

*CHAPTER V*  
*MAJOR FINDINGS*  
*AND*  
*DISCUSSION*

## **CHAPTER V**

### **MAJOR FINDINGS AND DISCUSSION**

#### **5.1.0 INTRODUCTION**

The present study intended at developing a package for enhancing listening, speaking, reading and writing (LSRW) skills in English among secondary students, implementing the package and thereby studying the effectiveness of the developed package in terms of the scores in the posttest and the reactions of the students through five point likert type scale. Chapter IV was an elaborate interpretation of the results which were arrived at, after the analysis of the data collected during the experimentation. This chapter is an attempt to highlight the major findings drawn out of the results presented in the previous chapter and the discussion on the findings drawn.

#### **5.2.0 MAJOR FINDINGS OF THE STUDY**

On the basis of the analysis and interpretation of the data gathered in the present study following major findings were drawn.

1. The developed package was found to be significantly effective in terms of improvement in LSRW skills in English among secondary CBSE students.
2. The developed package was also found to be significantly effective in terms of improving the communication skills in English among secondary CBSE students.
3. The package was also found effective in terms of the positive favourable response of the secondary CBSE students towards the developed package for enhancing LSRW skills.

#### **5.3.0 DISCUSSION**

From the results of the experiment presented in chapter IV it is evident that the experimental group taught English through the package was able to enhance the LSRW skills in English. This indicates that the package was effective in enhancing the LSRW skills in English among the students. The results of the present study can be attributed to the wide range of activities in the package which gave students an opportunity for extensive practice in the LSRW skills throughout the academic

session. The studies undertaken by Paliwal (1996), Griffiths & Carol (2003), Marje (2003), Emanuel (2012) and Maheshwari (2013) also support that if the learners are given exposure to real language and enough opportunity to interact in English in the classroom, they tend to develop motivation towards learning English and show improvement in language competency. English language in the schools is not taught as a language but as a subject. This shifts the focus from developing the language skills to syllabus completion and clearing the examination. Teaching of English language should emphasize on enhancing the four basic skills of the language and therefore the stress should be on providing the students with opportunities to develop these skills in the classroom. As English is a second language to the students in Indian classroom there are rare occasions where students are exposed to the language outside the classroom. It therefore becomes essential that these four language skills be taught in the English language classroom along with the syllabus. The result of the present study reflects that if these skills are worked upon, students can certainly show improvement in LSRW skills of English. The four language skills are integrated in such a manner that they cannot be taught in isolation. Any attempt to develop any one skill cannot be successful if other three skills are ignored. Therefore these skills need to be emphasized equally while teaching English to students. The results of the present study show that there needs to be a mechanism wherein the English teacher can help students to work upon the four basic skills (LSRW) of English while teaching the language.

Comparing the result of the listening skill test revealed that the package was found significantly effective in terms of enhancing listening skills in English among CBSE standard IX students. It indicates that the traditional way of teaching learning process going on in the English language classrooms is not effective in terms of enhancing listening skill in English among secondary CBSE students. Even though there is a predominant use of lecture method in CBSE classrooms and medium of instruction in this school was English, students are not able to enhance listening skill in English language. The results of the listening skill test indicate that if enough practice is given to the students in a language skill, it tends to enhance. Though no conscious efforts were made either on the part of the teacher or on the part of the students to enhance listening skill in English apart from the developed package, students were still able to enhance listening skill because they were in an environment where they kept listening

to English unconsciously through various medium across the curriculum. This also indicates that if each language skill is emphasized by the teachers of all subjects, student will not have to put extra efforts to enhance these skills. The students reacted positively towards the components of listening skill in the package stating that these activities developed their interest in listening to English.

