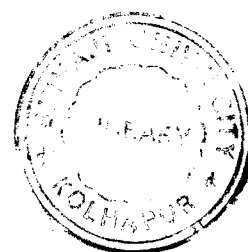


CHAPTER IV
ANALYSIS AND
INTERPRETATION OF
DATA



IV. ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

4.2 Testing Hypothesis

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

In the previous chapter the research design of study is thoroughly, discussed. Different types of data obtained as a result of conducting experiment were as follows.

A student teacher improves his speech ability in the training period. Alongwith the practice in word stress, intonation, reading and speech tests were conducted based on the above contents.

Those are as follows.

1. Test on word stress
2. Test on sentence stress
3. Test on fluency in speech
4. Test on group discussion

4.2 Testing Hypotheses

To study the effect of measures prepared to improve student teachers speech abilities pretest and posttest on various aspects of speech abilities were evaluated by using a five a point scale. In order to check whether, on experimental group and control group has

achieved difference the following research hypothesis were formulated keeping in view objectives.

- H. 4. 1. There is no significant difference in the mean performance of the student teachers from group 'E' and those from group 'C' on pretest in word stress.

The data available after conducting pretest in word stress on control group and of experimental group by the researcher and co-educator were analyzed. Means and standard deviations along with scores of test calculated and is given below in table 4.1

Summary Table of Means Standard Deviations and t value of both the Groups on Pretest in Word Stress.

TABLE 4.1

Sr No	Groups	No. of Students	Mean	SD	t value	Remarks
1.	Control	20	13.5	2.32	1.21	Not significant
2.	Experimental	20	14.4	2.48		

Average Mean = 13.95

Observations and Interpretations

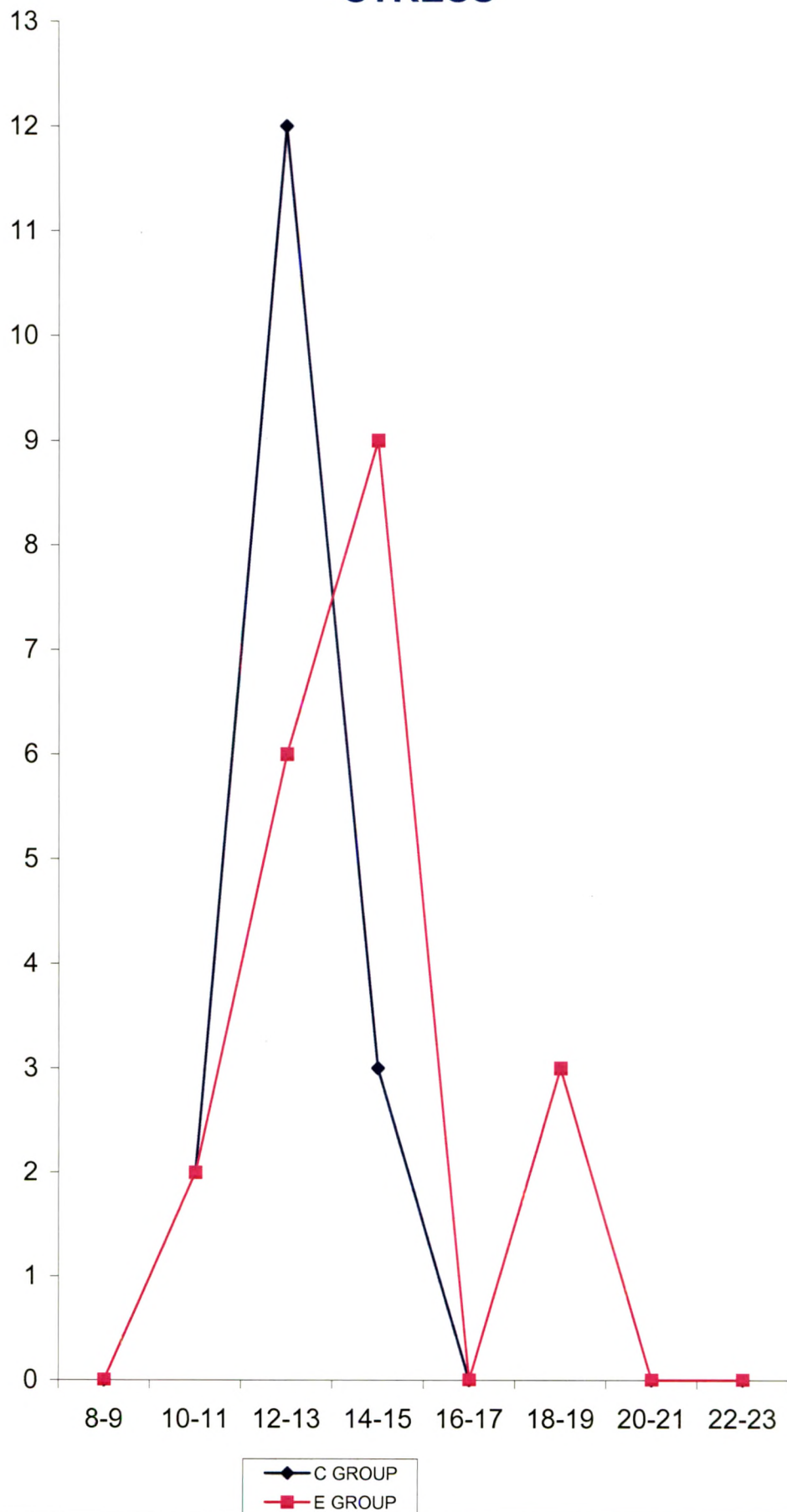
1. The average mean of experimental group and control group is 13.95

2. Mean of control group is 13.5
3. Mean of experimental group is 14.4
4. The mean difference is 0.9 means both the groups are approximately same. Required t value for $df = 39$ is 2.02 at 0.05 level and 2.71 at 0.01 level.
5. t value is not significant at both the levels hence H₀ is accepted.
6. The S.D.S. are 2.32 and 2.48 respectively for control and experimental group.

Findings –

1. As far as the knowledge of stress is concerned both the groups are similar.
2. No variation is found in their knowledge of stress pattern. Among the student teachers from both the groups.

COMPARISON OF E AND C GROUPS AFTER IMPLEMENTATION OF PRE TEST ON WORD STRESS



Observations and Interpretation from Graph

1. The curve of group C is bimodal. The bimodality of the curve c indicates the heterogeneous group. The group C represents two streams of low and high ability student teachers in it.
2. The curve of group E is bimodal too. It is with slight positive skewness. The bimodality of the curve E indicates the heterogeneous group. The group E represents two distinct group of low and high ability student teachers in it.
3. The ranges of scores of the groups are same. Group ranges from 10 to 19 (S.D. = 2.32) while group E also ranges from 10 to 19 (S.D. = 2.48)
4. The means are almost same both the groups. Mean of group C is 13.5 and mean of group E 14.4.

Findings –

1. Two streams are found in both the groups.
2. Low achievers as well as high achievers are found in both groups.
3. Comparatively average students are less within the groups.

The data available conducting posttest in word stress on both the groups by the researcher were analyzed. Means and standard deviations alongwith t test of the scores is calculated and in given below in table 4.2.

Summary Table of means, standard deviation and t value of both the Groups on Posttest in Word Stress.

TABLE 4.2

Sr No	Groups	No. of Students	Mean	SD	t value	Remarks
1.	Control	20	19.8	2.39	11.3	Significant
2.	Experimental	20	26.5	1.24		

Average mean = 23.15

Required t value for $df = 39$ is 2.02 at 0.05 level.

2.71 at 0.01 level.

Observations and Interpretations –

1. Average mean of both the groups is 23.15
2. Mean of control group is 19.8
3. Mean of experimental group is 26.5
4. The mean difference is 6.7
5. The S.Ds are 2.39 and 1.24 respectively for control and experimental groups. In order to test whether these

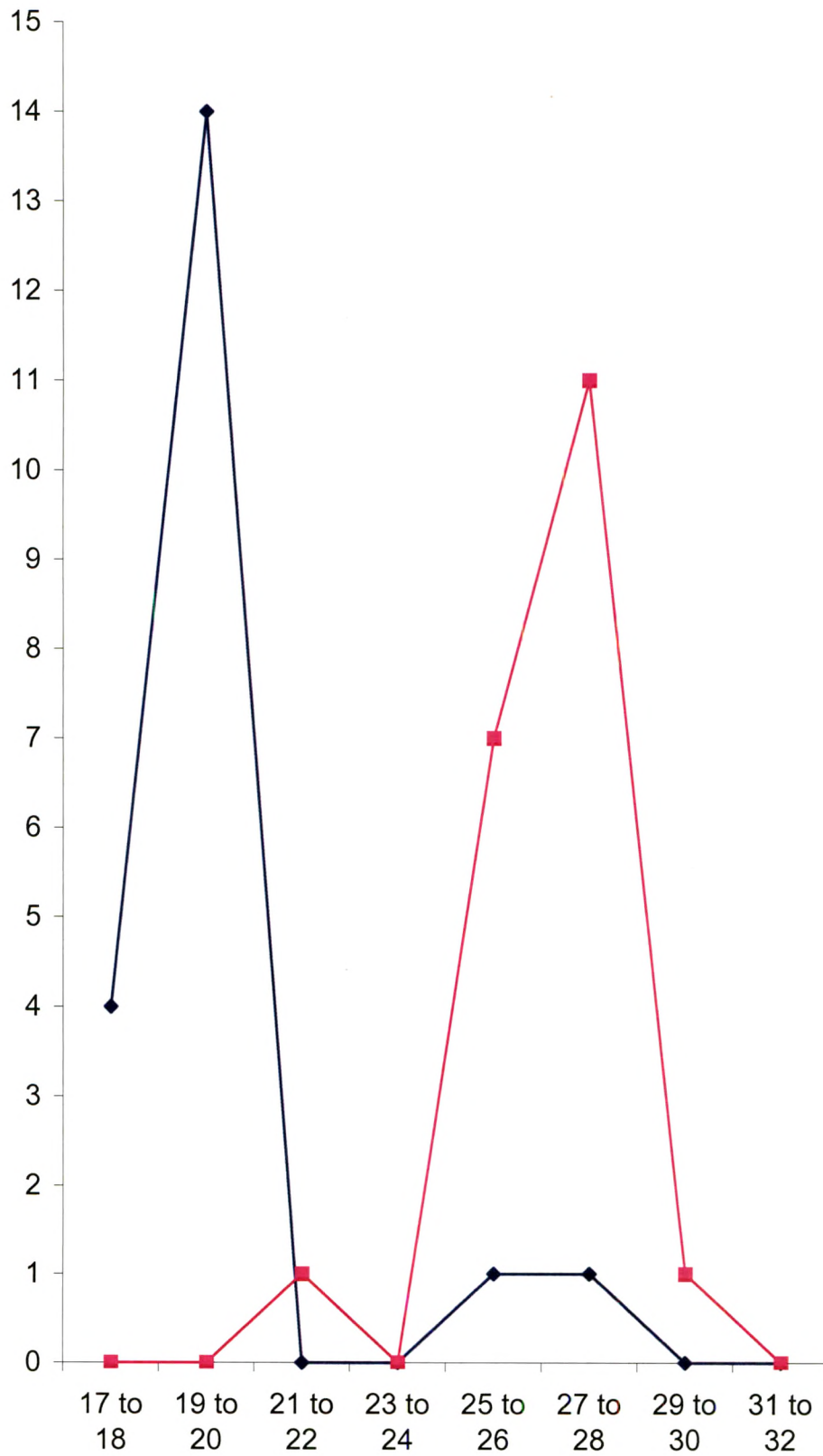
difference are significant or not i.e. to test H.4.5 t test was used.

6. t value is significant at 0.05 level. Hence H.4.5 is rejected.

