

CHAPTER V

SUMMARY, CONCLUSIONS,

RECOMMENDATIONS

AND

TOPICS FOR FURTHER

RESEARCH

**V. SUMMARY CONCLUSIONS, RECOMMENDATIONS
AND TOPICS FOR FURTHER STUDY**

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CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS & TOPICS FOR FURTHER RESEARCH

5.1 Introduction

It is said that this world is a world of speed and advanced knowledge. We are surrounded by information and related technology. Due to rapid speed of knowledge importance of English is increasing. English is a language of a trade, commerce, court, radio and television. It is international link language and library language too.

The Maharashtra State Government has started English from first standard and central governments policy is similar to this to increase the status of English. Since independence it is for the first time that revolutionary changes has been brought in the construction of syllabus at the national level. It is made more or less need based competency based oriented and above all functional. So it is necessary to aim at preparing competent and skilled teachers. In the training period the trainees admitted in B. Ed. Colleges have literary knowledge only, which helps very little in teaching of English. So mastery over methodology is today's requirement.

5.2 Need Of The Study

Student teachers admitted for the course of B. Ed. have defective pronunciation due to some reasons. Though they are graduate and post graduates they have no idea about accents so there was no inclusion of phonetic in syllabus previously. Again these trainees join from rural areas where they do not get practice for self improvement. There is lack of listening standard accents, inadequacy of modern devices and lack of opportunities to attend special courses in phonetics. Which proved defective pronunciation. Along with this the teaching methodology used in classroom that is grammar translation method so they lack in practicing to speak in English. So it was necessary to study this problem.

5.3 Statement Of The Problem

The statement of the problem for research is stated in the following words.

Effect of Measures for Developing Student Teachers Speech Abilities.

5.4 Definitions Of The Terms

The operational definitions of the terms used in the statement of the problem are defined for the sake of clarify and also for delimiting the scope of study as follows.

1. Effects – The term effect indicates result or measures of developing speech abilities.
2. Measures – The term measures means to develop different strategies used for developing students speech practice.
3. Student Teachers – It means the student teachers admitted in D. K. Shinde College of Education Gadhinglaj and student teachers admitted in Rukadi College of Education Rukadi in the academic year 2004-05 offering English as their first method.
4. Speech Abilities – The term speech includes the spoken aspect of language of student teachers and ability means skill or the limit of one's capacity regarding communication.

5.5 Objectives Of The Study

1. To determine the aspects of speech abilities.
2. To find out entering behaviour of student teachers in the light of speech abilities.

3. To classify the weaknesses in speech abilities into different categories.

The find out the effect of measures developed for improving speech abilities.

5.6 Hypotheses Of The Study

- H. 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
- H. 2 There is no significant difference in the mean performance of the student teachers from group 'E' and those group 'C' on pretest in stress on correct words in the given sentences.
- H. 3 There is no significant difference in the mean performance of the student teachers from group 'E' and those from group 'C'; on pretest in speech of five minutes on given subject.
- H. 4. There is no significant difference in the mean performance of the student teachers from group 'E' and those from group 'C' on pretest in group discussion.
- H. 5. After the implementation of the test of word stress on both the groups there is no significant difference in the mean performance of student teachers of both groups.

- H. 6. There is no significant difference in the mean performance of the student teachers. After the implementation of the test in sentence stress on the student teacher of both the groups.
- H. 7. There is no significant difference in the mean performance of the student teachers. After the implementation of the test in speech for five minutes on the student teachers of both groups.
- H. 8. There is no significant difference in the mean performance of the student teacher. After the implementation of the test in group discussion on the student teachers of both the group.
- H. 9. There is no significant difference in the mean performance of the student teachers of control group on pretest and posttest in word stress.
- H. 10. There is no significant difference in the mean performance of the student teachers of control group on pretest and post test in sentence stress.
- H. 11. There is no significant difference in the mean performance of student teachers of control group in pretest and post test in speech fluency.

- H. 12. There is no significant difference in the mean performance of student teachers of control group in pretest and post test in group discussion.
- H. 13. There is no significant difference in the mean difference of student teachers of experimental group in pretest and posttest in word test.
- H. 14. There is no significant difference in the mean difference of student teachers of 'E' group in pretest and posttest in sentence stress.
- H. 15. There is no significant difference in the mean difference of student teachers of 'E' group in pretest and posttest in speech for five minutes.
- H. 16. There is no significant difference in the mean difference of S. T. of 'E' group in pretest and posttest in group discussion.

