

CHAPTER: 5
SUMMARY AND MAJOR
FINDINGS

CHAPTER 5

SUMMARY AND MAJOR FINDINGS

5.0 INTRODUCTION

Hindi is an important language for the students as it is our national language. In any part of our country if we do not know the local language, then we can converse in Hindi. It has become our link language.

5.1 CONCEPTUAL FRAMEWORK

The first chapter discusses topics like language, its importance, second language, mother tongue language and its importance. It gives us an overview of the four skills of language which are Listening, Speaking, Reading and Writing. We get an idea of the importance of Hindi language and its scope. The chapter discusses about all the national policies of Education on language. It includes National Policy, The University Education Commission, and Secondary Education Commission

5.2 RATIONALE OF THE STUDY

Language is a medium through which a set of people talk to each other. Hindi is very important in a multi-lingual country as ours. A common language is highly desirable and Hindi is our national language. It is necessary that every person should have at least a working knowledge of Hindi as a channel of internal communication in all parts of India.

Language has four skills like reading, writing, speaking and understanding. Students need to learn all four skills of Hindi language. When they read properly, they can write. They will create interest, when they understand their language.

In India, only seven northern states (Uttar Pradesh, Bihar, Madhya Pradesh, Rajasthan, Haryana, Himachal Pradesh and Delhi) have their mother tongue and first language is Hindi, while rests of the states have different local languages. Everyone has their mother tongue. Mother tongue helps children in education. Most of the children speak a home language of

instruction in education programmes. They learn primary language easily when their mother tongue is the primary language of instruction throughout primary school. Listening is more complex than merely hearing. It is a process that consists of four stages: sensing and *attending*, *understanding and interpreting*, remembering, and responding. The stages occur in sequence but we are generally unaware of them. Speaking is a communication skill that enables a person to verbalize thoughts and ideas "Now imagine if a person does not possess good speaking skills. It would be very difficult to express thoughts and ideas to others; it would be almost impossible to gain understanding from these people

if we cannot even convey our message clearly and accurately. People with below average communication skills, particularly speaking skills, will have difficulty presiding over gatherings, whether social, personal, or business-related. It is either that he does not know how to put his thoughts and ideas into words or he simply does not have enough confidence to speak in the presence of other people. Reading is very important to the children. It is a process of developing mind. The mind is a muscle and it's need exercise. Understanding the writer's word is one way the mind grows in its ability. Same like that writing skill are also important for youngsters. Non-Hindi speaking students are a plenty in all Raipur Schools. When English medium student start learning languages, at that time all languages are same for them. They speak Hindi in schools and mother tongue at home. During this period, learning English is difficult for them compared to Hindi. So they converse in Hindi because Hindi is a common language.

The present investigator is interested to know the difficulties faced by non-Hindi speaking student in English medium school and suggest ways to improve their Hindi (National) language.

This study will be helpful to students, parents, school faculty, community and teachers.

5.3 METHODOLOGY

5.3.1 RESEARCH QUESTION

The following questions guided the process of identification of problems in learning Hindi:

1. Why do the non-Hindi speaking students perform badly in Hindi?
2. What are the major difficulties faced by non Hindi speaking students in learning Hindi?
3. How could the students be helped in making learning Hindi more effective?

5.3.2 STATEMENT OF THE PROBLEM

A Study of Learning Difficulties faced by non-Hindi speaking students of Standard VIII studying in English Medium Schools in Raipur City.

5.3.3 OBJECTIVE OF THE STUDY

1. To study the reason why non Hindi speaking student perform badly in Hindi.
2. To study the difficulties faced by non-Hindi students in learning Hindi.
3. To suggest ways students could be helped to learn Hindi better.
4. To find out if students improved after the subject teachers incorporated the suggestions in their regular teaching.

5.3.4 HYPOTHESIS

The following directional hypothesis is proposed for the study against objective number 4 above: The post test scores of the sample of students will be significantly higher as compared to those in the pre-test.

5.3.5 DEFINITION OF TERMS

LEARNING DIFFICULTIES

The errors made by students in the four language skills namely reading, writing, speaking and listening. In this study they refer to the errors in the Pre-test taken by the researcher.

NON –HINDI SPEAKING STUDENTS

Students whose mother tongue is not Hindi and those who study Hindi as a second language in schools.

5.3.6 DESIGN OF STUDY

The study is explorative in scope and follows the survey design. The study identified the errors in Hindi committed by students. Additionally it attempts to help them to improve their language skill.

5.3.7 DELIMITATIONS OF STUDY

The Study is delimited to the non-Hindi students of VIII studying in English medium schools in Raipur city.

