

CHAPTER - VII

CONCLUSION AND SUGGESTIONS

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7.01 INTRODUCTION

The summary of the conclusion of the analysis is very important aspect in research. This gives in nutshell the entire procedure, analysis and interpretation conducted during the research.

7.02 SUMMARY

The summary of the present study is given below.

7.03 STATEMENT OF THE PROBLEM

To study the dialect interference and reading attainments of tribal and non tribal children of grade IV.

7.04 OBJECTIVES

1. To compare the reading accuracy of tribal and non tribal children.
2. To compare the reading comprehension of tribal non tribal children.
3. To compare the reading accuracy of tribal boys and girls.

4. To compare reading comprehension of tribal boys and girls.

5. To compare reading accuracy of tribal and non tribal boys.

6. To compare reading comprehension of tribal and non tribal boys.

7. To compare reading accuracy of tribal and non tribal girls.

8. To compare reading comprehension of tribal and non tribal girls.

7.05 VARIABLES

INDEPENDENT VARIABLE

- Cultural Group -----	----- Tribals
	----- Non Tribals
- Gender -----	----- Boys
	----- Girls

DEPENDENT VARIABLE

- Reading Accuracy (in the form of error)
- Substitution

- Addition
- Omission
- Reversal
- Repetition
- Distortion
- Hesitation
- Reading comprehension

CONTROL VARIABLE

- Socio economic factor
- Age
- Gender

7.06 HYPOTHESIS

HO(I) : There is no real difference between the mean scores of the tribal and non-tribal children on the DV: accuracy.

HI(I) : There is a real difference between the mean scores tribal and non tribal children on the DV: accuracy.

HO(2) : There is no real difference between the mean scores of tribal and non tribal children on the DV: comprehension.

HI(2) : There is a real difference between the mean scores of tribal and non tribal children on the DV: Comprehension.

HO(3) : There is no real difference between the mean scores of tribal boys and girls on the DV: accuracy.

HI(3) : There is a real difference between the mean scores of tribal boys and girls on the DV: accuracy.

HO(4) : There is no real difference between the mean scores of tribal boys and girls on the DV : comprehension.

HI(4) : There is a real difference between the mean scores of tribal boys and girls on the DV : comprehension.

HO(5) : There is no real difference between the mean scorers of tribal boys and non tribal boys on the DV : accuracy.

H1(5) : There is a real difference between the mean scores of tribal boys and non tribal boys on the DV: accuracy

HO(6) : There is no real difference between the mean scores of tribal boys and non tribal boys on the DV: comprehension.

HI(6) : There is a real difference between the mean scores of tribal and non tribal boys on the DV : comprehension.

HO(7) : There is no real difference between the mean scores of tribal and non tribal girls on the DV: accuracy.

HI(7) : There is a real difference between the mean scores of tribal and non tribal girls on the DV : accuracy.

HO(8) : There is no real difference between the mean scores of tribal and non tribal girls on the DV : comprehension.

HI(8) : There is a real difference between the mean scores of tribal and non tribal girls on the DV : comprehension.

7.07 POPULATION

The population comprised tribal and non tribal children of grade IV both boys and girls from primary schools (in tribal block of Shahdol district of M.P.) having similar catchment areas in terms of parent occupation status.



7.08 SAMPLE

In the present study a simple random sampling technique was used for the selection of the sample. A sample of 32 students (16 tribals and 16 non tribals) were selected.

7.09 STATISTICS USED

In the present study mean, & standard deviation were the forms of descriptive statistics used and t test (the form of inferential statistics) used, for the analysis of data.

7.10 SCORING

The reading accuracy was scored on the basis of the number of errors made by the students and reading comprehension was scored on the basis of the number of correct answers given by the students.

7.11 CONCLUSION

The present study on Reading attainments of tribal and non tribal children selected from school of Shahdol district Madhya Pradesh reached the following conclusion.

With regard to Reading Accuracy no statistically significant difference were noted between the cultural groups (Tribal and Non Tribal children) and

genders (boys and girls). No differences for cultural groups, were against the direction anticipated by the DI hypothesis for the cultural groups all the errors taken into consideration were statistically non significant. For gender group too, all the errors were statistically nonsignificant. All these results are consistent with theoretically based findings of this area. The null hypothesis of dialect interference is accepted on the basis of the presence of statistically non significant results for the key variables.

In the case of reading comprehension no statistically significant differences were noted for Cultural groups & Gender. The tests used to test the difference showed that performance of the tribals and non tribals were equivalent.

These findings had been anticipated and were in accordance with the research literature available. The fact of the similar patterns occurring for all the groups showed that the same cognitive processes were underpinning them.

7.12 SUGGESTIONS.

The issue of the effect of dialect interference on various aspects of reading attainment of bilingual pupil is new. Much research is needed to secure a full and clear picture of what is happening among the children of linguistic communities. The following suggestions are presented for further study in this

area.

1. Using the same design it would be of great interest to replicate the studies on other tribals.

2. The tribal community consists of several sub communities (eg. Rajgarh, Sarguja, Betul, Bastar etc.) These sub communities not only use different language at home (e.g. Gondi, Bagheli etc.) but also perform differently in school, Therefore, an indepth study to test the DI hypothesis should be made of these subcommunities seperately, taking into consideration their mother tongue available.

3. To investigate the effect of dialect interference on various aspects of reading attainment, there is need for a study on students of different socio economic groups.

4. A correlational study between the number of children from linguistic group in a classroom or school and their reading attainments in Hindi should be carried out.

5. The effect of dialect interference on reading may change as children grow older (Schwartz 1982). One area for investigation therefore, would be to study blingual children, longitudnally, right from the start of their schooling or cross sectionally.

6. The patterns of errors reflect reader text interaction and provide a window on the reading process (Pumfrey and Fletcher 1989). Therefore, an indepth study, should be made of the error patterns of different sub groups of tribal children in oral reading and their effects on the comprehension of the text. This would give a clearer picture of strategies being used by tribal pupils to predict and decode text.

7. A comparative study of the proficiency performance of Asian blingual pupils in their first and second language should be carried out.