5.7 Significance Of The Study

The significance of the present study is as follows.

As far as the knowledge of investigator is concerned no study of such kind has been done earlier.

The developed strategies will help the teacher educators to improve the student teachers speech abilities. When the trainees are

admitted teacher educators find different problems regarding phonetic and linguistic aspects again the training period is very limited. So in given period if trainees get systematic training it proves effective to develop student teachers speech abilities.

5.8 Procedure

Pretest posttest equivalent group design

This is also known as equivalent group method. It is designed to overcome certain difficulties encountered in the group design. Here the relative effects of two treatments are compared on the basis of two groups which are equated in all relevant aspects. The second group which is called the control group, serves as a reference from which comparison made. This is essentially the implementation of Mill's canon of difference. In on educational experiment the groups being compared generally equated on age. IQ motivation, sex, general scholarship, general background and any other factor considered relevant to the problem under investigation. After equating the groups the investigator introduces an independent variable to the experimental group and allows the control group to carry on in customary manner. The control group receives no treatment and the other group receives the experimental treatment. After a reasonable

interval of time the difference between the two groups provides a measure of effect of the independent variable. The basic design of parallel group experimentation might be presented as follows.

| | Experimental | Control |
|----|---------------------|----------------|
| 1. | Pretest | Pretest |
| 2. | Experimental Factor | Control Factor |
| 3. | Final Test | Final Test |

5.9 Preparation For The Experiment

The researcher fixed an experimental method for study. After fixing the proper experimental design, necessary preparation required for the conduct of the experiment was made. It included the following points.

1. Consent of the authorities concerned
2. Support material needed
3. Testing material tools
4. Try out
5. Determination of the suitable period for the experiment
6. The time schedule of the experiment.

5.10 Sample and Sampling Procedure

Sampling procedure involves a number of considerations, which must be understood if adequate results are to be obtained most of the educational phenomenon consists of large number of units. Some populations are very large. So their study would be expensive in terms of time effort money and man power. Majority of the researches in teacher education were conducted with a limited number of students.

Fox D. J. (1969) has given five steps in a sampling process namely.

1. Universe – Includes all possible respondents of a certain kind all colleges of education with similar geographical, physical and academic conditions.
2. Population – Portion of the universe to which the research has access.
3. The invited sample – All elements of population to which an the research has access, invitation to participate in research is extended.
4. The accepting sample – It is that portion of invited sample that accepts the invitations and agree to participate.

5. The data producing sample – The portion of the accepted sample that actually includes data.

Taking into consideration the above points the data was selected as. The universe for the study was defined as Marathi medium in experienced male and female student teachers. It means that the students who constituted the universe had at least following common features.

1. They are minimum graduates in their qualifications
2. They have opted for teacher training course.
3. They don't have any experience prior to their training.
4. They have opted for teaching practice to be conducted through Marathi medium.

The universe has physical boundaries of the state of Maharashtra and it comes in existence through college of education in Maharashtra.

For the present study the researcher selected the population from D. K. Shinde College of Education Gadhinglaj as an experimental group. For the reason of convenience and feasibility as she is one of the faculty members of the college. The another population as a control group was selected from Rukadi College of

Education Rukadi. Both the colleges are affiliated to Shivaji University, Kolhapur. The medium of instruction of these colleges is Marathi.

The size of the sample was about twenty percent from each college which came out to be 40. The invitation was given to these student teachers. The participants accepted the invitation as the researcher appealed to them to share an opportunity to learn more about the language. Further, the trainees were made aware that it would be a part of their training programme and not any additional work. Thus, the selected forty students constituted the accepting sample.

There was no loss in the number of participant students teachers during the experiment so the whole accepting sample i.e. student teachers become the data producing sample for the study.

5.11 Support Material Needed

The test used consisted different words from VIII to X standards textbooks. Again the sentences were selected from VIII and IX standards textbooks. The subjects which were selected for speech were from their day to days life for the test in fluency in speech.

5.12 Testing Material – Tools : Description of Tool

1. Test for pronunciation
2. Test for fluency in speech
3. Test for group discussion

1) The first test was related to stress on correct syllables.

The researcher prepared a thirty two words test of stress on different syllables of a word.

