CHAPTER VI

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CHAPTER VI

COMPENDIUM

6.1.0 INTRODUCTION

Having discussed the significance of elementary education, the necessity of teaching and learning English language skills, particularly listening and reading skills at initial stage and providing the background for the need for utilizing CALL and explaining the procedure of investigation, sample selected, data collection and analysis of the results in the preceding chapters, the present chapter is dedicated to presenting a short summary of the investigation. The summary is given in terms of the findings, recommendations and suggestions for further research.

6.2.0 FINDINGS AND CONCLUSIONS

1 No significant difference is observed in the performance among the three groups viz. Control group, Experimental group1 (CALL as the only instructional strategy) and Experimental group2 (CALL as support system to teachers' class room instruction) in the pretest. The three groups are initially found to be equal in their achievement level.
in acquiring recognition, listening and reading skills in English and hence can be considered as equivalent groups.

2 The performance in the post test is found to be significantly different among the three groups. So it is inferred that there is significant difference among the three different instructional strategies viz. Traditional method, CALL as the only instructional strategy and CALL as support system to teachers' class room instruction in terms of their effectiveness in modifying the recognition, listening and reading skills in English among the first standard students. Since there is significant difference, Post hoc test – Mann Whitney test is done and to find out the difference in the effectiveness, effective size is used.

i. CALL as support system to teachers’ class room instruction is significantly more effective than the Traditional method in modifying the recognition, listening and reading skills in English among the first standard students.

ii. CALL as the only instructional strategy is more effective than the Traditional method in modifying the recognition, listening and reading skills in English among the first standard students.

iii. CALL as support system to teachers’ class room instruction is more effective than the CALL as the only instructional strategy in modifying the recognition, listening and reading skills in English among the first standard students.
iv. While comparing these three instructional strategies, it is inferred that CALL as support system to teachers’ class room instruction is found to be the most effective of all the three instructional strategies used.

3 The performance in the retention test is found to be significantly different among the three groups. So it is inferred that there is significant difference among the three different instructional strategies in terms of their effectiveness in retaining their retention power as revealed by the learners’ performance in the retention test in keeping hold of the recognition, listening and reading skills in English among the first standard students.

i. CALL as support system to teachers’ class room instruction is significantly more effective than the Traditional method in retaining their retention power in the retention test in keeping hold of the recognition, listening and reading skills in English among the first standard students.

ii. CALL as the only instructional strategy is more effective than the Traditional method in retaining their retention power in the retention test in keeping hold of the recognition, listening and reading skills in English among the first standard students.

iii. CALL as support system to teachers’ class room instruction is slightly effective than the CALL as the only instructional strategy in retaining their retention power in the retention test in
keeping hold of the recognition, listening and reading skills in English among the first standard students.

iv. While comparing these three instructional strategies (three effective sizes), it is inferred that CALL as support system to teachers' classroom instruction is found to be the most effective of all the three instructional strategies used.

4 The recognition skill acquired in the pretest is not significantly different among the three groups. The three groups are initially found to be equal in their achievement level in acquiring recognition skill in English and hence can be considered to be equivalent groups.

5 The recognition skill acquired in the posttest is found to vary significantly among the three groups. So it is inferred that there is significant difference among the three different instructional strategies in modifying the recognition skill in English among the first standard students.

i. CALL as support system to teachers' classroom instruction is more effective than the Traditional method in modifying the recognition skill in English among the first standard students.

ii. The recognition skill acquired is not significantly different between the Experimental group 2 and Control group. CALL as the only instructional strategy did not produce better results than the traditional method.
iii. CALL as support system to teachers' class room instruction is more effective than the CALL as the only instructional strategy in modifying the recognition skill in English among the first standard students.