Findings-

1. Implementation of the treatment for stress improvement. Such as preliminary talks on pronunciation, phonetic drills. Created significant difference in the mean performance of experimental group as compared to control group.
2. Knowledge and practice of stress on the first syllable in a word of two syllables. Stress on a word of two syllables with a stress on second syllables. Words of three syllables with stress on first syllable, Words of three syllables with stress on second syllable, Words of three syllables with stress on third syllable, and lastly Words of four syllables having a stress on last but one seemed effective than the traditional teaching.

COMPARISON OF 'E' AND 'C' GROUPS AFTER IMPLEMENTATION OF POST TEST ON WARD STRESS



◆ GROUP - C
■ GROUP - E

Observations and Interpretation from Graph

1. The curve of group C is more peaked than curve of group E again. The group C is bimodal. The bimodality of the curve C indicates the heterogeneous group. The group C represents two distinct group of low and high ability student teacher in it.
2. The slight positive skewness of group C indicates that the group has more low achievers than the high achievers.
3. The curve of group E is peaked with slight negative skewness. The slight negative skewness of group E indicate more high achievers than the low achievers.
4. The scores of group C are spread from 18 to 30.
5. The scores of group E are spread from 18 to 32.
6. The mean of group E is 19.8.
7. The mean of group E is 26.5

Findings –

1. Treatment regarding the word stress was given to the experimental method made difference in achievement of knowledge of word stress.
2. Practice of words with different syllables caused difference.



3. Traditional strategies proved less effective as compared to the new strategies.

The data available after conducting pretest in sentence stress on both the groups by the researcher and co-educator were analysed. Means and SDs along with t test of the scores are calculated and is given in table 4.3.

Summary Table of means standard deviations and t value of both Groups on Pretest in Sentence Stress.

TABLE 4.3

Sr No	Groups	No. of Students	Mean	SD	t value	Remarks
1.	Control	20	27.6	3.54	1.44	Not Significant
2.	Experimental	20	26	3.57		

Average mean = 26.8

Observations and Interpretations

1. The average mean of experimental group and control group is 26.8
2. Mean of control group is 27.6
3. Mean of experimental group is 26.
4. The mean difference is 0.8 means both the group are approximately same.

Required t value of $df = 39$ is 2.02 at 0.05 level.

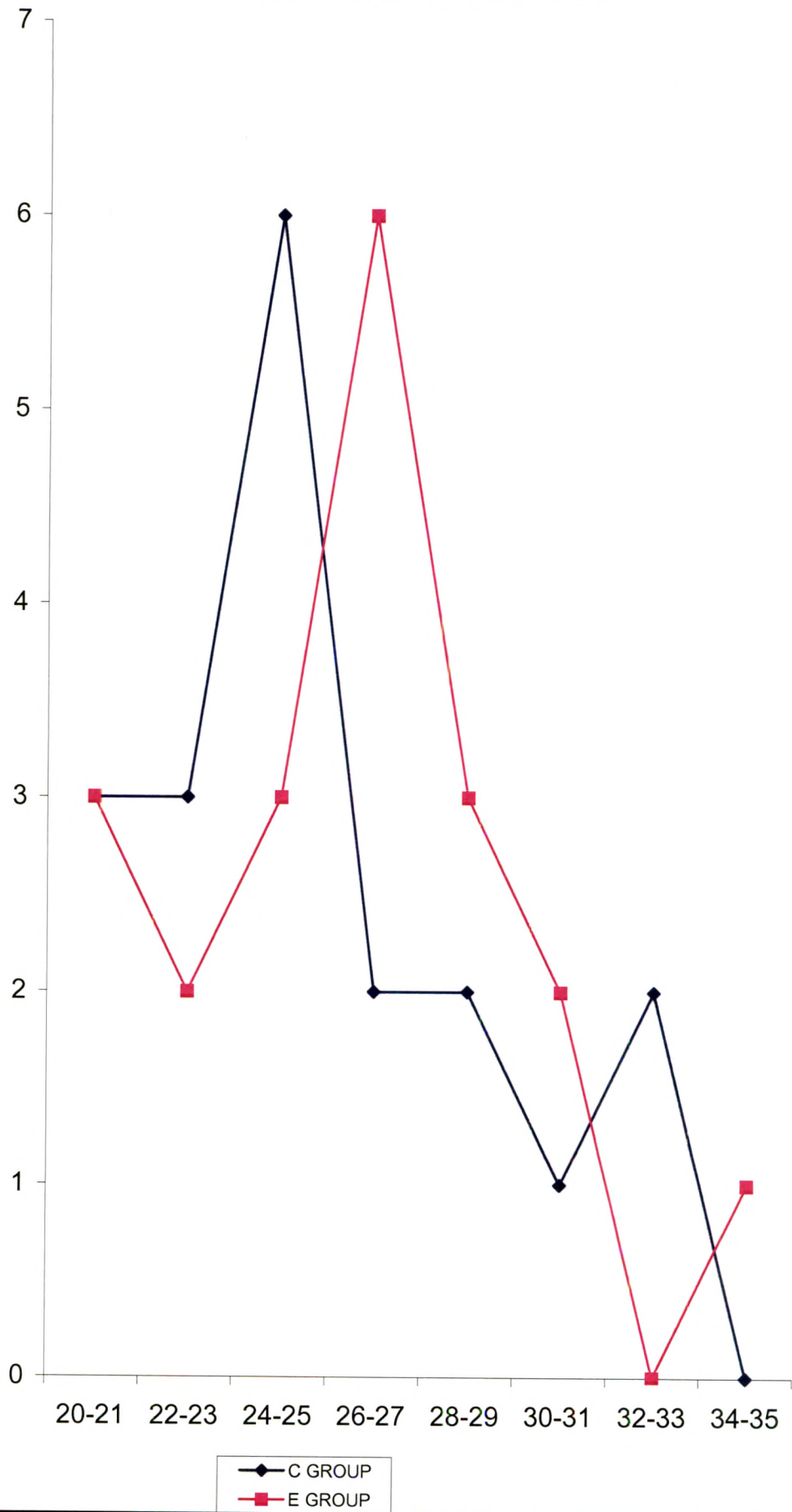
and 2.71 at 0.01 level.

5. t value is not significant at both the levels hence the H.4.2 is accepted.
6. The SDs for control group and experimental group are 3.54 and 3.57 respective. Hence both the groups do not differ from another before the treatment.

Findings -

1. The student teacher performance is concerned both the groups are similar.
2. No variation was found in their knowledge of intonation. It is found that student teachers level of achievement in this unit is same.

COMPARISON OF E AND C GROUPS AFTER IMPLEMENTATION OF PRE TEST ON SENTENCE STRESS



Observations and Interpretation from Graph

1. The curve of group C is bimodal. The bimodality of the curve C indicates the heterogeneous group. The group C represents two distinct groups of high ability and low ability student teachers in it.
2. The curve of group E is peaked.
3. The curve of group C is with slight positive skewness indicates that the group has more low achievers than the high achievers.
4. The slight negative skewness of group E indicates more high achievers than the low achievers.
5. The scores of group C are spread from 21 to 32.
6. The scores of group E are spread from 24 to 35.
7. The mean of group E is 26.
8. The mean of group C is 27.6.

Findings –

1. Before the treatment there is no significant difference between both the groups.
2. Low achievers as well as high achievers are found in both the groups on pretest on sentence stress.

The data available after conducting posttest in sentence stress on both the groups by the researcher and co-educator were analysed. Means, SDs with t value of the scores are calculated and is given in 4.4.

Summary Table of Means Standard Deviation and t value of both the Groups on Posttest in Sentence Stress.

TABLE 4.4

Sr No	Groups	No. of Students	Mean	SD	t value	Remarks
1.	Control	20	33.6	4.16	10.8	Significant
2.	Experimental	20	45.4	2.64		

Average mean = 39.5

Required t value for $df = 39$ is 2.02 at 0.05 level.

2.71 at 0.01 level.

Observations and Interpretations

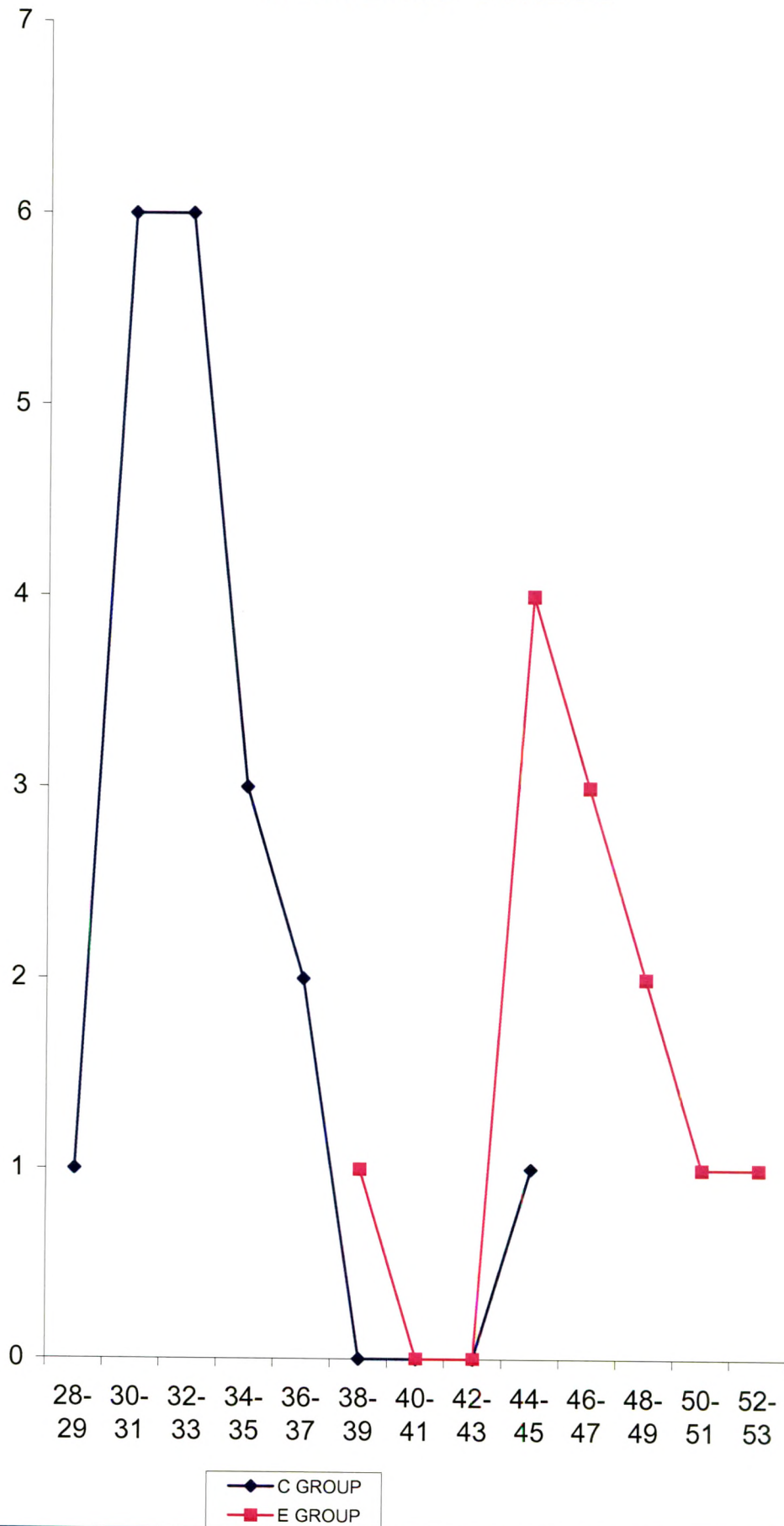
1. Average mean of both the groups is 39.5
2. Mean of control group is 33.6
3. Mean of experimental group is 45.4
4. The mean difference is 11.8

5. The SDs are 4.16 and 2.64 respectively for control and experimental group. In order to test whether these difference are significant or not i.e. to test H.4.6 t test was used.
6. t value is significant at 0.01 level. Hence H.4.5 is rejected.