5.3.8 POPULATION OF STUDY

All VIII standard students of English medium schools of Raipur city which are affiliated to Raipur State Education Board are taken as population of study. Researcher had no other choice except to accept the schools that came forward to offer their schools for the conduct of the study.

5.3.9 SAMPLE FOR STUDY AND SAMPLE SELECTION

In the present study, sampling of respondents was done in the following manner. Five percent of English Medium schools that are affiliated to Raipur State Education Board were randomly selected by drawing lots. But schools could not be selected randomly as authorities didnot give permissions due to their own engagements, so the students who scored lower marks in the semester-I test in Hindi in std. VIII from the selected sample of schools were selected as the sample of subject for the study. Teacher teaching Hindi in std. VIII in the sample of school comprised the sample of who also served as the subject experts. Teachers

5.3.10 TOOLS FOR DATA COLLECTION

1. A Test of Hindi comprising all four language skills was prepared by the investigator. Two parallel versions of the test were prepared by the investigator.
2. Semi structured interview schedule was prepared for use with the sample of students.

3. The semi structured Interview schedule was prepared by the investigator for administering to the teachers to get their idea of student difficulties. The tool prepared by the investigator was content validated by the subject teachers who are also the subject experts for the study. *The tools are included in the Appendix.*

5.3.11 PROCEDURE FOR STUDY

1. Semi structured interview schedule was conducted with the sample of students to further find out the reason for performing badly in Hindi and the lack of interest that they take in learning Hindi.
2. The student learning difficulties was found out by administering the test of Hindi that was prepared by the researcher, comprising all four language skills.
3. The answer sheet of students was analyzed and their learning difficulty was found out.
4. The researcher shared the findings with the subject teachers who requested to take remedial measures in their respective classes on a daily basis. The participating students were given extensive feedback on the errors committed by them and how to correct them
5. Finally the parallel version of the test of Hindi was administered to see any significant change in their learning.

5.3.12 DATA ANALYSIS

The collected data was analyzed both quantitatively and qualitatively. The pre-test and post-test in Hindi were first scored by using the evaluation criteria, and then the same was analyzed for language errors. The Interview data were analyzed qualitatively and their frequency distribution was also obtained.

5.4 MAJOR FINDINGS

The following are the major findings of the study.

1. The teachers and the students did not consider Hindi as an important subject.
2. Most students said that they liked Hindi but it was not observed in their test score.
3. Students are not given revision of consonants and vowels. Repetition only strengthens learning.
4. There is no proper facility of library in many schools. The schools having library did not have a variety of books in Hindi.
5. Also on providing the library facility, the students didn't issue Hindi books. Due to lack of

reading practice, reading skills are not developed.

6. Non Hindi speaking students did not read Hindi story books, news paper and magazines at school or at home. The parents and teachers did not provide these facilities for their language growth.

7. Most of the Non Hindi Speaking Students read the textbook at home but were not interested in writing practice of Hindi.

8. Most of the students did not complete their homework and assignments on time. The teachers were not strict on collection of assignments and homework.

9. Teachers did not encourage the use of dictionary in class.

10. Innovative methods were not used by teachers to teach in the class.

11. Teachers lack the skills of teaching the four skills and grammar of Hindi language.

12. Grammatical part is very important in language teaching. This seems to have been neglected.

13. The Hindi Cinema has a major effect on what the students listen and speak. This could have been used to improve students in Hindi.

14. Students need support and proper guidance so that they can improve their language skill.

15. Students need more practice when they learn the four skills of language.

16. Listening skill is very important in languages but in schools this skill is not taken proper care. This is the main reason listening skill is poorly developed by students.

17. The feedback and teachers regularly bringing the common errors made in the Hindi have helped students improve their language skills.

5.5 SUGGESTIONS FOR THE FURTHER STUDY

Different studies on the four skills of language could be undertaken.

Studies on grammatical error could be undertaken.

Study can be based on development of Hindi language through the language skills.

5.6 IMPLICATIONS OF THE STUDY

This study will be helpful to the students for solving their difficulties and improving their Hindi language.

This study will be useful for the teachers who can solve their problems using the suggestions and make learning Hindi easy for the students.

This study is useful to the school faculty for creating interest among the students for learning languages.

This study is helpful to the parents and the community for the growth and development of Hindi.

5.7 CONCLUSION

The present study was undertaken to find the difficulties faced by non-Hindi speaking students of Std. VIII in learning Hindi and giving efforts towards removing them. The design and tactic behind the program was found helpful for the students. This program was implemented for two and a half months. With the help of self-designed program, the investigator was able to help the students in making a considerable improvement in the four skills of Hindi. This task can be further used by the teachers in their regular routine teaching Hindi in schools.