

CHAPTER - 6

COMPENDIUM

6.1. Introduction

The present chapter is the last chapter of this study. It brings out the significance of the study. Efforts have also been made in this section to indicate major findings and to offer a few suggestions to the concerned agencies and for carrying out further researches in this area.

6.2. Significance of the study

The important contribution of this study is the development of effective teaching strategy. Many agencies and even Gujarat State Board of education, Gandhinagar, in their surveys found the method of teaching English was one of the major difficulties.

Further, it is suggested that the appropriate and correct method of teaching English should be adopted.

In the light of the remarks of the state Board of Secondary Education, Rajasthan, Maharashtra and Gujarat the present study is quite significant.

The important contribution of this study is the development of effective teaching strategy for teaching English. Some of the important features of the teaching strategy are:

- it is activity oriented
- it provides a series of varied learning experiences
- it is learner dominated
- it creates democratic atmosphere and
- it is student centered.

On account of the main features of the teaching strategy the study would be helpful to students since they can learn at their own speed and learn by doing some activity. It is helpful to the teachers as well because this teaching strategy makes his task easy as it facilitates the developments of functional competencies that help to realize the objectives of the subject.

Another important contribution of the present study is the development of planned teaching unit, which are very necessary for the English teacher to make the teaching-learning process effective and fruitful.

6.3. Experiment and Major Findings

The experiment was conducted in the month of December 2011 at the Shree Sajod Sarvajanic High School, Sajod – 393020. (Ta. Ankleshwar, Dist. Bharuch, Gujarat).

Before starting, the experiment pre-test was administered to both the experimental and controlled groups. Then in the experimental group teaching was conducted by the investigator himself and Group Work Activities method was implemented. In the controlled group, the regular experienced subjected teacher of the school conducted teaching and the conventional programme was adopted. At the end of the experimentation, the same achievement test was administered. In addition, Feedback was taken from the students of experimental group. Data was collected and analyzed. Obtained results are as follows.

Table No.5

<i>Hypothesis</i>	<i>Controlled Group</i>				<i>***‘t’ value</i>	
	<i>Pre-test</i>		<i>Post-test</i>			
	<i>mean</i>	<i>sd</i>	<i>mean</i>	<i>sd</i>	<i>cal</i>	<i>table</i>
1	16.85	2.42	17.08	2.31	0.75	2.67**

**Significant at 0.01 Level

Above table indicates comprehensive picture of the achievement performance, in specific objectives. As the group consisted of the 53. The required value to be significant at 0.01 level of significance was **2.67**. The obtained ‘t’ value of total performance **0.75** is not significant at **0.01** level of significance. Hence, the null hypotheses for the entire hypothesis are accepted.

Table No.6

<i>Hypothesis</i>	<i>Experimental Group</i>				<i>***t' value</i>	
	<i>Pre-test</i>		<i>Post-test</i>			
	<i>mean</i>	<i>sd</i>	<i>mean</i>	<i>sd</i>	<i>cal</i>	<i>table</i>
2	16.87	2.40	25.94	1.63	22.13	2.67**

**Significant at 0.01 Level

Above table indicates comprehensive picture of the achievement performance, in specific objectives. As the group consisted of the 53. The required value to be significant at 0.01 level of significance was **2.67**. The obtained 't' value of total performance **22.13** is highly significant at **0.01** level of significance. Hence, the null hypotheses for the entire hypothesis are not accepted.

Table No.7

<i>Hypothesis</i>	<i>Experimental Group</i>		<i>Controlled Group</i>		<i>***t' value</i>	
	<i>mean</i>	<i>sd</i>	<i>mean</i>	<i>sd</i>	<i>cal</i>	<i>table</i>
3	25.94	1.6	17.07	2.4	22.18	2.62**

**Significant at 0.01 Level

Above table indicates comprehensive picture of the achievement performance, in specific objectives. As the group consisted of the 53 and 53. The required value to be significant at 0.01 level of significance was **2.62**. The obtained 't' value of total performance **22.18** is highly significant at **0.01** level of significance. Hence, the null hypotheses for the entire hypothesis are not accepted.

6.4. Conclusion

As the t value of pre-test and post-test of controlled group is not significant, it demonstrate that the hypothesis there will be no significant difference between the mean scores of pre-test and post test of the students of control group is accepted. It also means that there has not been much improvement in the achievement score of students taught through conventional method.

As the t value of pre-test and post-test of experimental group is significant, it demonstrates that the hypothesis there will be no significant difference between the mean scores of pre-test and posttest of the students of experimental group is rejected. It means there is significant difference between pre-test and post-test of experimental group.

As the t value of post-test of controlled group and experimental group is significant, it demonstrates that the hypothesis there will be no significant difference between the mean scores of post-test of the students of control group and experimental group is rejected. It also means that there is a difference between post-test of controlled group and experimental group. It shows that experimental groups shows better performance than the controlled group. Further, we see that standard deviation is reducing in experimental group that shows the better effect of group method or group work activity.

On the basis of this finding the researcher arrived at following conclusion.

- 1) Conventional teaching method has less effect on the performance of controlled group.
- 2) Teaching English through Group Activity makes the students achieving higher score.
- 3) As an experimental group mean score are more than the controlled groups. It demonstrates the experimental group learnt better through group activity.
- 4) The feedback form of students also suggests that the student find the class interesting, challenging, joyful and easy.
- 5) Learning through group activity also helps in learning concepts better and makes them learn through classmates. It also helps them active participant in the class.

6.5. Suggestions

The present study reveals that the investigation would be useful and would give guidance to the agencies involved in the development of teaching English Programme and its implementation.

6.5.1 Teachers of English

The teacher should prepare and make use of a variety of Group work activities for teaching the subject in other standards of secondary school as well, on the lines illustrated in this study. He should try his best to adopt the Group method strategy.

6.5.2 Farmers of teachers training programme

Taking into consideration the nature and significance of teaching English course more stress should be given on the development of functional competencies in teaching learning process. Hence the farmers of the teachers' training programme should provide, training methodology for teaching English course in the light of realizing the English Subject.

6.5.3 Suggestion for the further study

The present study has been conducted in a limited area. But a general 'framework' for teaching English course has been developed therein. Further, researches in this field and take up the problem of developing the functional competencies through teaching English in all the standards of the secondary sections on the basis of the frame work in this study. One more topic can be suggested for further research viz. to employ the new teaching strategy (Group Method) which was developed during this study for teaching other subjects as well and study its effect.