

CHAPTER 5

Results and Conclusion

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CHAPTER V

RESULT AND CONCLUSION

RESULTS AND DISCUSSION

➤ **HYPOTHESIS H01:**

“There will be no significant difference between the pre and post test for spelling efficiency of experimental group of class IX.”

RESULT:

There is found significant difference between the pre and post test for spelling efficiency of experimental group of class IX.

DISCUSSION:

There is found significant difference between the pre and post test for spelling efficiency of experimental group of class IX means there is an effectiveness of teaching spelling rules of English language to check the spelling errors committed by students. There seems a difference in both the results because in high school where English is taught as a second language, teachers don't pay serious attention or make efforts to teach spelling rules to the students.

➤ **HYPOTHESIS H02:**

“There will be no significant difference between the pre and post test for spelling efficiency of controlled group of class IX.”

RESULT:

There is significant difference between the pre and post test for spelling efficiency of controlled group of class IX.

DISCUSSION:

It is found that students in high schools in government hindi medium schools get acquainted with the teaching habits of the regular subject teachers and somehow they feel boredom in the classroom. When there is any new teacher or subject give a short visit for any purpose these students get themselves activated and pay attention to what is instructed. There is found difference in the pre and post test results because these students are mentally prepared for any test for the second time. That is why they performed well and by finding the same pattern in the post test they scored more than the earlier.

➤ **HYPOTHESIS H03:**

“There will be no significant difference in the pre-test between spelling efficiency of experimental and controlled group.”

RESULT:

There is no significant difference in the pre test between the spelling efficiency of experimental and controlled group.

DISCUSSION:

The result is found so because all the students form different learning habits; whatever they learn is of not equal at all levels. Some learn quickly and some are slow learners, some learn more but some less. But in both the conditions they perform naturally. That is why in the beginning when these two groups are formed the students are selected manually by random sampling method on the basis of age, sex IQ levels and previous assessment results. Hence in both the groups the mean scores will be the nearly equal.

➤ **HYPOTHESIS H04:**

“There will be no significant difference in the post-test between the spelling efficiency of experimental and controlled group.”

RESULT:

There will be a significant difference in the post test between the spelling efficiency of experimental and controlled group.

DISCUSSION:

This is quite natural that a trained sportsman is better than the normal sportsman. Similarly the students belonging to the experimental group are given treatment teaching by explaining the spelling rules and techniques of writing correct spellings of English words. On the other hand the controlled group is dealt normally as all the teachers do traditionally. Hence the performance of experimental group after the treatment sessions will be better than the controlled group.

EDUCATIONAL IMPORTANCE OF THE FINDINGS

This study specifically explores the spelling related problems on the students studying in both English and Hindi medium schools. It is a general observation that the students in our country have very little understanding of the phonic and spelling system in English. They mainly rely on memorization, and if they forget any spelling, they have no clue of reconstructing it. In this case of an unknown spelling, learners depend heavily on the teacher's pronunciation, which at times misguide them. Moreover, our conventional education system in a way encourages them to opt for retention. All these factors direct the students towards memorization, and they continue doing the same at the secondary as well as tertiary level. However, the method of teaching spelling through proper knowledge of prefixes, suffixes and the phonic

system is an established one, and widely practiced in ELT. It is my contention that introducing this method at an early stage might bring in significant changes in language learning.

In general, research has not shown the formal teaching of spelling rules to be an effective instructional method—although several anecdotal and case-study accounts (particularly from older students with learning disabilities) have suggested that learning rules helped them combat a spelling weakness. Many rules are very complicated, and may apply only to a very small number of words. Students with learning difficulties have the greatest problem remembering and applying spelling rules. It is best instead to teach these students effective strategies for learning new target words and for proofreading, rather than attempting to teach obscure rules that are unlikely to be remembered or understood.

SUGGESTIONS FOR FURTHER STUDY

Some suggestions for further study related to this research are following:-

1. A comparative study of English spelling rules and teaching vocabularies in upper primary schools of Chhattisgarh.
2. A study of effectiveness of rote method of learning spellings of English words at elementary level.

3. A comprehensive study of the learning environment of high school students with reference to the teachers' attitude towards teaching English spellings.
4. A study of effect of co-curricular activities in learning correct pronunciation for writing errorless spellings of English words.
5. As study of effect of teacher accountability and personality in teaching English skills with reference to correct spelling of words.
6. A study of effect of school environment and students' background in learning new English words.

CONCLUSION:

The research showed that some students faced problems in learning second language. They are facing problem in spelling more than verbal skills. The researcher showed the common spelling errors and how the teacher can solve them to improve students. In my opinion, there should be a special class that focuses on reading and writing for improving spelling skills. That will make the teachers care more about spelling. We recommend that Education College should provide teachers with training courses in developing strategies to improve spelling skills. In conclusion, learning *language* requires many inputs.