Findings –

1. The treatment regarding the 2nd test was a comment lecture and practice of some sentences. In the lecture researcher explained the stress on the words from sentences such as noun, verb, adjective and adverb etc are to be stressed and conjunctions, interjections and articles etc are not be stressed.
2. The practice of 20 different sentences were taken by each Students Teachers. The treatment caused significant difference in the mean performance of experimental group as compared to the control group.

COMPARISON OF E AND C GROUPS AFTER IMPLEMENTATION OF POST TEST ON SENTENCE STRESS



Observations and Interpretation from the Graph

1. The curve of group C is slightly flattened and is with positive skewness.
2. The positive skewness of the control group indicates that group has more low achievers than the high achievers.
3. The curve of group E is slightly peaked and with negative skewness indicates that group has more high achievers than the low achievers.
4. The spread of scores of group C is 29 to 39. (S.D. = 4.16)
5. The spread of scores of group E is 39 to 52 (S. D. = 2.62)
6. Mean of group C is 33.6
7. Mean of group E is 45.6

Findings –

1. Traditional strategy proved less effective as compared to the treatment or new strategies used for experimental group.
2. Treatment related to the above test was a comment lecture on stress on words from sentences and practice of different sentences made significant difference between the mean performance of control group and experimental group.

The data available after conducting pretest in speech on given subject on both the groups by the researcher was analyzed. Means and standard deviations along with t test of the scores are calculated and is given below in table 4.5.

Summary Table of Mean, Standard Deviation and t value of both the Groups on Pretest in Speech on given Subject.

TABLE 4.5

Sr No	Groups	No. of Students	Mean	SD	t value	Remarks
1.	Control	20	30.7	3.57	0.21	Not
2.	Experimental	20	27.95	5.71		Significant

Average mean = 29.32

Required t value for $df = 39$ is 2.02 at 0.05 level.

2.71 at 0.01 level.

Observations and Interpretations

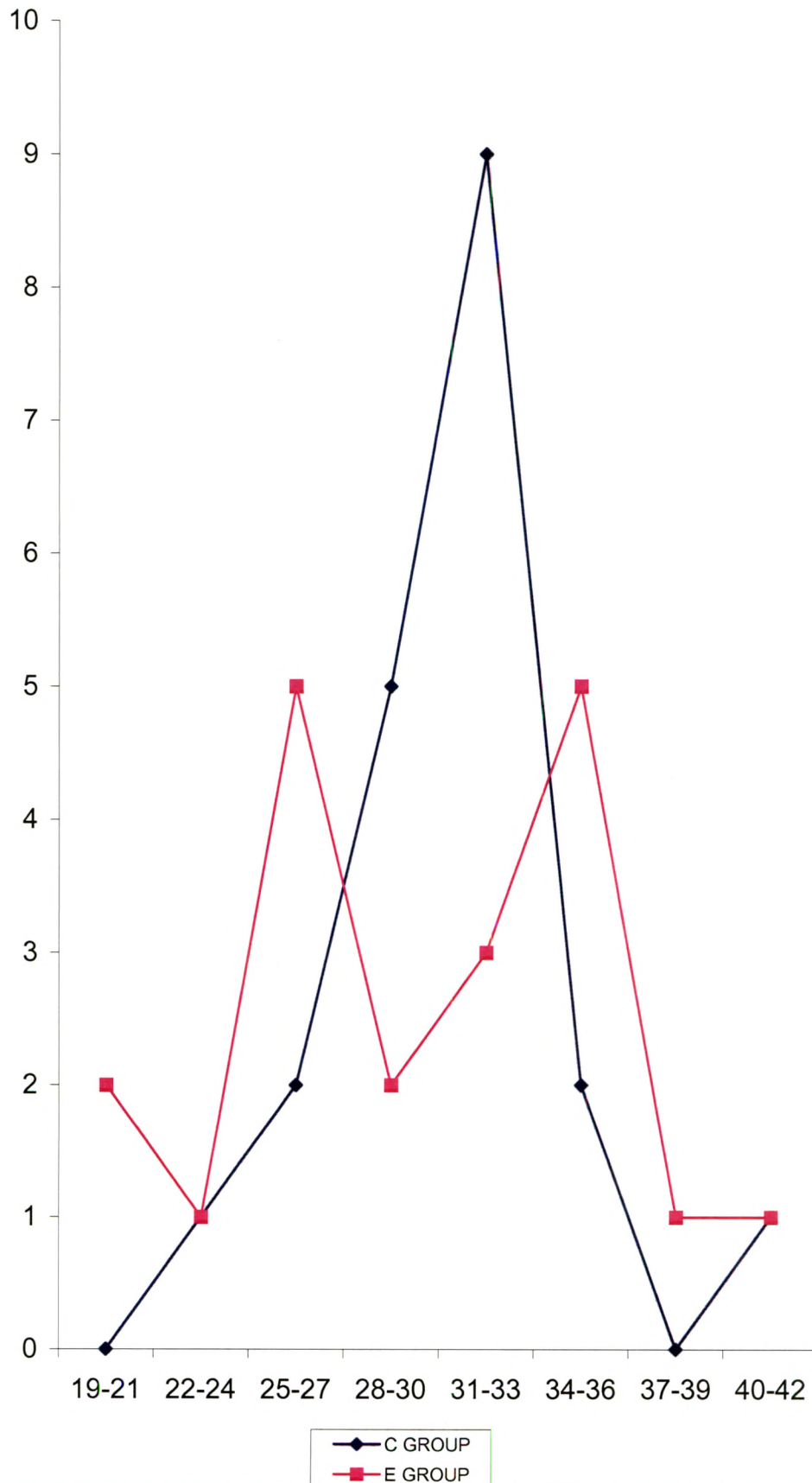
1. Average mean of both the group is 29.32
2. Mean of control group is 30.7
3. Mean of experimental group is 27.95
4. The mean difference is 2.75.
5. The SDs are 3.57 and 5.71 respectively

6. t value is not significant at both the levels. Hence H.4.3 is accepted.

Findings –

1. It is found that the knowledge of subject, way of presentation, weightage to main points and weightage to proper beginning, middle and end are similar of both the groups.
2. It seems that there is no variation in the both groups.

COMPARISON OF E AND C GROUPS AFTER IMPLEMENTING A PRE TEST ON FLUENCY IN SPEECH



Observations and Interpretation from Graph

1. The curve of group C is peaked and with slight positive skewness indicates that the group has low achievers than the high achievers.
2. The curve of group E is bimodal. The bimodality of curve E indicates the heterogeneous group. It represents two distinct group of high ability and low ability student teachers in it.
3. The scores of group C spread from 19 to 37.
4. The scores of group E spread from 19 to 40.

Findings –

1. There are two distinct groups in E group.
2. As the spread of scores concern both the groups have no significant difference before the treatment given to the experimental group.

The data available after conducting posttest in speech on both the groups by the researcher was analyzed. Means SDs and t value of the scores are calculated and is given below in table 4.6.

Summary Table of Mean, Standard Deviation and t value of both the Groups on Posttest in Speech on given Subject.

TABLE 4.6

Sr No	Groups	No. of Students	Mean	SD	t value	Remarks
1.	Control	20	37.25	5.52	8.40	Significant
2.	Experimental	20	49.6	3.66		

Average mean = 43.42

Required t value for $df = 39$ is 2.02 at 0.05 level.

2.71 at 0.01 level.

Observations and Interpretations

1. Average mean of both the group is 43.42
2. Mean of control group is 37.25
3. Mean of experimental group is 49.6
4. The mean difference is 11.8
5. The SDs are 5.52 and 3.66 respectively for control and experimental group. In order to test whether these difference are significant or not i.e. to test H.4.7 t test was used.

6. t value is significant at 0.01 level. Hence H₀ is rejected.

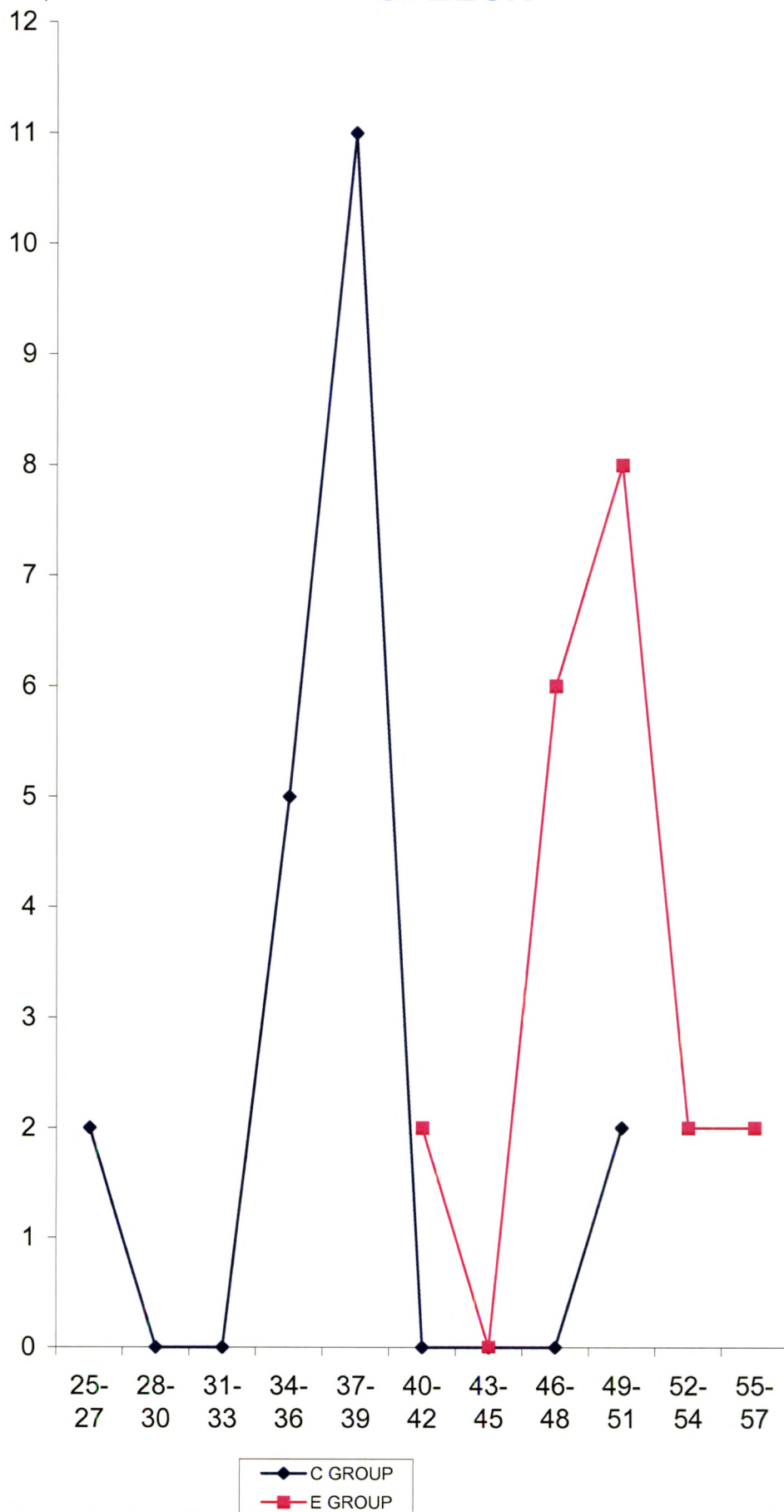
Findings –

1. * A comment lecture on speech ability
 - * Conducting practice lessons through English.
 - * Explaining the preparation of the practice lessons for few minutes.
 - * Interactions with the colleagues.
 - * Discussion related to the routine problems were done in English.

These devices favourably affected student teachers speech abilities.

