

CHAPTER - VII

CONCLUSIONS AND RECOMMENDATIONS.

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CHAPTER - VII

CONCLUSIONS AND RECOMMENDATIONS

PART - A

CONCLUSIONS

VII.1 INTRODUCTION -

The problem of the research was the critical study of common errors in composition writing in English with special reference to VII Standard. In order to analyse the mistakes, the research worker conducted composition writing of various types in two schools in Barshi town. She analysed the errors made by the pupils. To validate the findings of those errors she sent questionnaires to the urban and rural teachers in Barshi Taluka. The investigator administrated the interviews of the head-masters with the help of interview schedule. In this chapter she put forth the findings which came to her hand through those various tools. It is done in 'A' Part. Then the specific recommendations are stated in the 'B' Part. These recommendations are useful to minimize the mistakes in composition writing. Some problems for further study are suggested in Part 'C'.

VII.2

PART - ACONCLUSIONS

A) Conclusions regarding the teachers' and the head-masters' personal information -

i) Majority of the teachers had necessary qualifications. 31.42% teachers from urban area and 51.43% teachers from rural area were having the required qualifications, i.e., B.A., B.Ed. 48.57% teachers from urban area and 31.43% teachers from rural area were post-graduate. There was no paucity of highly qualified teachers in urban as well as in rural area.

ii) Mean experience of the teachers in urban area was 14.86 years and that of the teachers in rural area was 12.57 years. This means that the average teachers from both the areas were well experienced.

iii) A few primary head-masters possessed the high qualification (20%).

B) Conclusions regarding the methods of teaching Composition.

i) Most of the teachers were using the discussion method for teaching composition. (71.43% from both the areas). Questioning method was also popular among the teachers to teach composition writing.

ii) There was not one to one ratio between the answers given by the teachers and by the head-masters. Head-masters grumbled against the carelessness of the teachers regarding the teaching of composition writing.

iii) Parents of the pupils were not educated in both the areas. So the teachers discarded to tell them ^{parents} to write the compositions at home.

iv) The teachers had not got sufficient time for discussing the points in the class. So sometimes they were dictating the compositions in the class.

v) Majority of the teachers (80%) felt the questioning method easier than giving points.

vi) Pupils were committing the various types of grammatical mistakes. They were committing the tense mistakes excessively. Next to it they committed too many mistakes of using correct articles and prepositions.

How they are making mistakes

vii) Majority of the teachers (62.86% from urban area and 71.43% from rural area) responded that pupils were not changing the question forms in statement. But the responded pupils did not commit such mistakes. All the responded pupils from both the schools changed the question forms into statement.

viii) In essay writing most of the pupils (84.61%) committed the mistakes of syntax. Next to it they committed the mistakes of verb and punctuation.

C) Conclusions regarding letter-writing -

i) In letter-writing most of the pupils
68.57% could not write the main body of the letter.

ii) Pupils were not using punctuation marks
at proper places.

iii) Pupils committed spelling mistakes and
grammatical mistakes.

iv) Responded teachers were of the opinion that
mistakes in letter-writing can be decreased by
practising the particular form of the letter.

D) Conclusions regarding comprehension writing -

i) In comprehension writing pupils didn't
read the passage carefully.

ii) Pupils did not write the answers in their
own sentences.

iii) Due to the lack of vocabulary pupils did
not comprehend the passage. So pupils tried to find
out the words in the passage that occur in the questions.
Then they stated the whole sentences regarding those
words though they might not be necessary in the answers.

iv) Teachers were of the opinion that by
practice and by developing the habit of silent
reading, the mistakes in comprehension writing can
be minimized.

