



Chapter - V

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5.1. Introduction

The present study has investigated into in teaching English.

The achievement in English language of Class VI Students studying through structural approach and compare its achievement with Traditional approach, which is currently used in the classrooms. As the study intended to see the relative effectiveness of

Traditional approach and Structural approach on the achievement of VI class students in English language, researcher adopted two group experimental design.

Through purposive sampling students were formed into two groups. One of the groups namely experimental group was exposed to structural approach and other one, controlled group was taught through Traditional approach. The sample of the study is drawn from two schools. The size of the sample depended purely on the enrolment and attendance of the in Class VI in respective schools. The sample consisted of 70 students, 35 for experimental group and 35 for control group. There were 42 boys and 28 girls and 40 Urban and 30 rural students.

In this study the teaching approaches were independent variables. The demographic variables are Gender and Sex. The dependent variable is student's achievement. Some variables are neutralized or controlled. They are previous knowledge and age of the students.

The tool used for the present study was achievement test in English language. The investigator constructed the test item was used for this research because standardized test could not be found to meet the specific requirement of this study. The test items were discussed with the teachers of the schools where the study was conducted, and the supervisor to establish validity of the achievement test.

The data so collected was subjected to analysis by computing mean, standard deviation and gain score. The analysis of the data was taken to draw logical conclusions. The major findings of the study were-

5.2 Major Findings of the Study

1. There is significant difference in the achievement in English language between the students studying through Traditional Approach and Structural Approach.
2. There is significant difference in the achievement in 'Word Power' Component between the students studying through Traditional Approach and Structural Approach.

3. There is significant difference in the achievement in 'Grammar' component between students studying through Traditional Approach and Structural Approach.
4. There is significant difference in the achievement in 'Sentence formation' component between the students studying through Traditional Approach and Structural Approach.
5. There is significant difference in 'comprehension' component between students studying through Traditional Approach and Structural Approach.
6. There is significant difference in the achievement in 'Listening Comprehension' component between the students studying through Traditional Approach and Structural Approach.
7. There is significant difference in the achievement in Urban students studying through Traditional Approach and Structural Approach.
8. There is significant difference in the achievement in Rural Student studying through Traditional Approach and Structural Approach.
9. There is no significant difference in the achievement in Urban and Rural students studying through Traditional Approach and Structural Approach.

10. There is no significant difference in the achievement in Boys studying through Traditional Approach and Structural Approach.
11. There is significant difference in the achievement in Girls studying through Traditional Approach and Structural Approach.
12. There is significant difference in the achievement in Boys and Girls Studying through Structural Approach.

5.3. Conclusions

1. The overall achievement of the students studying through structural approach is significantly higher than Traditional Approach. Therefore the structural approach should be used in teaching English in Indian context. The students studying through structural approach achieved better in Grammar, Sentence formation, comprehension and listening comprehension. They achieved highest in 'Comprehension' and lowest in 'Word Power'. The study reveals the following conclusions
 - a) Grammar should not be taught in memorization of the rules in Mother tongue. The rules that are discovered by the pupils are remembered easily and use effectively in 'Sentence Structure'.
 - b) The mastery of the 'sentence structure' should be learned through habit formation, not through rote memorization. The

children learnt and formed 'Sentence structure' easily through structural approach.

- c.) The Structural approach helped to improve comprehension of the students.
 - d) The structural approach facilitate listener to identify the meaning - Therefore it improves 'Listening comprehension'.
 - e) Structural approach is found to be ineffective in developing vocabulary among the students .The failure of the structural approach in developing vocabulary is may be due to its over emphasis of structure of sentence than vocabulary.
2. The Students achievement in 'Word Power' is better in Traditional approach than Structural approach. The students studying in Traditional approach achieved highest in 'Word Power' and lowest in 'Sentence formation'. It reveals that the Teacher can translate English words into Mother tongue. However it should be limited to legitimate translation of difficult word. Teacher should not too much engage in translating sentences and grammatical rules into Mother tongue.
3. The structural approach proves to be effective in the schools of any locale and to the both genders in teaching learning of English language. The gender and locale do not play any role in learning English through structural approach. Therefore, it should be widely used in teaching English Indian Classroom.

5.4 Educational Implications :

Educational Implications of the Study on the basis of the findings of the study, the following implications to classroom practices are obvious

- i. The favourable results in terms of achievement in the structural approach suggest that the structural approach can be used in Indian classroom in order to improve teaching and learning of English:
- ii. Study suggests to orient the teachers to apply structural approach in Indian classroom.
- iii. The preservice and in service teachers can be trained to implement the structural approach in the classroom.
- iv. The structural approach can be applied in the schools of any locale and to both genders for effective teaching learning of English.
- v. The teacher should translate difficult word into mother tongue to connect communication with learner. But he/she should not too much engage in translating sentences and cramming up the grammatical rules.
- vi. Grammar should not be taught in rote memorization of rules in mother tongue. The rules should be presented in a structure of a sentence.

- vii. The sentence pattern should be taught through habit formation and drill.
- viii. The students should be given opportunity to speak and listen English. Listening is an important source of knowledge.
- ix English textbooks should be rewritten on the lines of structural approach.

SUGGESTIONS FOR FURTHER STUDIES

1. The sample for the present study was limited to only Dhule Tehsil. But the similar study can also be understand with large sample at district or regional level.
2. The effectiveness of the structural approach on the achievement of the students in relation to intelligence and socioeconomic status can be studied.
3. The comparative study of the Traditional approach with other approaches such as Situational Language Teaching and Communicative Approach can be carried out.
4. The effectiveness of the Traditional and Structural approach on the achievement of English language of Tribal students can carried out.
5. The study could be conducted on the effect of the structural approach on student's achievement in secondary schools.