2. Information regarding the speech including the knowledge to give weightage to main points, weightage to adequacy of content organization of the content with proper beginning information middle and striking end, again the choice of words use of pauses, desired physical movements and use of examples influenced the significant difference in the mean performance of experimental group compared to the control group.

COMPARISON OF E AND C GROUPS AFTER IMPLEMENTING A POST TEST IN FLUENCY IN SPEECH



Observations and Interpretation form the Graph

1. The curve of group C is more peaked and with slight positive skewness which indicates more low achievers than high achiever.
2. The curve of group E is peaked with slight negative skewness which indicates more high achievers than low achievers.
3. The score of group C are spread from 27 to 49 and SD is 5.52 indicates improved performance only at upper end.
4. The score of group E are spread from 40 to 57 and SD is 3.66 indicates improved performance only at upper end.

Findings –

1. No treatment was given to control group so the score of C group is lower than E group.
2. Treatment related to speech practice made significant difference in the mean performance of control group and experimental group on posttest in fluency in speech.

The data available after conducting pretest in group discussion on both the groups by the researcher was analyzed. Means SDs and t value of the scores are calculated and is given below in table 4.7.

Summary Table of Mean, Standard Deviation and t value of both the Groups on Pretest in Group Discussion.

TABLE 4.7

Sr No	Groups	No. of Students	Mean	SD	t value	Remarks
1.	Control	20	21.7	2.30	1.48	Not
2.	Experimental	20	22.8	3.01		Significant

Average mean = 22.2

Required t value for $df = 39$ is 2.02 at 0.05 level.

2.71 at 0.01 level.

Observations and Interpretations

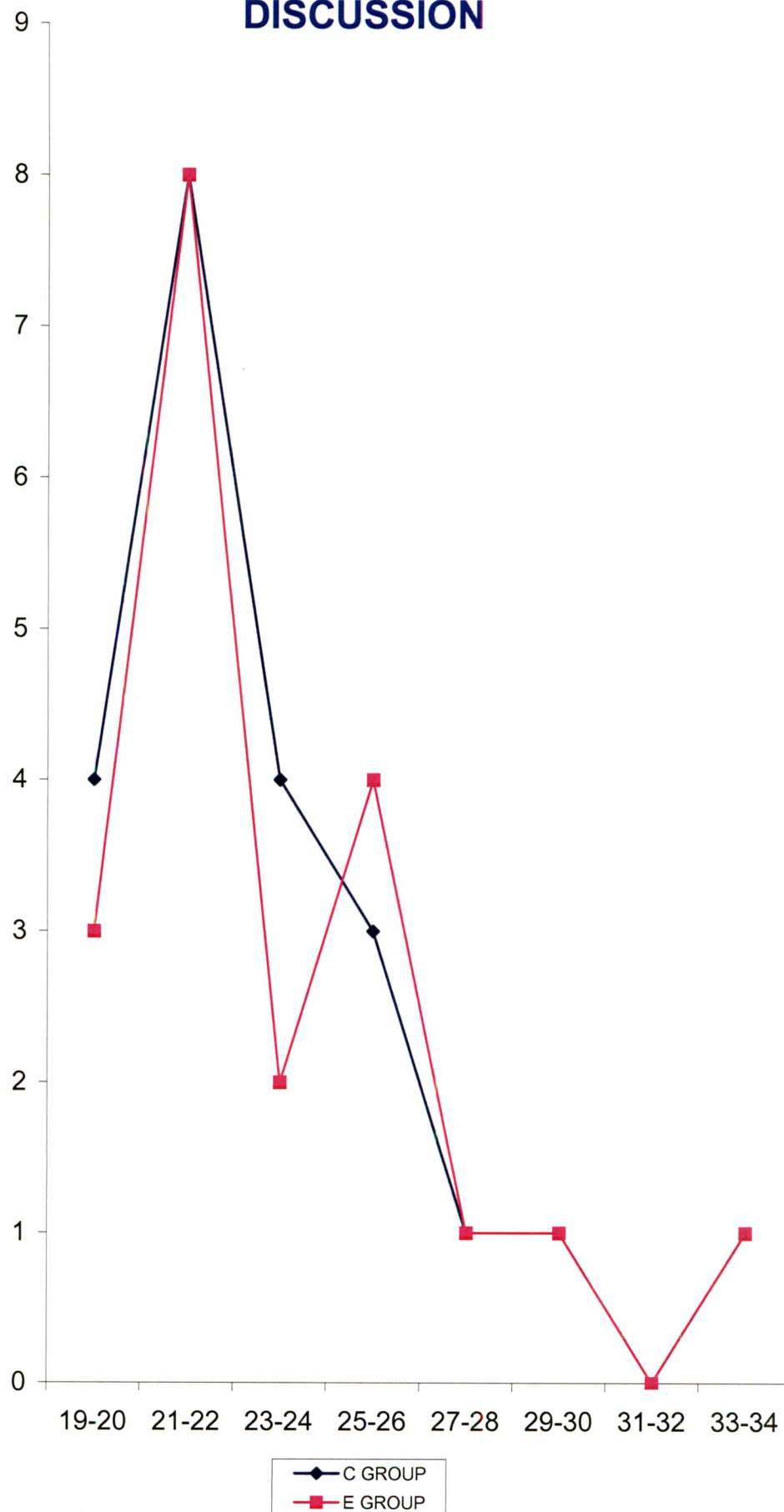
1. Average mean of both the group is 22.2
2. Mean of control group is 21.7
3. Mean of experimental group is 22.8
4. The mean difference is 1.1
5. The SDs are 2.30 and 3.01 respectively for control and experimental group. In order to test whether these difference are significant or not i.e. to test H.4.4 t test was used.

6. t value is not significant at both the levels. Hence H.4.4 is accepted.

Findings –

1. It is found the knowledge of topic, clear and distinct voice, frequency in taking part in discussion were similar.
2. No variation was found in both the groups.

COMPARISON OF E AND C GROUPS AFTER IMPLEMENTING A PRE TEST IN GROUP DISCUSSION



Observations and Interpretation form the Graph

1. The curve of group C is peaked and with slight positive skewness indicates that group has more low achievers than high achiever.
2. The curve of group E is bimodal. The bimodality of curve E indicates the heterogeneous group. It represents two distinct groups of high ability and low ability student teachers in it.
3. The score of group C are spread from 19 to 27.
4. The score of group E are spread from 19 to 34.

Findings –

1. Two streams are found in E group.
2. Low achievers as well as high achievers are found.
3. Comparatively average students are less in both groups.

The data available after conducting posttest in group discussion on both the groups by the researcher was analyzed. Means SDs and t value of the scores are calculated and is given below in table 4.8.

Summary Table of Mean, Standard Deviation and t value of both the Groups on Posttest in Group Discussion.

TABLE 4.8

Sr No	Groups	No. of Students	Mean	SD	t value	Remarks
1.	Control	20	26.8	2.32	5.78	Significant
2.	Experimental	20	31.6	2.98		

Average mean = 29.2

Required t value for $df = 39$ is 2.02 at 0.05 level.

2.71 at 0.01 level.

Observations and Interpretations

1. Average mean of the group is 29.2
2. Mean of control group is 26.8
3. Mean of experimental group is 31.6
4. The mean difference is 4.8
5. The SDs are 2.32 and 2.98 respectively for control and experimental group. In order to test whether these difference are significant or not i.e. to test H_{4.7} t test was used.

6. t value is significant at 0.01 level. Hence H₀ is rejected.

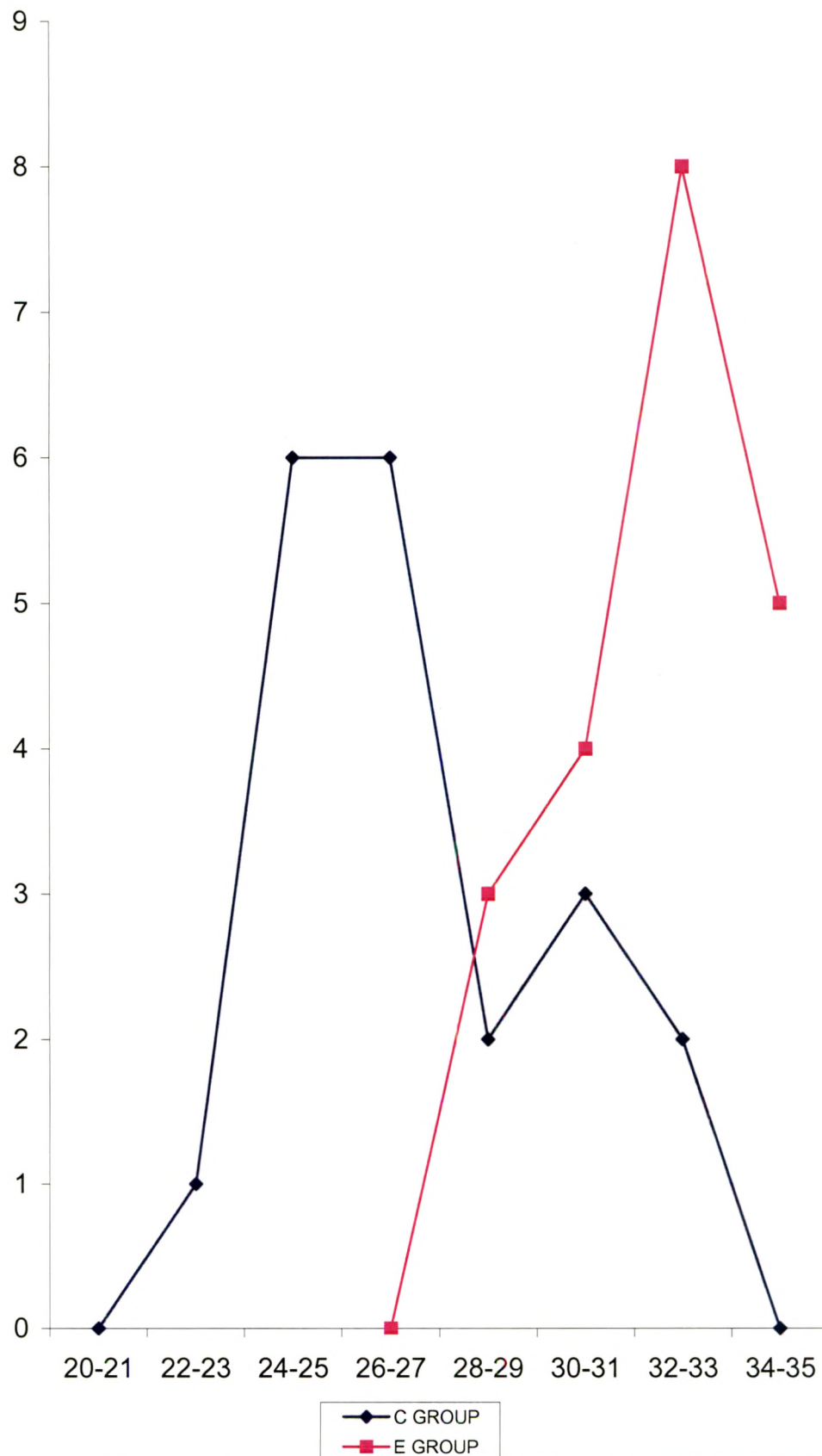
Findings –

1. Implementation of the treatment for participation in group discussion created significant difference in the mean performance of experimental group as compared to control group.
2. Information related to participation such as how to give weightage to main points how to use adequate content, choice of words how to appeal the audience with clear and distinct voice, the physical movements expected according to the situation and the use of example proved effective.

Student teachers followed the instructions and responded positively.

The performance of experimental and control groups after use of test is shown in figure.

COMPARISON OF E AND C GROUPS AFTER IMPLEMENTING A POST TEST IN GROUP DISCUSSION



Observations and Interpretation form the Graph

1. The curve of group C is slightly flattened. It is bimodal too. It indicates two streams or distinct groups of low achievers as well as high achievers are found.
2. The curve of group E is more peaked. The negative skewness of the graph indicates more high achievers than low achievers.
3. The spread of score of group C is 20 to 32.
4. The spread of score of group E is 26 to 35.