E) Conclusions regarding story-writing -

- i) 65.72% teachers considered that pupils were not developing the story in proper sequence.
- ii) Pupils couldn't build the proper paragraphs.
- iii) Pupils couldn't keep the proper tense sequence in story-writing.
- iv) Some of the pupils (20%) only wrote the points. They couldn't fill the gaps between the points.
- v) Most of the teachers (nearly 55%) were of the opinion that the mistakes in story writing can be avoided by telling the pupils the methodology of story writing and by telling the story in their mother tongue and then translating it in English.

F) Conclusions regarding picture composition -

- i) Most of the pupils (nearly 50%) used the same construction in their writing, e.g., That is a train. That is a platform. That is a Station-master and vice versa.
- ii) They couldn't follow the appropriate sequence in describing the events in picture composition writing.
- iii) Main complain of the responded teachers regarding the picture composition was that pupils did

not follow the sequence of tenses in their writing.

iv) Due to the lack of perception regarding the scene and vocabulary, pupils could not express their own thoughts and feelings clearly.

v) Pupils committed so many spelling mistakes in picture composition writing.

vi) The teachers responded that by habituating the pupils to observe the pictures carefully, by enriching their vocabulary, by practising some sentence patterns regarding the picture composition the mistakes in picture composition can be decreased.

G) Conclusions regarding translation writing -

i) Pupils translated the words literally, e.g. they translated the sentence during the last lesson on 'the time table' as

"वेळापत्रकावरील शेवटच्या धड्यात"

instead of

"वेळापत्रकातील शेवटच्या तासाला".

ii) Unconsciously the pupils translated some words incorrectly, e.g., they translated the word 'competition' as "तामने" instead of "स्पर्धा"

iii) Nearly 69% pupils from both the schools dropped the punctuation marks in their translation.

iv) Pupils wrote some English words in their translation which are used conventionally in their mother-tongue. They did not translate them e.g.

they wrote the word 'group' as "ग्रुप" 'time-table' as "टाइम-टेबल".

v) Most of the pupils dropped words and sentences in their translation.

vi) Teachers from both the areas expressed that the pupils were committing the above types of mistakes in their writing.

vii) Some teachers (67.14) were of the opinion that by telling the pupils the techniques of translation the mistakes in translation writing can be minimized.

H) Conclusions regarding writing of composition in general -

i) In every kind of composition writing pupils committed the mistakes of tense sequence, mistakes of spellings, mistakes of grammatical items excessively.

ii) Pupils could not construct the paragraphs properly.

iii) They committed less mistakes in capitalization.

iv) Most of the pupils committed the mistakes of construction. Some pupils wanted to express their thoughts. But they were unable to do so due to the wrong construction.

v) Pupils can be encouraged to write compositions by giving marks, by giving them prizes and by reading their note-books in the class.

vi) The number of compositions should be 10 - 15 in a year.

vii) The periods available for composition writing were insufficient.

viii) Pupils liked to write the picture composition the most.

ix) Pupils liked the topics of animals and topics related to day to day life for composition writing.

x) The number of pupils should be 35 - 40 because the crowdy classes affected the composition writing.

xi) The teachers were of the opinion that supplementary reading was useful for composition writing.

I) Conclusions regarding the checking of note-books -

i) Teachers were facing so many difficulties regarding the checking of note-books. Among them spelling mistakes and bad hand-writing were the terrible difficulties.

ii) Teachers were avoiding those mistakes by conducting tests, games and competitions.

J) Conclusions pertaining to correction and remedial work -

i) Most of the teachers were using symbols to indicate the various types of mistakes.

ii) To minimize the mistakes the teachers were encouraging the pupils for follow-up work. They were setting remedial measures.

iii) Use of copy-books and use of four line note-books were the popular ways of improving the hand-writing.

K) Conclusions pertaining to audio-visual aids -

i) The teachers and head-masters expressed that teaching aids for composition writing were adequate in their schools.

ii) Pictures and charts for teaching composition were available in the schools. There was shortage of other aids, i.e., flannel boards, models, tape-recorder, radio etc.

iii) More than 50 teachers responded that their school libraries had sufficient useful books for composition writing.

iv) The teachers from urban area as well as from rural area were using pictures and charts for teaching composition writing.

v) Most of the teachers (74.28%) were not utilizing news-papers for teaching composition writing.

vi) Some of the teachers were using Lokmat, Tarun Bharat, Times of India, Kesari for teaching composition writing.