6 The recognition skill revealed in the retention test is significantly different among the three groups. So it is inferred that there is significant difference among the three different instructional strategies in retaining their retention power in the retention test in keeping hold of the recognition skill in English among the first standard students.

i. CALL as support system to teachers' class room instruction is more effective than the Traditional method in retaining the recognition skill in English among the first standard students.

ii. CALL as the only instructional strategy is more effective than the Traditional method in retaining the recognition skill in English among the first standard students.

iii. The recognition skill retained in the retention test is not significantly different between the Experimental group 1 and the Experimental group 2. So it is inferred that both the instructional strategies viz. CALL as support system to teachers' class room instruction and CALL as the only instructional strategy are identical in retaining the recognition skill in English among the first standard students.
Since the students had no formal English language instruction, all the three groups’ students scored nothing while evaluating the listening skill in the pretest. Hence it is concluded that they are initially found to be equal in their achievement level in acquiring listening skill in English and hence can be stated as equivalent groups.

The listening skill acquired in the posttest is significantly different among the three groups. So it is inferred that there is significant difference among the three different instructional strategies in modifying the listening skill in English among the first standard students.

i. CALL as support system to teachers’ classroom instruction is more effective than the CALL as the only instructional strategy in modifying the listening skill in English among the first standard students.

The listening skill acquired in the retention test is significantly different among the three groups. So it is inferred that there is significant difference among the three different instructional strategies in retaining their retention power in the retention test in keeping hold of the listening skill in English among the first standard students.

i. CALL as support system to teachers’ classroom instruction is more effective than the CALL as the only instructional strategy
in retaining the listening skill in English among the first standard students.

10 The reading skill acquired in the pretest is not significantly different among the three groups which are initially found to be equal in their achievement level in acquiring reading skill in English and hence can be considered as equivalent groups.

11 The reading skill acquired in the posttest is significantly different among the three groups. So it is inferred that there is significant difference among the three different instructional strategies in modifying the reading skill in English among the first standard students.

i. CALL as support system to teachers’ classroom instruction is more significantly effective than the Traditional method in modifying the reading skill in English among the first standard students.

ii. CALL as the only instructional strategy is significantly more effective than the Traditional method in modifying the reading skill in English among the first standard students.

iii. CALL as support system to teachers’ classroom instruction is significantly more effective than the CALL as the only instructional strategy in modifying the reading skill in English among the first standard students.
12 The reading skill acquired in the retention test is significantly different among the three groups. So it is inferred that there is significant difference among the three different instructional strategies in retaining their retention power in the retention test in keeping hold of the reading skill in English among the first standard students.

i. CALL as support system to teachers’ class room instruction is significantly more effective than the Traditional method in retaining the reading skill in English among the first standard students.

ii. CALL as the only instructional strategy is significantly more effective than the Traditional method in retaining the reading skill in English among the first standard students.

iii. CALL as support system to teachers’ class room instruction is fairly effective than the CALL as the only instructional strategy in retaining the reading skill in English among the first standard students.

13 The overall performance of the control group in the pretest is not significantly different among Government, Aided and Unaided schools. So it is inferred that the overall performance of the control group in the pretest is identical among Government, Aided and Unaided schools.

14 The overall performance of the control group in the posttest is not significantly different among Government, Aided and Unaided
schools. So it is inferred that the overall performance of the control group in the posttest is identical among Government, Aided and Unaided schools.

15 The overall performance of the control group in the retention test is not significantly different among Government, Aided and Unaided schools. So it is inferred that the overall performance of the control group in the retention test is identical among Government, Aided and Unaided schools.

16 The overall performance of the Experimental group 1 in the pretest is not significantly different among Government, Aided and Unaided schools. So it is inferred that the overall performance of the Experimental group 1 in the pretest is identical among Government, Aided and Unaided schools.

17 The overall performance of the Experimental group 1 in the posttest is not significantly different among Government, Aided and Unaided schools. So it is inferred that the overall performance of the Experimental group 1 in the posttest is identical among Government, Aided and Unaided schools.

18 The overall performance of the Experimental group 1 in the retention test is not significantly different among Government, Aided and Unaided schools. So it is inferred that the overall performance of the
Experimental group 1 in the retention test is identical among Government, Aided and Unaided schools.