Findings –

1. Two streams are found in group C of low achievers and high achievers.
2. Comparatively average students are less within the group.

The comment lecture on concept of group discussion logical plan of attacking a problem, facts to be considered was delivered by the researcher to the experimental group made significant difference in the mean performance of control group experimental group in posttest.

The data available after conducting pretest and posttest in word stress on control group by the researcher was analyzed. Means SDs and t value of the scores are calculated and is given below in table 4.9. Summary Table of Mean, Standard Deviation and t value of Control Group on Pretest and Posttest in Word Stress.

TABLE 4.9

Sr No	Test	No. of Students	Mean	SD	t value	Remarks
1.	Pretest	20	13.5	2.32	1.21	Not
2.	Posttest	20	14.4	2.48		Significant

Average mean = 13.95

Required t value for $df = 39$ is 2.02 at 0.05 level.

2.71 at 0.01 level.

Observations and Interpretations

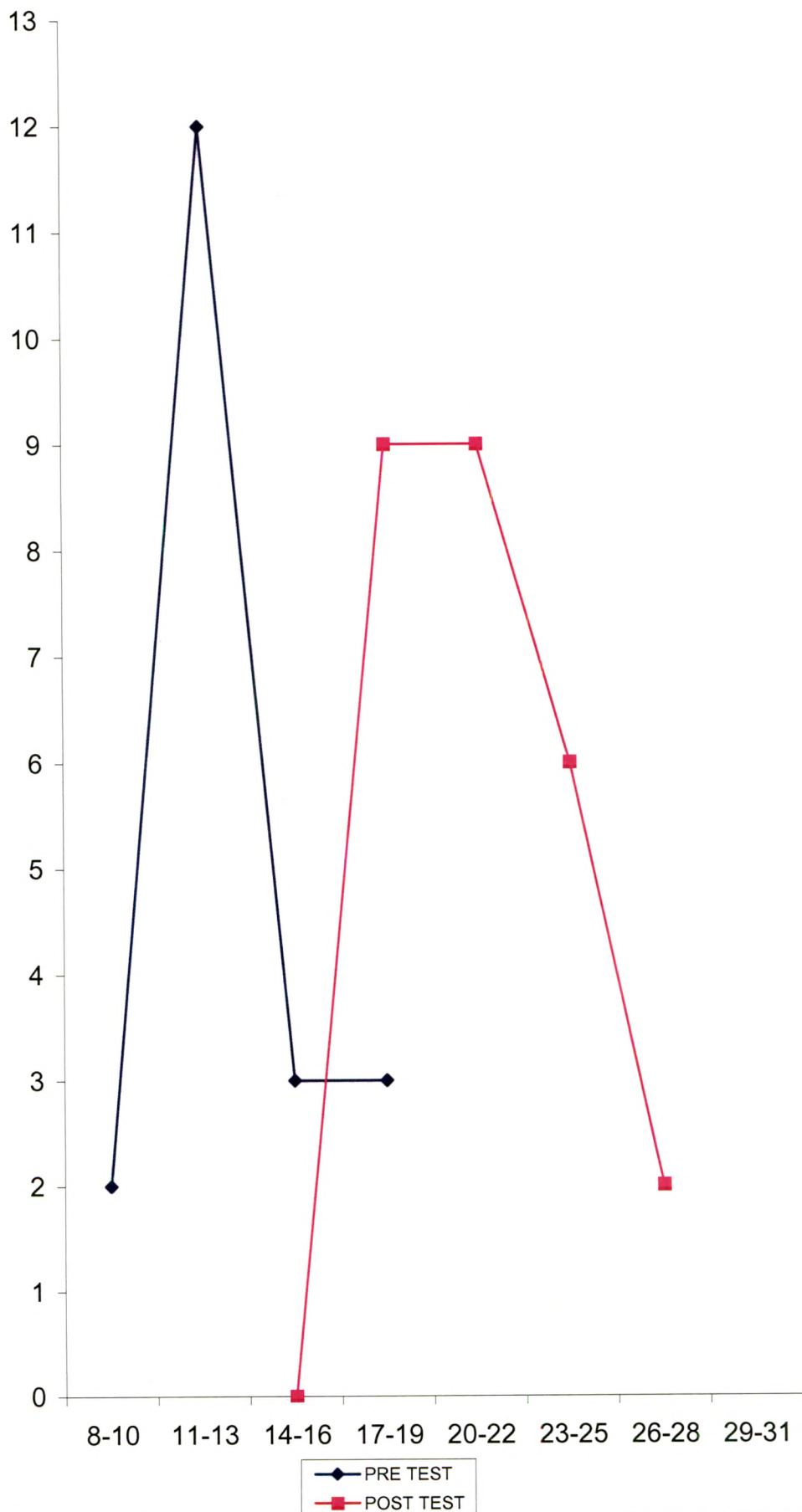
1. Average mean of both test is 13.95.
2. Mean of pretest is 13.5
3. Mean of post test is 14.4
4. The mean difference is 0.9
5. The SDs are 2.32 and 2.98 respectively for pretest and posttest in word stress. In order to test whether the difference is significant or not i.e. to test H.4.9 t test was used.

6. t value is not significant at both the levels. Hence H.4.9 is accepted.

Findings –

1. No treatment was given to the control group at posttest. Only traditional teaching was going on.
2. So there is no variation in their knowledge of word stress in pretest and post.

COMPARISION OF PRETEST & POSTTEST IN WORD STRESS OF CONTROL GROUP



Observations and Interpretation form the Graph

1. The curve of pretest of group C is peaked and is with slight positive skewness.
2. The positive skewness indicates that the group has more low achievers than high achievers.
3. The curve of posttest of group E is flattended and with slight negative skewness indicates that the group has more high achievers.
4. The score of group C in pretest are spread from 8 to 16.
5. The score of group in pretest are spread from 16 to 28.

Findings –

- There is a little difference in means of pretest and posttest of C group indicates very less effect of traditional teaching.
- After implementation of posttest in word stress with traditional strategies there is no significant difference in the mean achievement of the student teachers of group C.

The data available after conducting pretest and posttest in sentence on control group by the researcher and co-educator was analyzed. Means SDs and t value of the scores are calculated and is given below in table 4.10.

Summary Table of Mean, Standard Deviation and t value of control group on Pretest and Posttest in Sentence Stress.

TABLE 4.10

Sr No	Test	No. of Students	Mean	SD	t value	Remarks
1.	Pretest	20	27.6	3.54	1.07	Not
2.	Posttest	20	28.9	4.16		Significant

Average mean = 28.25

Required t value for $df = 39$ is 2.02 at 0.05 level.

2.71 at 0.01 level.

Observations and Interpretations

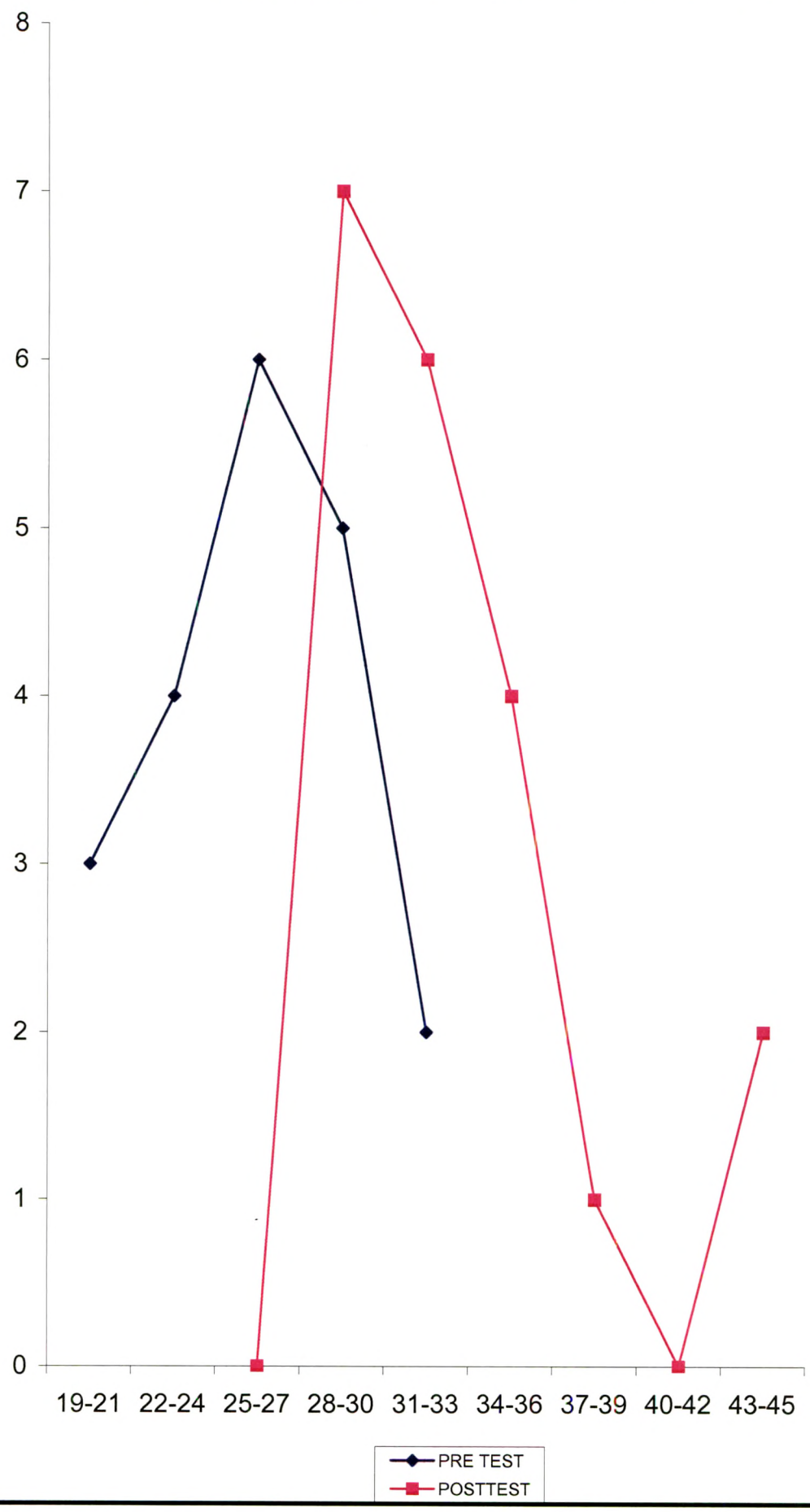
1. Average mean of both test is 28.25.
2. Mean of pretest is 27.6
3. Mean of post test is 28.9
4. Mean difference is 1.3

5. The SDs are 3.54 and 4.16 respectively for pretest and posttest in sentence stress. In order to test whether these differences are significant or not i.e. to test H.4.10 t test was used.
6. t value is not significant at both the levels. Hence H.4.10 is accepted.

Findings –

1. No treatment was given to this group before posttest even then the mean difference of 1.3 is found due to traditional teaching.
2. But the t value is not significant so it is proved that there is no variations in their knowledge of sentence stress in pretest and posttest.

COMPARISON OF PRETEST & POSTTEST IN SENTENCE STRESS OF CONTROL GROUP



Observations and Interpretation form the Graph

1. The curve of group C on pretest in sentence stress is positively skewed.
2. The curve of group C on posttest in sentence stress is also positively skewed.
3. The positive skewness of group C on pretest indicates that group has more low achievers.
4. The positive skewness of group C on posttest indicates again that group has remained with more low achievers.
5. The range of score of group C on pretest is from 19 to 31. The range of score of group C on posttest is from 25 to 40.
6. Mean of group C on pretest is 27.6. mean of group C on posttest is 28.9.

