



IMPROVE ENGLISH WRITING SKILLS OF MARATHI MEDIUM STUDENTS

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ABSTRACT

India is a multi-lingual country. Indian culture has various dimensions. For communication of the people of different languages and different cultures in India, English is very important. O.P. Bhatnagar states importance of writing English as, “Written English is a discipline by itself. It is the most important part of judging the linguistic performance and competence of a person”. In this research considered aims of writing skills and identify the problem and providing the remedial program to improve the writing ability.

Keywords: English, Skills, Writing skill, Improve, Marathi medium, students.

INTRODUCTION:

As a teacher of English methodology for diploma in Teacher Education, the researcher has been observing that the students of primary classes have many problems of learning English language. They have problems of appropriate listening of English, appropriate speaking of English and appropriate reading of English. They also have problems of perfect writing of English language. Because of lack of perfect writing of English language, the students are getting low marks in their examinations. The student's low marks in examinations are creating negative complex about learning and presenting English language. The negative complex in the students is not only affecting their school achievements but also affecting their career in modern educational and social system.

Through the detailed study of the syllabus of English language in primary classes, the researcher has noted that, pre-activities of writing skill are from 1st to 4th standard. The writing of English language from alphabets to short composition begins from 5th standard. If appropriate attention is given on the development of writing skills of students of 5th standard, then sound base of writing can be build up for future classes in primary education, secondary education and higher education. The students' sound base of writing can be helpful to them

Need and Importance:

Paper made learning programme enable the students to work and study according to their own pace. They can search, create and adapt materials by using a much wider range of resources to form new learning activities that would help the low achievers to be at par with the normal students. The making of paper made learning programme is not difficult or tedious for the researcher. The case of operation makes a major impact on the students and teachers for their future lesson preparation. Paper made learning programme encourages the students to plan their lesson in greater detail.

The researcher doesn't see such in-built individualization as a huge challenge. It could be achieved by analyzing user behaviour whilst the student is working through a chapter. For instance, at each crucial point in the textbook, they would get a set of a few questions before they were able to advance. Depending on the answers given, the textbook's algorithm selects the next module and thus serves the student on an individual basis, letting their arch of learning dictate how to move on with the course material. Such ongoing assessments could even provide teachers and professors with valuable feedback about how their students learn if a student decides to share his/her information.

Statement of the Problem

English writing skill of marathi medium students of standard fifth at Aundh in Pune city.

Operational Definitions

- **Paper- based deterministic method:** - It is an objective and subjective type of paper-based written examination that determines the writing abilities and learning skills of the students.
- **Development:** - Development refers to the change that occurs in low achievers by using the need based implementable programme.
- **Low achievers:** - Low achievers or below average students are generally children who have below Quartile in normal probability curve and they do not do as well as expect

Assumptions

Assumptions with reference to this research are as follows:

- The students of 5th standard in Indira Gandhi Primary school of Marathi medium must achieve better writing skills of English language after the training.
- English writing competency of the students of 5th standard in Indira Gandhi Primary school of Marathi medium must be developed by the teachers, as per the specific objectives of writing skill.

Objectives

1. To identify the low achievers in English writing skills amongst the students of std.5th.
2. To develop remedial programmes to improve English writing skill on low achievers of 5th standard in Marathi medium schools.
3. To find the effectiveness of the remedial programme on low achievers in English writing of std. 5th.

Hypothesis

Research Hypothesis

The study of the researcher is an experimental analysis to find different kinds of errors committed by the Marathi medium students of standard 5th in English writing skills and development of the remedial programmes for them.

For testing the efficacy of developed remedial programmes the researcher has stated null hypothesis.

Null Hypothesis

There will be no significant improvement in English writing skills among the low achievers in class 5th.

Scope

This study of research is conducted on low achievers of std. 5th learning English Writing skills to incorporate the Paper based learning programme on low achievers. The findings of the study will be applicable to all the low achievers of std. 5th studying English Writing.