19 The overall performance of the Experimental group 2 in the pretest is not significantly different among Government, Aided and Unaided schools. So it is inferred that the overall performance of the Experimental group 2 in the pretest is identical among Government, Aided and Unaided schools.

20 The overall performance of the Experimental group 2 in the posttest is not significantly different among Government, Aided and Unaided schools. So it is inferred that the overall performance of the Experimental group 2 in the posttest is identical among Government, Aided and Unaided schools.

21 The overall performance of the Experimental group 2 in the retention test is not significantly different among Government, Aided and Unaided schools. So it is inferred that the overall performance of the Experimental group 2 in the retention test is identical among Government, Aided and Unaided schools.

22 The overall performance of the control group in the pretest is not significantly different between Rural and Urban schools. So it is inferred that the overall performance of the control group in the pretest is identical between Rural and Urban schools.
23 The overall performance of the control group in the posttest is not significantly different between Rural and Urban schools. So it is inferred that the overall performance of the control group in the posttest is identical between Rural and Urban schools.

24 The overall performance of the control group in the retention test is not significantly different between Rural and Urban schools. So it is inferred that the overall performance of the control group in the retention test is identical between Rural and Urban schools.

25 The overall performance of the Experimental group 1 in the pretest is not significantly different between Rural and Urban schools. So it is inferred that the overall performance of the Experimental group 1 in the pretest is identical between Rural and Urban schools.

26 The overall performance of the Experimental group 1 in the posttest is not significantly different between Rural and Urban schools. So it is inferred that the overall performance of the Experimental group 1 in the posttest is identical between Rural and Urban schools.

27 The overall performance of the Experimental group 1 in the retention test is not significantly different between Rural and Urban schools. So it is inferred that the overall performance of the Experimental group 1 in the retention test is identical between Rural and Urban schools.

28 The overall performance of the Experimental group 2 in the pretest is not significantly different between Rural and Urban schools. So it is
inferred that the overall performance of the Experimental group 2 in the pretest is identical between Rural and Urban schools.

29 The overall performance of the Experimental group 2 in the posttest is not significantly different between Rural and Urban schools. So it is inferred that the overall performance of the Experimental group 2 in the posttest is identical between Rural and Urban schools.

30 The overall performance of the Experimental group 2 in the retention test is not significantly different between Rural and Urban schools. So it is inferred that the overall performance of the Experimental group 2 in the retention test is identical between Rural and Urban schools.

31 The overall performance of the control group in the pretest is not significantly different between boys and girls. So it is inferred that the overall performance of the control group in the pretest is identical between boys and girls.

32 The overall performance of the control group in the posttest is not significantly different between boys and girls. So it is inferred that the overall performance of the control group in the posttest is identical between boys and girls.

33 The overall performance of the control group in the retention test is not significantly different between boys and girls. So it is inferred that the overall performance of the control group in the retention test is identical between boys and girls.
The overall performance of the Experimental group 1 in the pretest is not significantly different between boys and girls. So it is inferred that the overall performance of the Experimental group 1 in the pretest is identical between boys and girls.

The overall performance of the Experimental group 1 in the posttest is not significantly different between boys and girls. So it is inferred that the overall performance of the Experimental group 1 in the posttest is identical between boys and girls.

The overall performance of the Experimental group 1 in the retention test is not significantly different between boys and girls. So it is inferred that the overall performance of the Experimental group 1 in the retention test is identical between boys and girls.

The overall performance of the Experimental group 2 in the pretest is not significantly different between boys and girls. So it is inferred that the overall performance of the Experimental group 2 in the pretest is identical between boys and girls.

The overall performance of the Experimental group 2 in the posttest is not significantly different between boys and girls. So it is inferred that the overall performance of the Experimental group 2 in the posttest is identical between boys and girls.

The overall performance of the Experimental group 2 in the retention test is not significantly different between boys and girls. So it is inferred that the overall performance of the Experimental group 2 in the retention test is identical between boys and girls.
inferred that the overall performance of the Experimental group2 in the retention test is identical between boys and girls.