Findings –

1. There is no significant difference in the mean performance of control group in pretest and posttest on sentence stress.
2. Traditional strategies were found less effective in posttest on control group.

The data available after conducting pretest and posttest in fluency in speech control group by the researcher was analyzed. Means SDs and t value of the scores are calculated and is given below in table 4.11.

Summary Table of Mean, Standard Deviation and t value of Control Group on Pretest and Posttest in Fluency in Speech.

TABLE 4.11

Sr No	Test	No. of Students	Mean	SD	t value	Remarks
1.	Pretest	20	30.7	3.57	1.06	Not Significant
2.	Posttest	20	32.25	5.52		

Average mean = 31.47

Required t value for $df = 39$ is 2.02 at 0.05 level.

2.71 at 0.01 level.

Observations and Interpretations

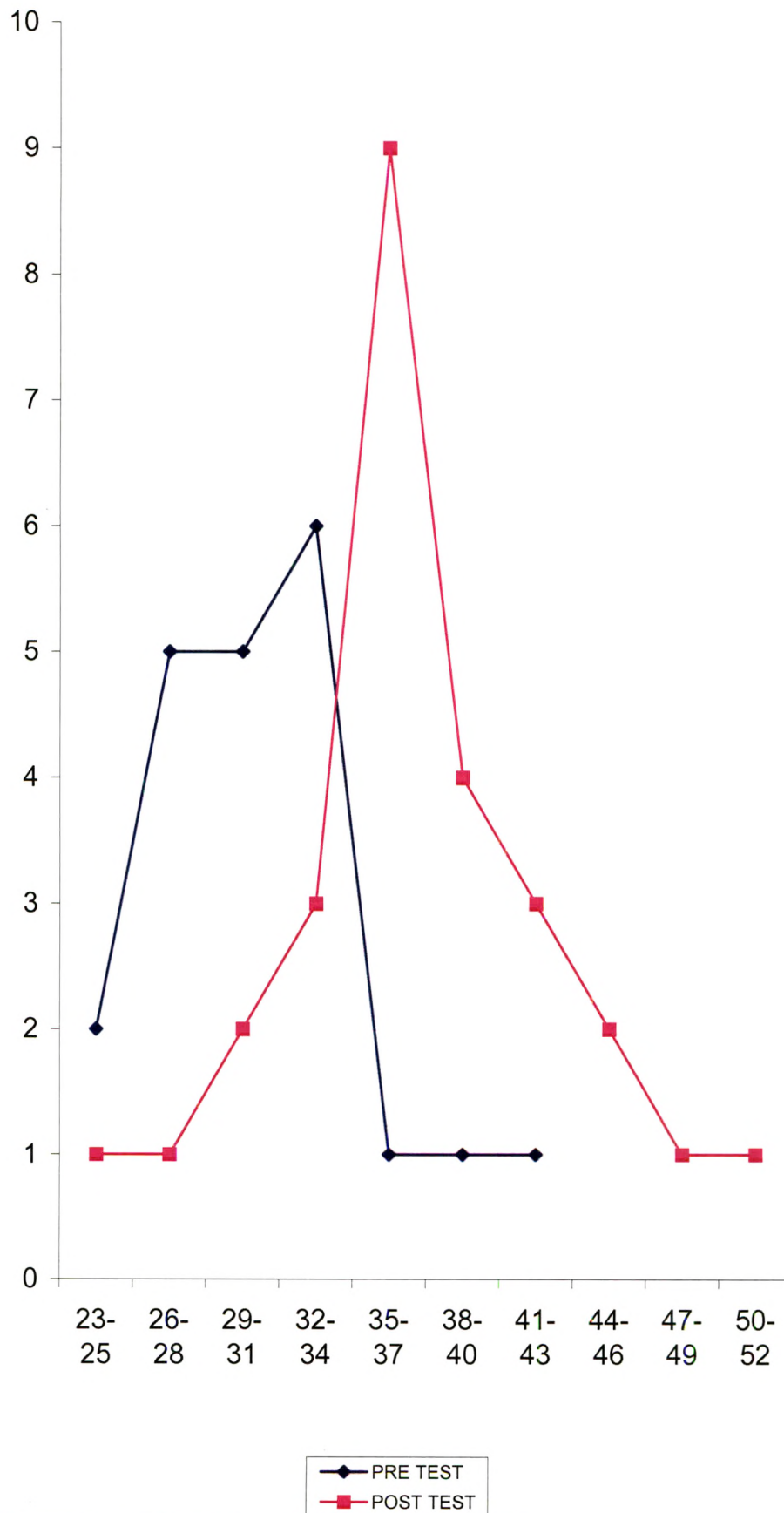
1. Average mean of both test is 31.47
2. Mean of pretest is 30.7
3. Mean of post test is 32.25
4. Mean difference is 1.55

5. The SDs are 3.57 and 5.52 respectively for pretest and posttest in sentence stress. In order to test whether these differences are significant or not i.e. to test H.4.11 t test was used.
6. t value is not significant at both the levels. Hence H.4.11 is accepted.

Findings –

1. Traditional treatment was given to the C group before posttest so no significant difference was found between pretest and posttest.

COMPARISON OF PRETEST & POSTTEST IN FLUENCY IN SPEECH OF CONTROL GROUP



Observations and Interpretation form the Graph

1. The curve of group C on pretest is positively skewed. This indicates that the group has more low achievers.
2. The curve of group C on posttest is more peaked and slight positively skewed indicates not more high achievers.
3. The scores of group C on pretest is – 23 to 41.
4. The scores of group C on posttest is – 23 to 50.
5. The spread of group C on pretest is less as compared to the posttest.
6. Mean of group C on pretest is 30.7. Mean of group C on posttest is 32.25.

Findings –

1. Feedback given by the co-educator for their practice lessons increased the scores in posttest compared to the pretest.

The data available after conducting pretest and posttest in group discussion on control group by the researcher was analyzed. Means SDs alongwith t value of the scores are calculated and is given below in table 4.12.

Summary Table of Mean, Standard and t value of Control Group on Pretest and Posttest in Group Discussion.

TABLE 4.12

Sr No	Test	No. of Students	Mean	SD	t value	Remarks
1.	Pretest	20	21.7	2.30	6.14	Significant
2.	Posttest	20	26.8	2.98		

Average mean = 24.25

Required t value for $df = 39$ is 2.02 at 0.05 level.

2.71 at 0.01 level.

Observations and Interpretations

1. Average mean of both tests is 24.25
2. Mean of pretest is 21.7
3. Mean of post test is 26.8
4. Mean difference is 5.1

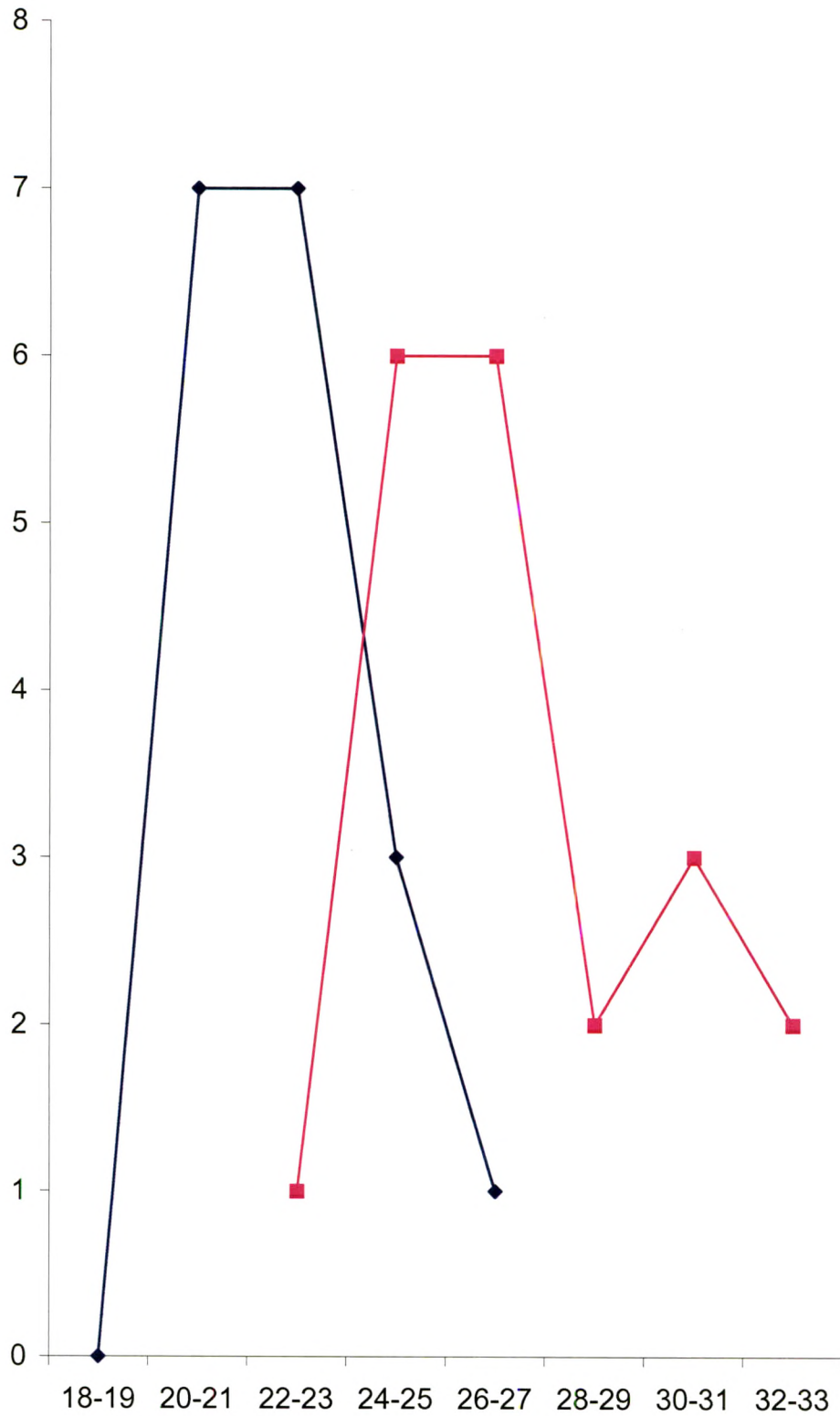
5. The SDs are 2.30 and 2.98 respectively for pretest and posttest in group discussion. In order to test whether these differences are significant or not i.e. to test H.4.12 t test was used.
6. t value is significant at 0.01 level. Hence H.4.12 is rejected.

Findings –

1. Conventional strategies were followed in C group alongwith the continuous feedback by the faculty members of the Rukadi College of Education the significant difference was found.
2. Discussions with the class fellows on the practice lessons and interactions for the topics influenced the student teachers of experimental group and significant difference was found with in their performance of pretest and posttest.



COMPARISON OF PRETEST & POSTTEST IN GROUP DISCUSSION OF CONTROL GROUP



◆ PRE TEST
■ POST TEST

Observations and Interpretation form the Graph

1. The curve of group C on pretest is flattened and skewed positively indicates more low achievers in the group.
2. The curve of group C on posttest is also flattened and is with negative skewness indicates more high achievers in the group.
3. The scores of group C on pretest are spread from – 18 to 28.
4. The scores of group C on posttest are spread from – 22 to 32.

Findings –

1. There is significant difference in the mean performance of student teachers of control group in pretest and posttest on group discussion.
2. The feedback on their practice lessons by co-educator, interactions with classmates, discussions on their practice lessons are useful and effective.

The data available after conducting pretest and posttest in word stress on experimental group by the researcher and co-educator was analyzed. Means SDs and t value of the scores are calculated and is given below in table 4.13.

Summary Table of Mean, Standard Deviation and t value of Experimental Group on Pretest and Posttest in Word Stress.

TABLE 4.13

Sr No	Test	No. of Students	Mean	SD	t value	Remarks
1.	Pretest	20	17.75	2.66	13.6	Significant
2.	Posttest	20	26.5	1.24		

Average mean = 22.12

Required t value for $df = 39$ is 2.02 at 0.05 level.