L) Conclusions regarding the information given by the head-masters -

i) All the head-masters were observing and evaluating the work of their teachers.

ii) Most of the head-masters (70%) were grumbling against the carelessness of the teachers regarding the teaching of composition.

iii) By adopting the various ways, the head-masters were guiding the teachers in the regard of teaching composition.

iv) Most of the head-masters were over-looking the pupils' note-books twice, thrice in a year.

v) The head-masters were encouraging the teachers and pupils to make teaching aids.

vi) They were conducting composition competitions to stimulate the pupils to write better compositions.

vii) They had provided the opportunities of orientation courses for their teachers.

All the above findings in connection with the common errors in composition writing and teaching of composition lead to the general recommendations. To suggest the recommendations is effort for minimizing the errors in composition writing and improving the composition writing of the pupils.

PART - B

RECOMMENDATIONS -

The investigator presented some specific recommendations in this chapter.

A) Recommendations regarding the minimization of common errors -

i) 'Prevention is better than cure'. So the teachers should carefully diagnose the areas of common errors.

ii) Pupils commit peculiar mistakes in the various types of essays. So the typewise analysis of the errors should be done.

iii) To avoid the mistakes in spelling, various spelling games should be conducted in the class. Some pupils try to remember the spelling of words by speaking them aloud to themselves. So the words, sentences, passages should be transcribed in the class. Dictation is the effective device for fixing the grammatical structures and spelling in the minds of the pupils. So dictation should be held. Pupils should be acquainted with the rules of spelling. Words should be grouped on the basis of some common elements in spelling, e.g. honey, money, sunney, ball, tall, hall etc. Spelling tests and competitions are very effective in improving spelling writing. So they should be held periodically.

iv) Bad hand-writing threatens the reader to read what is written. Good hand-writing gives pleasure to the reader as well as to the writer. For the improvement in hand-writing good specimen should be presented to the pupils. Desks for sitting, Pens for writing should not be defective. Four line note-books and copy-books are very useful for the improvement of hand-writing. So they should be used, Frequently hand-writing competitions should be held. Writing exhibition once a year should be held. Position of body plays an important role in hand-writing. So the pupils should be

habituated to sit neatly, to hold the pens correctly and to write legibly.

v) The rules for correct capitalization should be followed meticulously.

vi) If the punctuation marks are not used in writing, the meaning of writing changes. So to avoid the ambiguity in writing to put the punctuation marks at proper places is very essential. Therefore the pupils should be well acquainted with the punctuation marks.

vii) To avoid the mistakes in construction, sentence pattern drills should be followed.

viii) Pupils use articles at wrong places. They use them unnecessarily or omit them. Careful reading practice is only the remedy that can be suggested. 99

ix) Errors of tense sequence is a great disaster in composition writing. So the practice of using correct tenses is essential. The proper sequence of tense should be practised in the class now and then.

x) The pupils do not change the pronouns in their writing. So the proper change in pronouns should be practised.

xi) Besides these suggestions, the measures according to the types of compositions should be utilized. e.g. in letter writing the proper uses of commas should be practised.