6.3.0 : SUMMARY OF THE RESEARCH FINDINGS

1. In the pretest, the performance of the Control group, Experimental group1 and Experimental group2 is similar in the achievement level in acquiring recognition, listening and reading skills in English.

2. In the post test, CALL as support system to teachers' class room instruction is found to be the most effective when compared to traditional method and CALL as the only instructional strategy in acquiring recognition, listening and reading skills in English at first standard level.

3. It is also found that CALL as support system to teachers' class room instruction is found to be the most effective instructional strategy in enhancing the retention of acquired recognition, listening and reading skills in English at first standard level.

4. It is verified through the present study that nature of schools, locality and gender have no impact on the performance of the three groups viz. Control group, Experimental group1 and Experimental group2 in pre, post and retention tests.

5. While comparing the mean values it is found that the overall performance in the pre, post and retention tests varied after gaining from any one of the three instructional strategies. It is also found that the
mean value of the post test is higher than that of the pre test as well as the retention test. The increase in the mean scores can be attributed to the treatments. Hence it is concluded that all the three instructional strategies are effective in achieving the instructional objectives.

6.4.0: RECOMMENDATIONS

The recommendations of the study are stated as follows:

Among the three instructional strategies considered for the study, CALL as support system to teachers' class room instruction is found to be the most effective to acquire recognition, listening and reading skills in English at first standard level. While using transliteration technique, with two dots below the alphabet of Tamil language to have voiced sound, yield amazing performance.

Using speech engine in the present study enables not only the students whose native language is not English but also the teachers of ESL to learn correct pronunciation and help them to be flawless. The teachers applauded the use of CALL and appreciated its pedagogic support. Hence it is recommended that CALL can be used as a support system in supplementing class room instruction.

It is a rare scenario that using CALL to develop listening and reading skills among first standard students. The first standard students enjoyed and had self paced learning using CALL software package. Since it is evident that CALL is more effective in acquiring, reinforcing and retaining the language skills in English, it is recommended that computer software packages relevant
to the syllabus to teach English may be developed. Listening activities and
texts which involve simultaneous auditory and visual exposure may be used
for effective teaching of listening.

It is found that the Nature of schools viz. Government, Aided and
Unaided schools, Locality viz. Urban and Rural, and Gender viz. boys and
girls have no influence in determining the effectiveness of these instructional
strategies such as traditional method, CALL as the only instructional strategy,
and CALL as support system to teachers’ class room instruction, in acquiring
recognition, listening and reading skills in English at first standard level.
Hence while introducing Computer related schemes for the beginners,
Government may not worry about gender, nature and locality of schools.

So far the teachers never evaluate the listening skills as it is not
stipulated in the evaluation scheme. Assessing the listening skill of first
standard students using the computer managed testing software developed for
the present study is worth to mention. The computer managed testing
software facilitates the teachers to assess the listening skill efficiently. Hence
it is recommended that enhancement in the examination system may be
encouraged through initiating computerized test administration particularly to
evaluate the listening skills.
The suggestions for further research are stated as follows:

- Researches on CALL are needed with regard to the differential benefits associated with alternative modalities of its implementations. The most robust models of teacher-computer-student interaction and their utility with regard to educational goals, subject matter and resource factors may be studied.

- The issues of concern to the effective teaching of listening skills to beginning students of ESL and ways and means that may be applied to everyday teaching may be considered for further studies.

- Research topics such as the influence of CALL on enhancement of Language Skills of Kindergarteners and that on productive skills of different grade students may be considered for further studies.

- Effectiveness of CALL on students at various levels with respect to their ability levels, social and cultural contexts may be investigated.

- Impact of the computer applications on social interaction and emotional development among young children may be studied.

- Allophones, Word-accent, Stress and intonation should be given special attention, which needs more time to be spent. Hence conducting researches on the effectiveness of CALL in these areas is also commendable.