2.71 at 0.01 level.

Observations and Interpretations

1. Average mean of both test is 22.12
2. Mean of pretest is 17.75
3. Mean of post test is 26.5
4. The Mean difference is 8.75

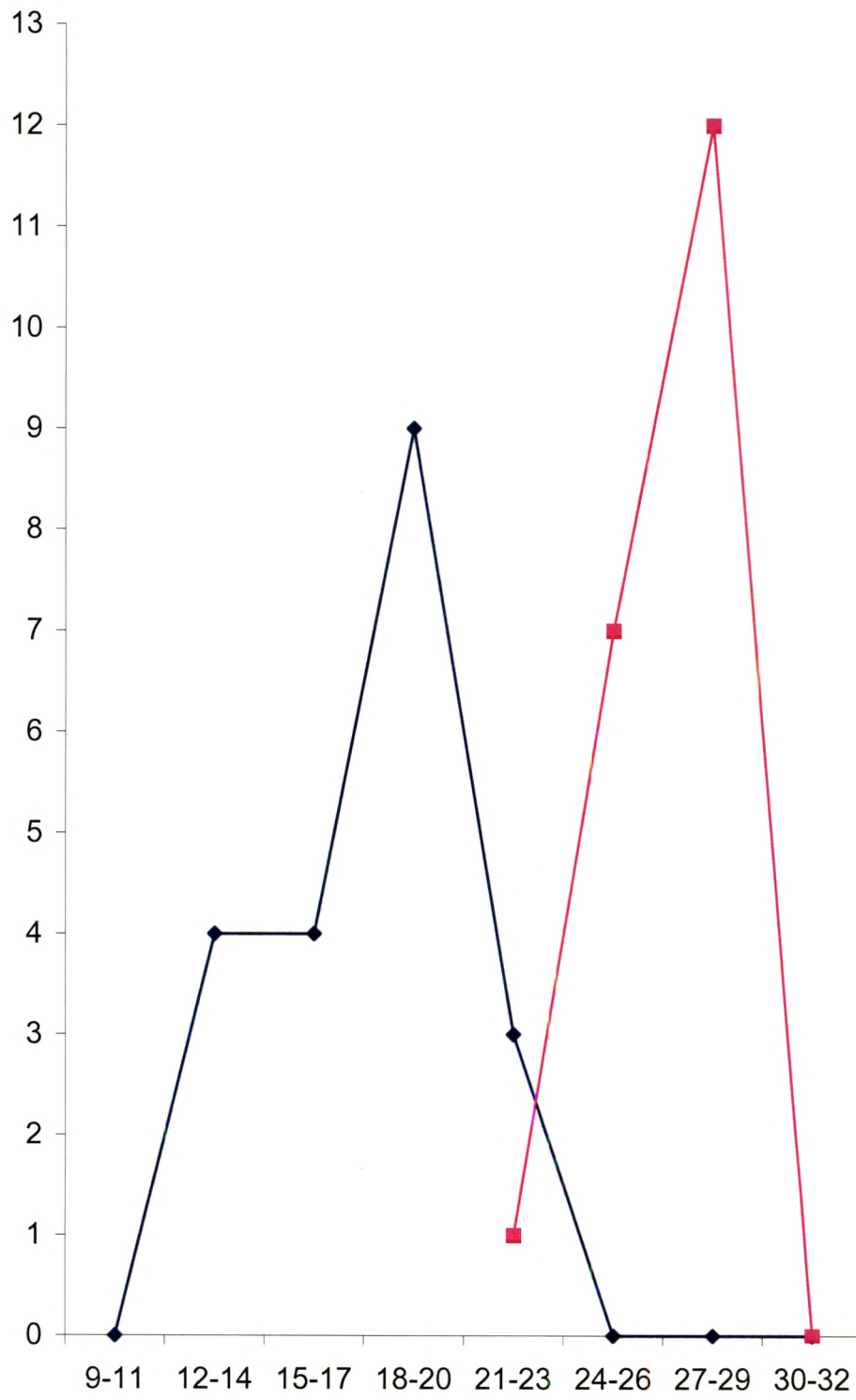
5. The SDs are 2.66 and 1.24 respectively for pretest and posttest in word stress. In order to test whether the difference is significant or not i.e. to test the H.4.13 t test was used.
6. t value is significant at 0.01 level. Hence H.4.13 is rejected.

Findings –

1. Being an experimental group no treatment was given to this group in pretest but before conducting the posttest a comment lecture on word stress, the types and variations in stress of different words were told.
2. Practice in the pronunciation of different words having a stress on first syllable. Second syllable, third syllable as well as stress last but one syllable in four syllables words proved effective.
3. Then implementation of the test was done.

So the treatment caused significant difference in the mean performance of the student teachers from the experimental group on posttest.

COMPARISON OF PRETEST & POSTTEST IN WORD STRESS OF EXPERIMENTAL GROUP



◆ PRE TEST
■ POST TEST

Observations and Interpretation form the Graph

1. The curve of group E on pretest is having positively skewness.
Which indicates more low achievers than high achievers.
2. The curve of group E on posttest is with negative skewness, which indicates more high achievers than low achievers.
3. The range of scores of group E on pretest is – 9 to 24.
4. The range of scores of group E on posttest is – 21 to 32.

Findings –

1. Comment lecture on word stress with its types and variations of stress made significant difference in the mean performance of student teachers of experimental group in their pretest and posttest on word stress.

The data available after conducting pretest and posttest in sentence stress on experimental group by the researcher and co-educator was analyzed. Means SDs and t value of the scores are calculated and is given below in table 4.14.

Summary Table on Mean, Standard Deviation and t value of Experimental Group on Pretest and Posttest in Sentence Stress.

TABLE 4.14

Sr No	Test	No. of Students	Mean	SD	t value	Remarks
1.	Pretest	20	27.6	3.54	18.35	Significant
2.	Posttest	20	45.4	2.64		

Average mean = 36.5

Required t value for $df = 39$ is 2.02 at 0.05 level.

2.71 at 0.01 level.

Observations and Interpretations

1. Average mean of both the tests is 36.5
2. Mean of pretest is 27.6
3. Mean of post test is 45.4
4. The mean difference is 17.8

5. The SDs are 3.54 and 2.64 respectively for pretest and posttest in sentence stress. In order to test whether these differences are significant or not i.e. to test H_{4.14} t test was used.
6. t value is significant at 0.01 levels. Hence H_{4.14} is rejected.

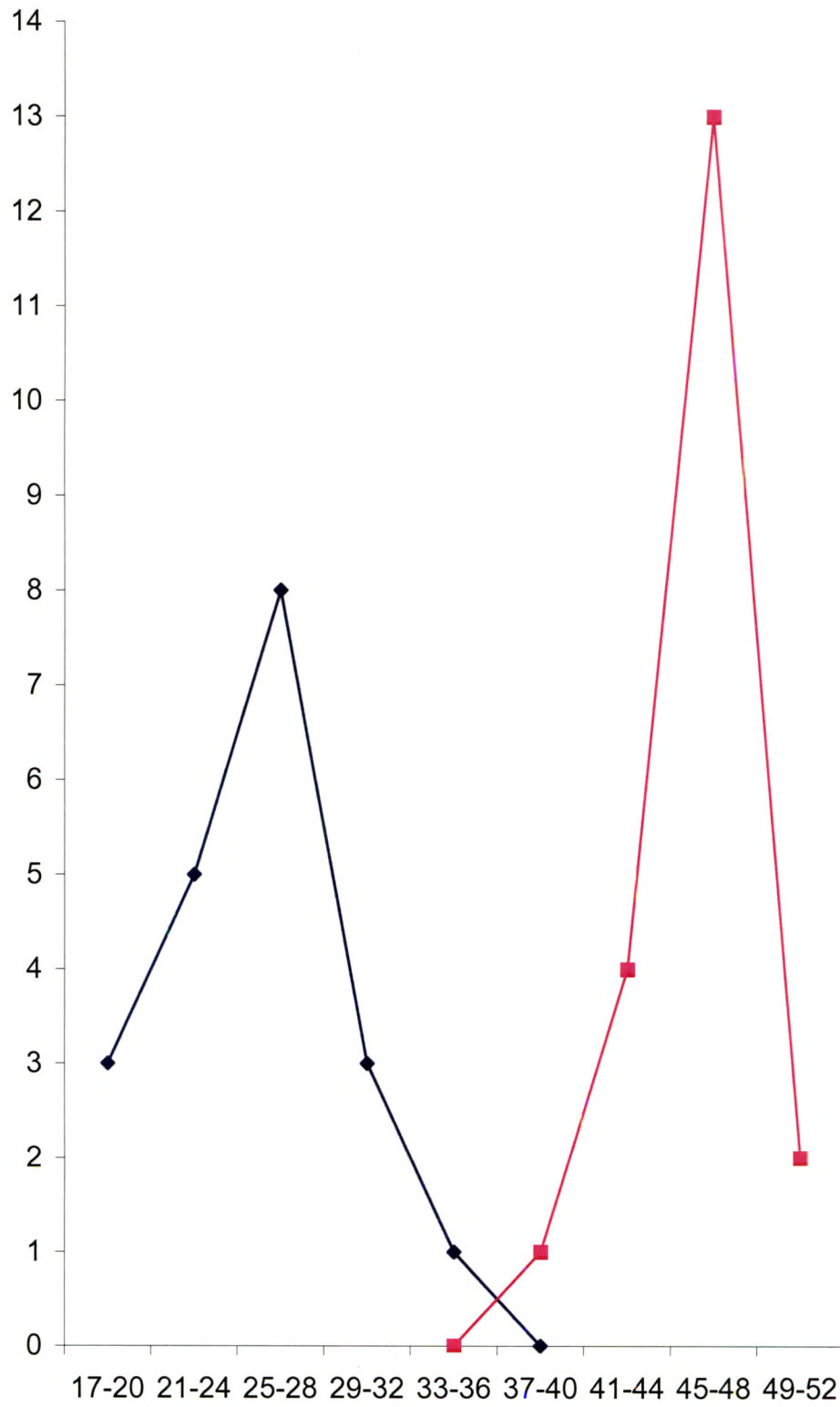
Findings –

1. This was the second test conducted by researcher.
2. In the pretest no treatment was given after this test. Comment lecture on different types of sentences was delivered.
3. The important words such as adjectives, adverbs, main verbs and nouns are to be stressed and conjunctions, interjections, prepositions and articles are not be stressed was explained.
4. Adequate examples based on the above rules were given.
5. With this knowledge practice of various types of sentence were taken.
6. And lastly the posttest was conducted.

The treatment proved useful and a significant difference was found in the mean performance of experimental group on posttest compared to the pretest.



COMPARISON OF PRETEST & POSTTEST IN SENTENCE STRESS OF EXPERIMENTAL GROUP



◆ PRE TEST
■ POST TEST

Observations and Interpretation form the Graph

1. The curve of group E on pretest in sentence stress is peaked and with positive skewness.
2. The positive skewness indicates more low achievers than high achievers.
3. The curve of group E on pretest in sentence stress is more peaked and with negative skewness. The negative skewness indicates that more high achievers than low achievers.
4. The range of scores of pretest is spread from 17 to 37.
5. The range of scores of posttest is spread from – 33 to 49.

Findings –

1. Implementation of posttest after treatment created significant difference in the mean performance of group E on pretest and posttest in sentence stress.
2. Student teachers found, the new strategies of teaching useful so they responded positively.
3. Practice of various types of sentence done by the student teachers made significant difference.

The data available after conducting pretest and posttest in in fluency speech on experimental group by the researcher and co-educator was analyzed. Means SDs and t value of the scores are calculated and is given below in table 4.15.

Summary Table on Mean, Standard Deviation and t value of Experimental Group on Pretest and Posttest in Fluency Speech.