Delimitations

- The researcher investigated errors of English writing commonly made by the students of 5th standard in Marathi medium schools.
- The researcher prepared and implemented the remedial programmes to make teaching and learning process easily comprehensive and interesting.
- The implementation of the remedial programmes improved English writing skill of the students of 5th standard.
- The students received proper direction of better English writing, which was helpful to the students to get expected marks in examination and using English language in day to day life as per their standard.
- The remedial programmes were helpful to the students to build their sound base of English writing for their future.
- This research was helpful to the teachers to make their teaching process interesting and easily comprehensive.

Research Method

The researcher used multi methods for this research.

- Survey Method
- Product Research Method
- Experiment Method

Experimental Design

Experimental Design is the blue print of the procedure that enables the researcher to test the hypothesis by reaching valid conclusions about the relationship between dependent and independent variables.

The Pre-Test-Post-Test, One Group Design was used.

Tools and Techniques

- Questionnaire/Achievement Test (Researcher Made)

Statistical Tools

- Mean to determine the difference between mean of sample pre-test and post-test scores.
- Standard Deviation to calculate critical ratio of collected data.

Population

The students of class 5th studying in primary school located in Aundh area of Pune.

Sample

The purposive sampling technique was chosen, out of forty students, ten students (which identified low in writing skill) were selected for the paper made program.

Procedure

- Development of the tool
- Pilot study and finalization of the tool
- Conduction of pre-test on English writing on the sample group
- Measurement of the pre-test score to find the low achievers in English Writing.
- Implementation of the programme.
- Conduction of the post-test on English writing on the low achievers in class 5th.
- Measurement of the post- test score.

Analysis and Interpretation

The “pre- test” achievement test was collected and sorted according to the marks obtained by the students of class 5th. The low achievers in the class were sorted separately and the program was specifically implemented on them. The data was analyzed according to the objectives in three steps:

- Identify low achievers.
- Develop Paper Made Program.
- Effectiveness of the Paper Made Program.

Hypothesis Testing

- In order to achieve the objective No.3 of the research study, the hypothesis was formulated.
- **Inference**
- The performance of student in the post - test is higher than that of the pre – test. It is also significant at 0.01. Therefore, it can be said that the paper made programme is effective for teaching and learning English Writing.

Major Findings

- The performance of low-achievers in class 5th were found to be significantly improved in the post-test showing progress because they were exposed to an innovative method of learning.
- There was a positive gain in learning by implementing paper made learning programme.
- The paper made learning programme helped the students to understand the rule than to by-heart the definition.
- This method also helped to incur interest in the subject.
- Implementation of paper made learning programme helped in inculcating the habit of self-learning strategies.

CONCLUSION

Research was conducted on the class 5th students to find out the impact of paper made learning programme on English Writing skills. Multi-method technique was selected by the researcher for the study. The paper made learning programme was

implemented on the group of low achievers. The programme contained various pictures, definitions and examples that were useful in teaching English Writing technique. This was achieved when the performance of score increased in the post test after the implementation of the programme. The data was analyzed and the scores were checked at 0.0 level of significance which was positive.

Thus it can be concluded that the research hypothesis was accepted that there was an improvement in English Writing ability among the low achievers of class 5th by using the paper made learning programme.

Educational Implications

- The Paper made learning programme used in the study proved helpful in developing self- learning habits among the low achievers.
- The study proved that the English Writing could be taught effectively to the low achievers by implementing the paper made learning programme.

Suggestion for Further Study

- While conducting the research, researcher felt there are some areas where further research can be carried out. These areas are as follows:
 - The paper made learning programme can be developed and implemented for higher standards.
 - The paper made learning programme can be used to improve self- learning strategy.
 - Similar study can be further continued by developing and implementing paper made learning programme for any subject.
 - This programme can be used for any other medium schools that are learning English as second or third language.

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