~~VII.B)~~ RECOMMENDATIONS REGARDING THE METHODS AND
TECHNIQUES OF TEACHING COMPOSITION -

i) Practice in oral work encourages the pupils to write correct composition. So it is recommended that before telling the pupils to write compositions, sufficient oral work should be performed in the class. The discussion method should be followed in the class to diminish the mistakes in writing.

ii) Regarding the learning process of English language, there are so many difficulties. So the teachers should not ask the pupils to write independantly, especially in the lower classes.

iii) Questioning method is popular for teaching composition. So the pupils should be habituated to change the question forms in statements. Pupils should change the pronouns in their writing.

iv) Pupils interested in picture composition writing. So it is suggested that various attractive pictures should be used at proper places in teaching composition writing.

v) Conversation method may prove beneficial in teaching composition. So it should be used.

vi) In lower classes dictation, transcription, fill in the blanks, parallel writing techniques may be useful for composition writing.

vii) In the teaching of letter-writing the form of letter should be presented in tabulated form. It is recommended that the teachers should practise the various parts of the letters.

viii) While dealing with comprehension writing the teachers should habituate the pupils to read carefully and grasp the meaning of the passage. For the comprehension writing they should enrich their vocabulary by adopting the various games.

ix) In story writing the pupils commit many mistakes of tense sequence. They can not fill the gaps and develop the story in proper sequence. So the practice in story-writing is necessary.

x) In translation writing, the pupils should be guided in using punctuation marks, correct tenses. They should be habituated to translate the passages as a whole. Literal translation should be avoided.

xi) Practice is very essential in teaching of every type of composition writing. Learning a language is a habit formation process. It is prompted therefore, that the practice work should be over emphasized.

C) Recommendations pertaining to the checking of
Note-books -

i) One composition should be checked at a time. The note-books should be returned as early as possible.

ii) To stimulate the pupils for minimizing the mistakes, giving marks and remarks to the composition, is quite necessary. So marks, remarks, prizes should be given.

iii) Teachers face many difficulties while checking the note-books. Therefore, it is recommended that the mistakes should be analysed and correct items should be reinforced so that pupils may not commit the mistakes in the later compositions.

iv) Pupils learn aptly from their success than their failures. Compositions covered with red marks discourages them. So the teachers must explain the pupils that they should revise their compositions before giving for checking.

v) In the lower classes the teachers may mark the line or words where the error occurs. In the higher classes various symbols should be used for point out the mistakes.

vi) To acquaint the pupils with their mistakes, it can be suggested that their compositions should be checked in their presence.

D) Recommendations regarding correction and remedial work -

i) If the teachers do not correct the errors of the pupils, they become careless. So their mistakes should be corrected.

ii) Only to put the signature in the note-books is sheer injustice to the students. The teachers have to devote hours together for correction work.

iii) Self correction encourages the pupils to write correctly. Therefore, allow them sometimes to find out their own mistakes.

iv) All mistakes should not be corrected at a time. First of all the attempt should be made to correct the most important and most harmful mistakes. After the correction of such mistakes other mistakes should be corrected.

v) Common mistakes should be corrected before the whole class.

vi) Correction work and remedial work should go hand in hand. Without the practice in assignment, correction work go futile. Remedial teaching needs planning and preparation. So the teachers should make themselves conversant with the specific areas of weaknesses. According to the level of difficulty, remedial exercises have to be devised. Well graded exercises can be very effective in minimizing the errors of the pupils.

vii) Specific number of weekly periods in the time table should be earmarked for writing practices only.

E) Recommendations relating to Audio-Visual Aids -

i) Audio-visual aids make the teaching learning process interesting, and effective. All the schools have not ample aids. So the aids should be made by the teachers. The teachers must have the hobbies of collecting pictures from various sources and of making aids. Government should sanction high grant for teaching aids. Teachers and head-masters have to try to get some aids from parents and social service clubs.

ii) The teachers have to use the teaching aids at the time of teaching.

iii) Each school must have its own library. There should be sufficient books of compositions.

iv) Reading paves the way for writing. Therefore, it is suggested that there should be ample books in the library for supplementary reading,. Pupils like to read stories. So the sufficient books containing stories from Indian mythology, stories of animals should be in the libraries.

v) Some articles in the newspapers, magazines may be useful for composition writing. So the news papers, magazines should be utilized for composition writing.