The above graph is a comparison between the marks of pretest and post-tests. It can be observed

that the students have scored better in the Post test as compared to the pretest. This shows an improvement on their command over the language and eradication of difficulties faced by them. A correlated t-test was used to find out if the observed shift in score was significant.

Calculated

value of t is

7.96, tabulated

value of t at Df

29 at 0.01 level

is 2.756 and at

0.05 levels is

2.045. The

calculated

value of t is greater than tabulated value of t at 29 Df and at 0.05 and 0.01 level. Therefore

null

hypothesis is rejected at both these levels. Therefore there exists significant difference

between

mean of pretest score and post test score.

Table 17: t test table

Sr. No.	Test	N	Mean	SD	t value	Df	Level of significance
1	Pre Test	30	36.04	12.47	7.96	29	0.05
2	Post test	30	46.07	15.12			Two Tailed Hypothesis

4.1.5 Aspects of Improvement in Hindi usage in the post test

1. Reading and understanding skill

- i. The children were not able to identify and differentiate between similar letters and were confused. Now they had improved and could differentiate between letters much better.
- ii. The pronunciation of the students was much better and clear than before. They have got a habit of reading the hard words properly. Yet they need more practice.
- iii. The students now have some knowledge about the voice modulation concept.
- iv. Some students didn't understand and write in dictation before, but now some students have started trying.

2. Writing skill

- i. There is improvement in matras of 'Ra' and joined words are well taught to the students now.
- ii. Students answer scripts show less grammatical and spelling errors.
- iii. The students now use full stop, comma, question mark, exclamatory mark properly.
- iv. Some students have improved in their creative writing.

3. Speaking skill

- i. The students have reduced the use of English and vernacular words while speaking Hindi.

4. Listening skill

- i. The students have been taught the concept of listening the word, selecting the correct letter and then writing the word. The students have tried to work on the method but require more practice.

Grammar

1) The basic topics of grammar have been made clear to the students. The students have reduced grammatical errors in the post test.

4.2 DISCUSSION

But students living in states where Hindi is not used regularly face problems in learning Hindi.

There are many reasons for this.

Major problem observed in non-Hindi speaking students is that they have a weak foundation of Hindi language. Due to this the students face difficulty in all the 4 skills of Hindi language. From lower classes student don't get proper practice and revision on alphabets, spellings (Matras) and pronunciations. Hence their foundation remains weak. When the same students come in higher class, they face problem in their further study of Hindi. They remain unaware about the letters, which are similar in writing in Hindi e.g. 'Ta' and 'tha', 'gha' and 'dha'.

There is no proper facility of library in many schools. The schools having library do not have a variety of books in Hindi. Also on providing facility, the students don't issue Hindi books.

Directly or indirectly, even the parents do not support the students in their study of Hindi. They buy English newspaper or any other newspaper of their local language but Hindi newspaper is not regularly read. Even the Hindi magazines or novels are rarely read by the students. Also the parents do not get much involved in their homework completion work.

In schools non Hindi speaking students learn 4 languages at a time- English, Hindi, Gujarati and Sanskrit. But the favorite language of many students is English. Many students speak in their mother tongue at home; therefore, most of the students speak in Gujarati. So both the

languages affect the students in learning Hindi. The students use many words from English or their local language while speaking Hindi.

The teachers also do not support the student in various ways. They teach Hindi in a manner which makes it boring for the students. Due to this student's interest in Hindi is not created. Teachers do not promote the use of dictionary in the students. Also many teachers lack proper skills required to teach the four skills of Hindi language.

Also the students are frequently absent, so they do not understand what the teachers teach them. Due to this their interest in Hindi gradually decreases.

The students do not know the difference between harsva and dirgha vowels. This problem is faced in both reading and writing. The students are weak in creative writing and taking dictation. The students could not write words and sentences on their own in Hindi.

When the students are asked to speak on any topic even after hearing about it, they were unable to express as they did not have good vocabulary.

Students make many mistakes in grammar. Many students do not know about adjectives, idioms and adverbs.