2) Test for Intonation – The researcher prepared twenty sentences test for proper intonation. The sentences consisting of different types so that researcher could found the perfect tone pronounced by the student teachers.

3) a. Test for Fluency in Speech – This test was different from the above the researcher prepared twenty subjects and distributed among the trainees by lottery method. The each student had to give a speech of five minutes on the subject which he / she got.

b. The second test for fluency was group discussion. Topics were selected for the test were from syllabus. Such as teaching of prose poetry etc.

4) While preparing these tests the researcher considered recommendations from guide and lectures in English methodology from different colleges of education.

5.13 The Conduct Of Experiment In Detail

1. Pretest on word stress

A test of twenty words was prepared and conducted on both the groups. The words were selected from VIII and IX standards text book. It was a mixed test having a stress on the first syllable in a word of two syllables. A word with two syllables with stress on both. Words of three syllables with stress on first syllable, with stress on second syllable and stress on third syllable and lastly words of four syllables having a stress on last but one.

On the first day of the experiment student teachers were asked to pronounce these words instructions in the beginning about test were given by the researcher. After completion of the test the areas of errors were located.

The researcher found the errors in student teachers pronunciation as follows –

1. Maximum students put stress on the first syllable of each word.

2. Few student teachers could not pronounce the words properly. So there was no question of putting stress on proper syllable.
3. Very few student teachers could pronounce the words properly.

After locating the areas of errors on the third day researcher delivered a lecture on the concept of stress. In which she explained how to put stress marks on a word of two or three syllables and four syllables.

On the fourth day the practice of twenty words were taken by experimental group. After completion of this practice, posttest was conducted on both groups. The test was a mixed test consisting of different words. Both groups tests statistical analysis was done.

2. Sentence stress

This was the second test conducted by the researcher on both groups. For control group researcher asked to the co-educator to conduct the pretest.

This pretest was stress on different words in a given sentences, in this test the sentences of different types were consisted. Such as

assertive, interrogative sentences, imperative sentences and exclamatory sentences.

On the first day of the week student teachers were asked to pronounce these sentences. After completion of this test researcher located the areas of errors. She found the errors as follows –

1. Student teachers put stress on noun and sometimes on verbs in the given sentences only.
2. Student teachers did not understand to pronounce the different words properly mean they had a neutral tone.
3. Student teachers did not know to put emphasis on adjectives main verbs and adverbs etc.

On the second day of the test the researcher delivered the lecture on the concept of sentence stress. In which she explained how to put stress on noun, verbs, adverbs and adjectives in the sentences.

To improve student teachers reading ability the researcher provided phonetic drills to the experimental group. The student teachers practiced the sound system.

Again the treatment of listening to cassettes of VIII standards English text to listen provided. So that they can understand the

indentation pattern. With this the researcher delivered a lecture on the concept of intonation.

3. Test on fluency in speech

The pretest was conducted on both the groups. The nature of the test was as follows –

The student teachers had to deliver a speech for five minutes on a given subject. These subjects were selected after the discussion with the guide and other faculty members. The subjects were related to their day to day life. These subjects were provided to the student teachers by lottery method four days earlier from the day of test.

On the first day of the test ten student teachers speeches were conducted to test the knowledge of their language 5 points rating scale was prepared and statistical analysis was done.

On the second day remaining ten student teachers speeches were conducted. In the control group the same procedure was followed.

On the third day the areas of errors were located. The student teachers committed the errors in the following areas.

1. Mistakes in the construction of sentences.
2. Mistake in use of lenses.

3. Lack of desired physical movements.
4. Mistake in using pauses.
5. Mistake in using correct examples.
6. Mistake in giving weight age to main points etc.

On the four day the lecture on tensor and constructions of sentences were deliver by the researcher.

On the fifth day the posttest was conducted on both groups. The subjects were exchanged by student teachers and speeches were given. The statistical analysis was done of these tests of both the groups.

4. Test on group discussion

To have a fluency in speech alongwith desired components researcher conducted the fourth pretest on both the groups. Which was group discussion. The topics for group discussion were selected from the syllabus of English methodology.

To conduct this test student teachers were divided into the groups of four in each. The subjects were provided to these groups with lottery method. The group leader was chosen to direct co-operation within the group and to encourage the group.

Sufficient time was provided to discuss and analyse the problem. The researcher found following errors.

