

CHAPTER - V

**SUMMARY,
CONCLUSION &
SUGGESTION**

SUMMARY, CONCLUSION AND SUGGESTION

5.0 Introduction -

This chapter provides the summary of the research study, the results obtained and the suggestions for the future research on this particular topic or any topic which is related to the same field of research.

Language is a very essential element in the culture of a society. It is through language that human beings communicate to each other and share each other's thoughts, feelings and emotions. Without language a human society would be unthinkable. No society can built up and transmit its culture to future generation if it does not have a language.

Language is closely associated with organized learning activities. Many kind of learning are dependent on language development and the individual facility with verbal symbols. The ability to group the abstracts appear highly related to one's mastery of language. Language is the basic tool for understanding and expressing the ideas.

Govt. of India lays down minimum levels of learning for equity and reduction of existing disparities of caste, creed, location or sex and all children must be given access to education of a comparable standard.

At the primary level, language occupies a pivotal place in the curriculum. The basic skills acquired through language learning facilitate learning of concepts in other areas. Moreover, in shaping of the personality of the child and in all his/her effective transactions in the day-to-day life situations, the nine basic language skills, namely, listening, speaking, reading, writing, comprehension of ideas (through listening and reading), functional grammar, self-learning language use and vocabulary control play significant roles.

5.1 Title –

“A study of learning difficulties in English language at class-III level with special reference to minimum levels of learning.”

5.2 Objective of the Study -

- (i) To identify students with learning difficulties in English language.
- (ii) To identify the learning difficulties in English language with respect to MLLs.
- (iii) To study the achievement of children in various components of English language.
- (iv) To study the correlation between the various components of English language.
- (v) To study the effect of pre-primary education on the achievement of the children.
- (vi) To study the effect of parents' education on the achievement of the children.
- (vii) To study the nature and causes of learning difficulties.

5.3 Research Questions -

- (i) Who are learning difficult children ?
- (ii) How can we differentiate them from other students ?
- (iii) Where exactly is the problem with these children ?
- (iv) How to over come learning difficulties ?
- (v) What is the correlation between each component of English language test?

5.4 Hypotheses -

- (i) There is no significant difference between the achievement of two group (section A and section B) of students.
- (ii) There is no significant difference between the achievement of boys & girls.
- (iii) There is no significant difference between the achievement of students with high education of father and low education of father.
- (iv) There is no significant difference between the achievement of students of high education of mother and low education/ illiteracy of mother.
- (v) Students who got pre-primary education may achieve higher than that the students who did not get pre-primary education.

5.5 Delimitation -

This study is on the student of class – III of D. M. school, Bhopal. The researcher select only two sections of class-III for data collection for the present study.

5.6 Variables -

Dependent Variables :

- (i) The achievement of the students in English language.
- (ii) Learning difficulties in English language.

Independent Variables :

- (i) Sex, (ii) Pre-Primary Education, (iii) Parents' Education.

5.7 Sampling -

Sample for the present study consist of 65 students of D.M. School, Bhopal studying in class-III, 33 students were from section A and 32 students from section B.

Out of 65 students only 43 students provided the information related to their personal background i.e. (i) Sex, (ii) Father's education, (iii) Mother's education, (iv) Pre-primary (Nursery) edu.

5.8 Administration of Tools -

The tools used in present study were self prepared test paper by the researcher, keeping in view the competencies of second standard in English language.

A background information blank was prepared for collecting data related to personnel information of students such as sex, parents' education and their pre-primary education.

The English test paper administered on the sample of 65 students of D.M. School, Bhopal.

The background information was collected from 43 students of same school.

Purposive sampling technique was used for the collection of data.

5.9 Statistics Used -

- (1) Percentage of marks achieved in each components and total marks of all components were calculated.
- (2) Percentage of learning difficulty is calculated.
- (3) Mean, S.D. and t-value were calculated for the following -
 - (i) Marks obtained by the students of two section (section A and section B of class III)

- (ii) Marks obtained by the girls and boys from the whole sample.
 - (iii) Marks obtained by the students with high educated parents and low educated parents.
 - (iv) Marks obtained by the students who got pre-primary (Nursery) education and who did not get pre-primary (Nursery) education.
- (4) Coefficient of correlation by product moment method were calculated between each component of English language test.

5.10 Results -

After the investigation of present study the researcher come to the conclusion of following findings :

- (1) Learning difficulties in English language in the various components are :

Semantics	-	62.50 %
Syntax	-	35.90 %
Word formation	-	41.15 %
Sentence formation	-	38.14 %
Comprehension	-	64 %
Dictation	-	59 %

Learning difficulty in comprehension is the highest among the other components of English language test.