TABLE 4.15

Sr No	Test	No. of Students	Mean	SD	t value	Remarks
1.	Pretest	20	30.7	3.57	16.87	Significant
2.	Posttest	20	49.6	3.66		

Average mean = 40.15

Required t value for $df = 39$ is 2.02 at 0.05 level.

2.71 at 0.01 level.

Observations and Interpretations

1. Average mean of both the tests is 40.15
2. Mean of pretest is 30.7
3. Mean of post test is 49.6
4. The mean difference is 18.9.

5. The SDs are 3.57 and 3.66 respectively for pretest and posttest in fluency in speech. In order to test whether these differences are significant or not i.e. to test H.4.15 t test was used.
6. t value is significant at 0.01 level. Hence H.4.15 is rejected.

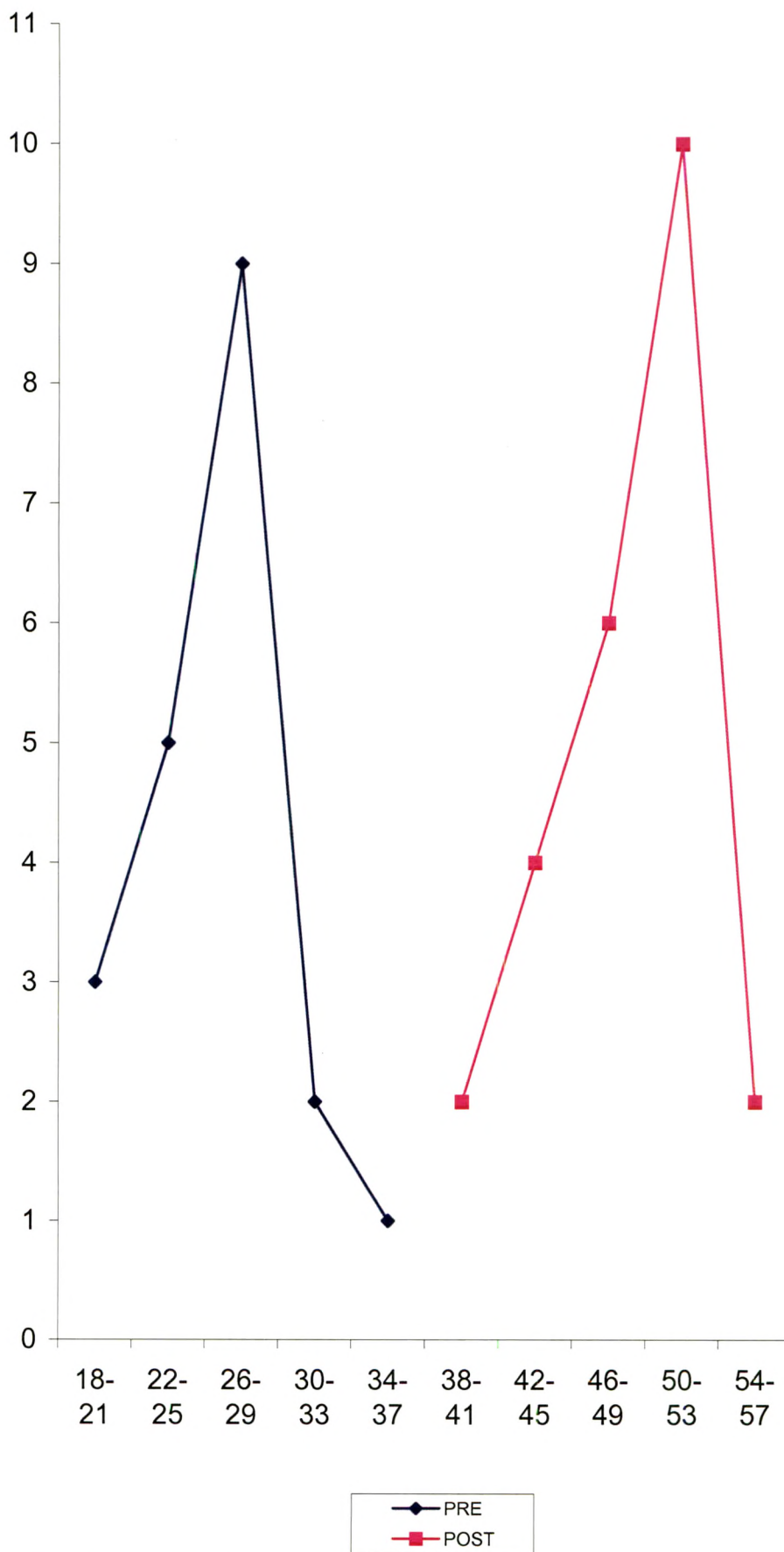
Findings –

Before the posttest on fluency in speech a comment lecture on construction of sentences and use of tenses was delivered by the researcher.

- The practice of different types of tenses and different types of sentences was done.
- The instructions were given related to the desired physical movements, facial expression use of pauses, use of examples etc. proved effective.

Thus a significant difference was found in the mean performance of the experimental group on posttest as compared to pretest.

COMPARISON OF PRETEST & POSTTEST IN FLUENCY IN SPEECH OF EXPERIMENTAL GROUP



Observations and Interpretation form the Graph

1. The curve of group E on pretest in fluency in speech is peaked and is with positively skewness.
2. This positive skewness indicates more low achievers in the group.
3. The curve of group E on pretest in fluency in speech is more peaked and with negative skewness.
4. The spread of scores in pretest is 18 to 34.
5. The spread of scores in posttest is 38 to 54.
6. The mean of E group on pretest 30.7.
7. The mean of E group on posttest 49.6.

Findings –

1. The treatment related to fluency in speech that is lecture on construction of sentence and use of tenses is effective.
2. Practice of various types of sentences using different tenses made significant difference in the mean performance on pretest and posttest on fluency in speech of experimental group.

The data available after conducting pretest and posttest in group discussion on experimental group by the researcher and co-educator was analyzed. Means SDs and t value of the scores are calculated and is given below in table 4.16.

Summary Table on Mean, Standard Deviation and t value of Experimental Group on Pretest and Posttest in Group Discussion.

TABLE 4.16

Sr No	Test	No. of Students	Mean	SD	t value	Remarks
1.	Pretest	20	22.8	3.01	14.8	Significant
2.	Posttest	20	31.6	2.98		

Average mean = 27.2

Required t value for $df = 39$ is 2.02 at 0.05 level.

2.71 at 0.01 level.

Observations and Interpretations

1. Average mean of both the tests is 27.2
2. Mean of pretest is 22.8
3. Mean of post test is 31.8.
4. The mean difference is 8.8

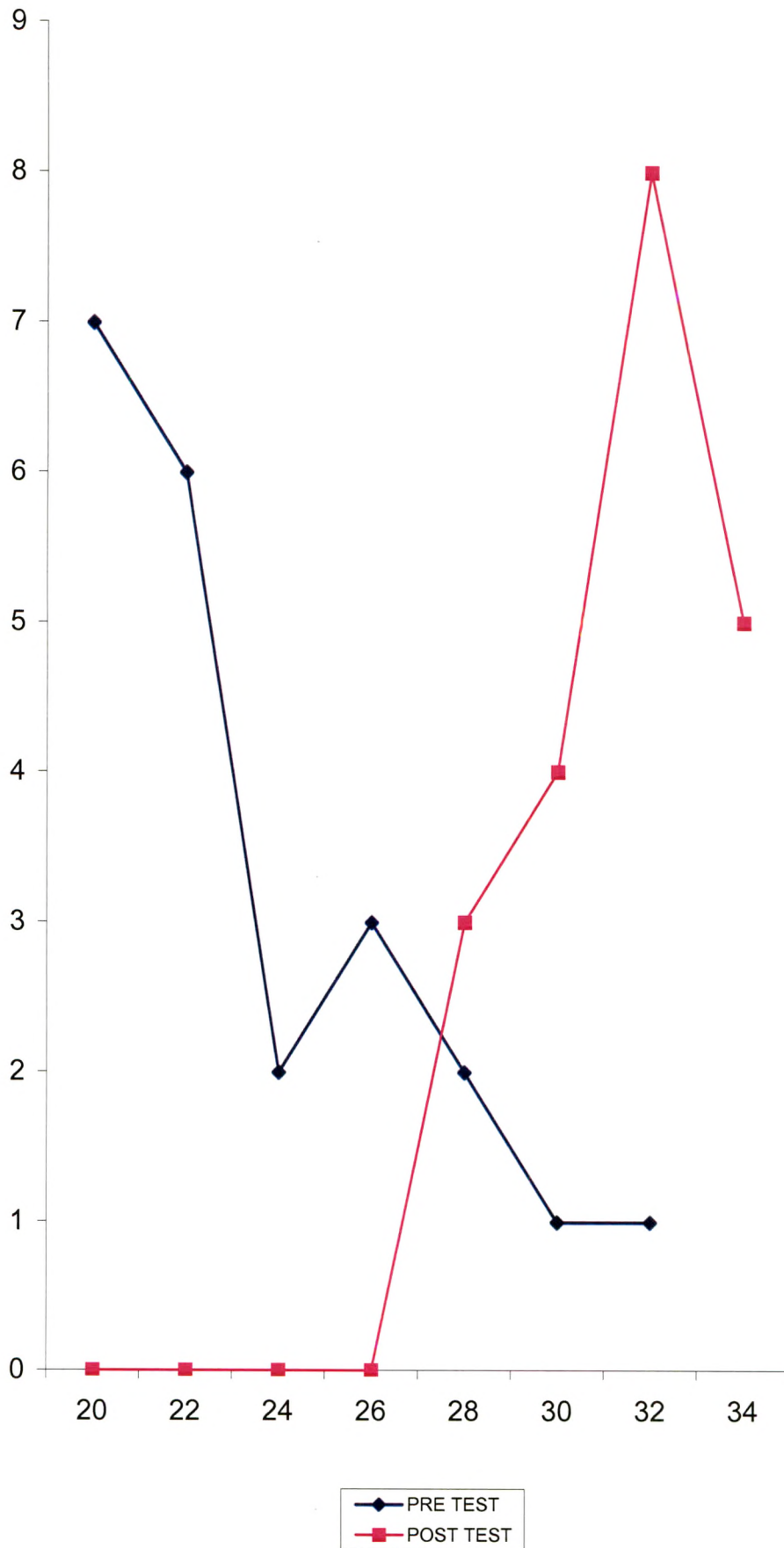
5. The SDs are 3.01 and 2.98 respectively for pretest and posttest in sentence stress. In order to test whether these differences are significant or not i.e. to test H.4.16 t test was used.
6. t value is significant at 0.01 levels. Hence H.4.16 is rejected.

Findings –

1. In the pretest group discussion was conducted on their previous knowledge.
2. Before the posttest a lecture on participation in groups alongwith the concept of group discussion, logical plan of attacking a problem; facts to be considered was delivered.
3. Sufficient time was provided for discussion.

These treatments affected the significant difference in the mean performance of the experimental group on posttest compared to pretest.

COMPARISON OF PRETEST AND POST TEST IN GROUP DISCUSSION OF EXPERIMENTAL GROUP



Observations and Interpretation form the Graph

1. The curve of group E on pretest is peaked and is with positive skewness which indicates more low achievers in E group on pretest.
2. The curve of group E on posttest is with negative skewness which indicate student teachers from E group achieved more scores that is ability to speak fluently.
3. The spread of scores of E group in pretest is 20 to 32. The spread of scores of E group in posttest 26 to 35.
4. The mean of pretest is 22.8
5. The mean of posttest is 31.6.

Findings –

1. A comment lecture on group discussion, logical plan of attacking the concept facts to be considered made significant difference in the performance of student teachers pretest and posttest.
2. Practice of speaking in English at the time of lesson guidance and interactions in English with classmates made significant difference in the mean performance of the student teachers of E group in pretest and posttest.