1. Only few student teachers were participating in the group discussion.
2. Maximum student teachers were accepting the ideas passively.
3. Relevant facts were not considered.
4. Sometimes there was a breakdown in discipline and non-co-operation within the groups.

On the third day a lecture on the concept of the group discussion was delivered in which logical plan of attacking a problem, facts to be considered etc. were the points discussed. After that discussion on queries was done.

On the fourth day the posttest was conducted. The student teachers from the previous groups were changed and new groups were formed sufficient time was provided to discuss the problem.

To check the performance of the student teachers five point rating scale was prepared and statistical analysis was done.

Alongwith all above tests and treatments the feedback on practice lessons was given according to their practice lessons consisting variety of contents such as grammar items, teaching of prose, poetry and different compositions such as oral and written.



In this way the experiment was conducted.

5.14 The major findings of the study

1. Practice of different word stress on different syllables caused significant difference in the performance of student teachers. The 't' value of both the groups on posttest in word stress is 11.3 which is significant at 0.01 level.
2. Activities such as drilling of sound systems and practice of those sounds for proper reading of sentences created significant difference. The 't' value of both the groups on posttest in sentence stress is 10.8 which is significant at 0.01 level.
3. Activities like listening to cassettes and practicing the words and sentences create significant difference.
4. Maximum student teachers improved their pronunciations after listening and practicing with the help on these cassettes.
5. Traditional strategies such as lecture method is less effective than the modern strategies such as phonetic drills listening to cassettes practice of words, sentences etc. The 't' value of group C on pretest and posttest in word stress is 1.21 which is not significant and the 't' value of group E on pretest and posttest is 13.6 which is significant at 0.01 level.

6. Participation in speech created confidence in the student teachers for their practice lessons and vice-versa. The 't' value of both the groups in fluency in speech on posttest is 8.40 which is significant at 0.01 level.
7. The lecture on group discussion, techniques of participation in group discussion is more effective than the traditional way of teaching of how to participate in discussion. The 't' value of both the groups on posttest is 5.78 which significant at 0.01 level.
8. Feed back related to various aspects of language is most effective in their presentation of practice lesson.
9. Direct method of teaching, lesson guidance in English language only and interactions with their method master and other friends are the best strategies to improve their speech abilities.
10. Practice of reading of different types of sentences with proper tone made significant difference in the loud reading at the time of practice lessons. The 't' value of both the group in sentence stress is 10.8 which significant at 0.01 level.
11. Alongwith fluency in speech there is a need of participating in a discussion on any subjects for which group discussion proved

effective. The 't' value of group E on pretest and posttest in group discussion is 6.14 which is significant at 0.01 level.

12. Without accepting others ideas blindly how to attack the issue and express ones own views was most important. Fluency in speech and group discussion are the two techniques useful and effective to improve speech abilities.

Lecture on use of tenses and different types of sentences created significant difference in their presentation of speech with confidence.

5.15 Implications and Recommendations

A) Implications –

1. These strategies are useful to student teachers in college of education.
2. It will help the experts in framing the syllabus, experts can add more topics related to speech abilities.
3. These strategies would benefit teacher educators. They can increase confidence of student teachers.
4. Findings of this experiment will help the administrative body of the institution in providing facilities.

5. In the field of education these strategies can help school teachers and students.

B) Recommendations

1. Colleges of education should provide all audio and video cassettes facilities. So that students teachers can improve their speech abilities.
2. Teacher educators should guide the student teachers with the help of new strategies.
3. Student teachers along with their studies should use these strategies in their practice teaching.
4. The experts in the field of designing syllabus should indicate different activities related to speech activities.
5. Every practice lesson should be given with adequate preparation full confidence and by consulting reference books.
6. The colleges should provide all the facilities such as issuing books language laboratory different audio cassettes related to words and sentences for improvement in pronunciation.
7. To acquaint the student teachers in different types of lessons, teacher educators of teaching methodology of English subject should organize series of demonstration lessons.

5.16 The Topics for Further Study

While conducting the present study the researcher came across some problem, which she feels, need further elaborate exploration through research. They are stated below.

1. To use some of these strategies on secondary school teacher.
2. To use these new strategies on secondary school students.
3. The similar study may be conducted for the student teachers in D. Ed. Colleges.
4. Replication of the study selecting rural student teachers in rural areas can separately be conducted.
5. Replication of the study selecting urban student teachers separately.
6. The effect of these strategies can be studied in learning different languages at different level.