The package was found significantly effective in terms of enhancing speaking skills in English among CBSE standard IX students. This implies that the students who got ample number of opportunities to practice speaking in varied situations during the implementation of the package were able to improve on their speaking skill in English. Even after studying in an English medium school students are found hesitant towards speaking in front of the class and fumble when they are asked to speak. It is also seen that students express their wish to attempt the speaking activities by writing them rather than by presenting them verbally in front of the class. Even when the students have a good command on the language, they hesitate to express themselves verbally. The investigator found that every student who was taught through the package was able to gradually overcome the fear of speaking in English. The package provided 14 different speaking activities while teaching each unit of the Literature reader throughout the year. This helped the students to come out of the fear of speaking in English. CBSE board did ask the schools for assessment in speaking and listening at the end of each semester to assess students speaking and listening skills exclusively but there was no emphasis on improving these skills in students throughout the year. Only testing the students for these skills and not teaching them these skills does not serve any purpose. With Implementation of these well planned activities focusing speaking skill helped students in enhancing speaking skill in English. Present study supports the findings of the study conducted by Vanbhatte (2003) that the speaking skills in students can be improved after the administration of a proper programme.

The results also show that the package was significantly effective in enhancing reading skills in English among CBSE standard IX students. Reading is not ignored in our education system. Reading begins from the beginning of the school years. Though the students are accustomed to read since they start schooling, they struggle to read and comprehend. Shermila (1999) also found that more than 60% of standard IX

students have a moderate skill of reading comprehension in English Nanda (1982) through her study was able to point out various reasons for poor reading comprehension in students. Some reasons being negative attitude towards reading, absence of reading readiness, lack of reading practice etc. it therefore becomes imperative that students be motivated to read and helped to develop positive attitude towards reading in English. Regular reading practice from elementary level itself helps students to cultivate reading habit. The results of the present study indicate that the students were able to enhance the reading skill as the package provided with enough reading practice of varied types. Varied reading comprehension exercises helped students to learn to respond using different sub skills of reading. Students should be made aware of the different purposes of reading. Students are never aware of the sub skills of reading to be used while reading a text according to its purpose. Inclination of the students towards reading is therefore not developed. This might be the reason they are not able to respond accordingly. Kumar, Agarwal & Sharma (2013) argued that if the students are made to read different kinds of reading texts often during an academic session, they would certainly be able to perform better on reading comprehension. CBSE standard IX students who were taught English through the package reacted positively asserting that they were able to enhance the reading skill and develop their interest towards reading.

On comparing the results of the writing skill test it was discovered that CBSE standard IX students who were taught English through the package were able to enhance writing skill significantly. The significant difference in the mean scores of two groups taught English with and without the package differed significantly which indicates that the students taught through the package were benefitted in terms of improvement in their writing skill in English. Even though our examination system focuses only on writing as a product of learning, students are not able to write intelligibly. This is because students are never taught how to write. Therefore explicit writing instructions are required focusing the sub skills of writing. Students should be made aware that efforts need to be put to follow proper format, appropriate content, expression, fluency, accuracy and vocabulary to write intelligibly. The studies conducted by Cooks (2002) and Ballinger (2009) also support the present study that explicit writing instruction is needed at secondary level.

The package was also found to be significantly effective in terms of enhancing communication skills in English among CBSE standard IX students. It indicates that developing all the skills simultaneously results in improving the communication skills in students. It can be inferred from the finding of the study that when students get enough exposure to input rich environment to develop LSRW skills in English they tend to have improvement in their communication skills in English. Diversity and consistency of the activities focusing on these skills motivates students towards improving their communication skill. This also increases students' interest and participation in the communication skill activities. The findings of the studies conducted by Sharma (2006), Macwan (2013) and Maheshwari (2013) support the findings of the present study that innovative and participative tasks not only nurtures and shapes students communicative competence but also enhances their communication skills. English language is taught as another subject in the curriculum and therefore skill development aspect of the language is completely ignored by the curriculum developers as well as the teachers. CBSE schools at standard IX generally follow three books for teaching English, the Literature Reader, the Main Course Book (MCB), the Workbook and the Novel. The literature reader has the components such as prose, poetry and drama. The MCB consists of activities for practicing LSRW skills and the workbook focuses on the grammar. However, if we see the examination pattern for standard IX English, It doesn't evaluate students for all four skills. The assessment focuses on reading, grammar, writing, literature and novel. Due to this the MCB which is the essence of the syllabus is completely neglected. Therefore these skills need not be separately taught to the students but should be a part of the literature reader itself as done by the investigator. Only when teaching of these skills becomes mandatory, students will get an opportunity of regular practice and hence they can improve their language. The results clearly support this argument as the students taught through the package which gave them consistent practice of the LSRW skills showed improvement in communication skills in English.

