5

FINDINGS

AND DISCUSSION

CHAPTER - V

FINDINGS AND DISCUSSION

5.1 INTRODUCTION

This research work is conducted systematically and objectively to contributed in the field fo second language learning. A scientific and valid methodology adopted to study the effect of students home background on his English vocabulary.

Present chapter of the study deals with the discussion of findings and formulation of generalization. The findings of the study are related to objectives and hypothesis of the study and it provides the answer of the questions raised by the researcher at the initial stage of study.

5.2 SUMMARY

The title of the study is **"A Sociological Analysis of Class VIIth Students Performance on Selected Vocabulary Items"** and this study is confined to the students of Class VIIth only.

First chapter of this study serves as a background of the problem and gives an appropriate introduction of the problem and present the causes to select this problem

Second chapter is a short summarize form of various research work related to the present problem.

Third chapter displays a view of the systematic procedure by which the researcher starts from the initial identification of the problem to its final conclusions. It deals with the methodology to carry the research work in a scientific and valid manner.

Fourth chapter shares the statistical part of the research work which involves

analysis and interpretation of the data.

Fifth chapter is the final step of this research work in which findings have been discussed to arrive at the generalization for the population to which study has been conducted.

5.3 OBJECTIVES OF THE STUDY

Following are the objectives to conduct this study.

1. To compare the English vocabulary of girls and boys of Class VIIth.

2. To compare the English vocabulary of government school and private school students.

3. To study the impact of caste into English vocabulary of Class VIIth students.

4. To study the effect of parent occupation into English vocabulary of Class VIIth students.

5. To study the effect of parent's income into English vocabulary of Class VIIth students.

6. To study the effect of family size into English vocabulary of Class VIIth students.

7. To study the effect of parent's education into English vocabulary of Class VIIth students.

5.4 VARIABLES

Dependent Variable

The dependent variable is that factor which is observed and measured to determine the effect of the independent variable.

In present study only English vocabulary is taken as a dependent variable.

Independent Variable

Independent variable is that factor which is measured, manipulated or selected by the experimentor to determine its relationship to an observed phenomena.

In present study seven indepdent variables have been taken.

1. Gender, 2. School, 3. Caste, 4. Parent's Occupation, 5. Parent's Income, 6. Family Size, 7. Parent's Education.

5.5 FINDINGS & DISCUSSION

Once the research data have been collected and the statistical analysis has been made, one can proceed to the challenging task of interprating the results. Adding to knowledge has been the principal forms of the research endeavour. When the interpretation stage is reached, one can show what has been learned in the study and how acquired knowledge fits into the general body of knowledge in our field.

Now findings will be discussed and interpreted one by one.

5.6 HYPOTHESIS

Hypothesis 1 which has been formulated to study the effect of Gender into English vocabulary is rejected. It means that Gender has significant effect on English vocabulary. As Agnihotri (1979), found that there was significant difference in the language of girls and boys it reveals that gender affects the English vocabulary significantly.

Hypothesis 2 which was formed to study the effect of school into English vocabulary is rejected. It means that private school student have better English vocabulary then those of government school. Joshi (1984), has also found that English language ability is maximum among missionaries school students followed by the state government school. It proves that type of school also affect the English vocabulary.

Hypothesis 3 This hypothesis formed to study the effect of caste which is rejected. It indicates that caste has significant effect into English vocabulary. As Joshi (1984), and Subrahmanyam (1982), also found that caste affects the language and reading achievements of the child.

Hypothesis 4 This hypothesis studies the effect of parent occupation into English vocabulary which is rejected. It means that parent occupation has significant effect into English vocabulary. Shah (1979), also studied same variable and found that parent occupation has significant effect into language of the child.

Hypothesis 5 was formed to study the effect of parent's income into English vocabulary is rejected. It means that parent's income has significant effect into English vocabulary. Dasgupta (1975), Joshi

(1984), Agnihotri (1979), Shah (1979) and Subrahmanyam (1982), also found that socio-economic status has significant effect into English vocabulary.

Hypothesis 6 was formed to study the effect of family size into English vocabulary which is rejected. Kantawala (1980), also found that students belong to small family have better language skill and reading attitude than those belong to large family. It proves that students family size has significant effect into English vocabulary.

Hypothesis 7 studies the effect of parent education into English vocabulary which is rejected, it means that parent education has also significant effect on English vocabulary. Sharma (1982), also found that mother's negative feedback has a higher relationship with the poor performance (vocabulary of a child). Subrahmanyam (1982), Ganguly (1994), also showed that reading activity provided at home time spent on reading activity at home and parental help has significantly related to the reading achievement and second language learning. It proves that parent education has also significant effect into English vocabulary.

5.7 INTEGRATED ANALYSIS OF NOUN, VERB AND ADJECTIVE

After statistically analysing the effect of sex, school, caste, occupation, parent's income, parent's education and family size into knowledge of noun, verb and adjectives following. Conclusions have been made.

1. **NOUN -** gender, caste, occupation, income, family size, parents education has significant effect into knowledge of noun where as type of school has no significant effect into knowledge of noun.

2. **VERB -** It is found that parent's occupation, family size and parent's education has significant effect into English vocabulary where as gender, school, caste, parent income doesn't have significant effect.

3. **ADJECTIVE -** As far as adjectives concern only gender, family size and parental education has significant effect where as school, caste, occpuation, family size doesn't have significant effect into knowledge of adjectives.

5.8 SUGGESTIONS

P.M. Cook has given a very comprehensive and functional definition of research-

" *Research is an honest, exhaustive, intelligent searching for facts and their meanings or implications with reference to a given problem. The product or findings of a given piece of research should be an authentic, verifiable and contribution to knowledge in the field studied.*"

Present study has also some contribution to the knowledge in the field of second language learning. Now it is proved that student's home background plays major role in his English language learning. Therefore a need base and child centred teaching is seriously needed. Sharma (1985), studied the

" *Aspects of English Language Teaching in India*" *and found that the existing system of English in India right from the grass root level to the university stage is defective. He said that "instead of becoming realistic, need-based and oriented the system of English language teaching in India had always tended towards idealism, elitism and status quo and had become more hindrance then a help in bringing about an equalitarian transformation in the country.*"

Sharma (1986), also found that

" *traditional and conservative bases of teaching are incommensurate with language need of learners.*"

Therefore a systematic and need base English teaching is major requirement to enhance the English vocabulary of govt. school students. Systematic teaching involves a child centred and planned teaching. School should provide various interesting story books, word chart and other supplementary reading materials to the students. Teacher should encourage students to speak English and to use various new words. Through common objects of students surrounding teacher can tell many words to them so that student can accelerate their sense of English.

One of the major drawback is that English language introduces at Class VIIth in Madhya Pradesh Government Schools. To improve the second language learning specially English vocabulary of government school students English should be introduced at primary level.

5.9 SUGGESTIONS FOR FURTHER RESEARCH

1. This study can be conducted in large sample.

2. This study can be conducted to analyse the effect of socio-economic status on achievement in other subjects also.

3. Same study can be replicated in secondary level.

4. Same study can be conducted on other aspects of language.

5. There is need to study the effect of various teaching methods on English vocabulary.