- (2) Coefficient of correlation between the various component is :

(i)	Semantics & Syntax	=	-0.25
(ii)	Semantics & word formation	=	0.43

(iii)	Semantics & sentence formation	=	0.56
(iv)	Semantics & comprehension	=	0.52
(v)	Semantics & dictation	=	0.69
(vi)	Syntax & word formation	=	0.34
(vii)	Syntax & sentence formation	=	0.53
(viii)	Syntax & comprehension	=	0.34
(ix)	Syntax & dictation	=	0.43
(x)	Word formation & sentence formation	=	0.59
(xi)	Word formation & comprehension	=	0.37
(xii)	Word formation & dictation	=	0.45
(xiii)	Sentence formation & comprehension	=	0.42
(xiv)	Sentence formation & dictation	=	0.55
(xv)	Comprehension & dictation	=	0.51

- (3) 6.15% students achieved the mastery levels (i.e. 80% or above) of learning.
- (4) There is significant difference between the achievement of two group (section A and section B)
- (5) No significant difference is found between the achievement of boys and girls but there is difference in the mean achievement level of boys and girls. Achievement level of girls is higher than the boys.
- (6) There is significant difference between the achievement of students with high education of father and low education of father. Mean achievement level of students with high education of father is higher.
- (7) There is no significant difference between the achievement of students with high education of mother than low education of mother but the mean achievement level of students with high education of mother is higher.

- (8) Students who got pre-primary (Nursery) education may achieve higher than the students who did not get pre-primary education do not show significant difference but the mean achievement level of students who got pre-primary education is higher than the students who did not get pre-primary education.

5.11 Educational Implication -

After the completion of present study the researcher find following educational implication-

- (i) In the present study researcher find that the students have less knowledge of vocabulary. In the development of a general vocabulary, the young child does not learn all parts of speech simultaneously. Rather he learns first the words that will be most useful to him and which are easiest to learn, so the teacher must teach such a vocabulary, which is useful and easiest to learn.
- (ii) Teacher should develop positive attitude toward English language. GROFF (1962) calls attention to the fact that the child's attitude toward reading as a school activity has an important effect upon his comprehension of what he reads and is a factor in his success in the reading activity.
- (iii) Teacher should use teaching aid during his / her teaching. Mc CREARY (1963) writes in teaching children to read the schools use visual, visual-auditory, visual-verbal and meaning association, reinforcement by means of knowledge of success and results, by social approval and by transfer or reading contexts. All of these methods produce faster leaning than do the 'traditional' methods.

- (iv) English should be taught through direct method. It seeks to establish a direct association between experience and expression, between the English words, phrase and idiom and its meaning. This method enables the pupil to express his thoughts and feelings directly in English without the intervention of the mother-tongue. This ensures fluency of speech and ease of writing.
- (v) More emphasis should be given on vocabulary. Lack of vocabulary affects the comprehension. Students face difficulty in understanding the language.
- (vi) In Language teaching lecture method is mostly used. It does not provide facility to the students to express their views. Language teaching should be child centred for this purpose group discussion would be very helpful. This will help in following ways – (a) Students can express their views and feelings in English language. They can recall the words, which they have learned. Students rote the vocabulary but they forget in short time because they do not get the chance to use these vocabulary. (b) Their hesitation will be lessened and feel confident. Student feel easy in expressing their views with their peer group but hesitate to say something with others because they think that if they will make mistake in their language others will laugh on them. This type of fear should be removed from the mind of the students.
- (vii) More stress should be given on daily home works and progress of the students those who are weak in their studies. It will be more helpful than remedial teaching.
- (viii) More time should be devoted to practice. Teacher should adopt such a method of teaching, which would be helpful to student rather than traditional method of teaching.

- (ix) Daily homework must be given to develop writing skills.
- (x) Writing competitions should be organised. Some competitions should be speed bound.
- (xi) The teacher should speak only in English language and should motivate the students to speak in English only.
- (xii) Teacher should stress on phonology. Phoneme recognition is important in learning to read as well as in oral language. Teacher should differentiate the phonics of "a" and "e", "e" and "i", "s" and "es" and other. This will help the pupils in listening and writing the correct spelling. The result of the present study shows that the students have difficulty in writing correct spelling.
- (xiii) Teacher should ask the student to frame the sentences of their own and encourage students, to speak English and to use various new words.

5.12 Suggestions for further studies -

1. This study can be conducted on large sample.
2. This study can be conducted on Primary/ elementary/ secondary education.
3. This study can be conducted to analyse the effect of Socio-economic status on achievement in other subject also.
4. This study can be conducted on particular component of English language.
5. There is need to study the effect of various teaching methods on English vocabulary and comprehension.