The overall reaction of the students was found positive towards the developed package. The positive reaction of the students imply that the English language teaching through the package was effective in providing learning opportunities to the secondary students who otherwise rarely get enough exposure to the language. In India students' exposure to English language is restricted only to the classroom

teaching at school. In this context the activities in the package provided the students enough exposure to listening, speaking, reading and writing English language. Students' positive reactions in statement 1, 3, 7, 9 and 23 indicate that learning through the package motivated them to improve their LSRW skills. They also felt that they were able to improve their LSRW skills after learning through the package. The students felt positive towards the components of the package emphasizing on each language skill (statements 24 and 30). They reacted stating that the components of the package inspired them to listen, speak, read and write in English and that they were able to improve communication skills in English as a result of exposure to these LSRW activities. This indicates that the input rich environment is conducive for developing the LSRW skills in standard IX CBSE students. It also means that such activities developed students' interest towards learning the skills of language rather than running away from them (statements 3, 8, 18 and 19). The overall favourable reaction may be the result of the relevant activities in the package as they were thematically based on the units of the Literature reader, well planned and executed, related to current topics, encouraged students' active participation and asked for students' feedback at the end of each activity. It was observed that students were more involved and interested during the implementation of the package. This may be because in traditional way of teaching English students' participation is seldom asked for.

Thus, it can be said that if we need to improve communication skills in English among the students, they need to be taught English in such a way that LSRW skills of English language are emphasized equally. It was observed that activity based teaching of skills to the students makes the process interesting. Variations in the activities and their relation to real life situations motivate students to be participative during the teaching learning. The researcher observed that the teachers consider teaching of LSRW skills as a separate part and not as an integral part of the English language teaching learning. The English language teachers and the students are ignorant of the fact that LSRW activities are central to English language teaching and it's a futile exercise if the teacher teaches only the prose and poetry, completes the chapter end exercise and assesses the students on how well they can reproduce the prose and poetry taught to them. It is because of this faulty practice that students lack communicative competence in English. During the implementation of the package the

investigator observed that all the stake holders (the school management, the students, the teachers and the parents) were positive towards the activities in the package in terms of the diversity of the activities and the concept of skill development in English. The parents of the control group even expressed that similar activities needs to be performed in the class. The investigator was approached by the school administration for the same. But the investigator made a humble request and explained to them that it was not possible. This indicates parents' interest in language skill development. The parents are aware that what matters is not only the good mark in English but the good command in the language. The parents were found to be keen that the students should be given enough practice in the language skills which can make them effective communicator. The students enjoyed the activities which gave them an opportunity to bring out their creativity also. Active participation in the activities made them involved in the activities. They got a platform to express their views on varied current topics. It was observed that because each language skill activity (LSRW) was thematically based on the units of the literature reader, the discussions on the activities and their execution in the class helped the students in getting their concepts clear. This was helpful to them from the examination point of view also, as they could answer the questions from different perspectives.

On the basis of the findings of the study and researchers' observations during the implementation of the package it can be said that English language teaching is incomplete without teaching of LSRW skills. Therefore the traditional method of teaching English language emphasizing on completion of syllabus needs an alteration in the form of inducting the language skill oriented teaching of English. Skill oriented English language teaching will make the classroom more interesting, participative and motivating towards English language learning. This will result not only in improved academic success in English but also in improved communication skill in English language.