CHAPTER VIII

SUMMARY

8.1 Need

After reporting present research it was my need to over view present research report in order to have its gist in nutshell. This gist is also necessary to present this research report in brief to scholars in the area of educational research.

8.2 Purposes

i. To overview present research report.

ii. To present gist of present research report in nutshell.

With these purposes I had presented chapter wise summery of present research report as follows

8.3 Summary

8.3.1 Chapter I: Introduction: It is common observation that a number of people face a number of difficulties in listening, speaking, reading, writing and conversing English. This fact has roots in deficiencies in teaching English at school level. This fact compelled me to observe the process of teaching and learning at school level
and I found that a number of students and teachers at school level have negative approach towards English. The reason behind this negative approach is that more emphasis on using communicative approach and multimedia has not been given during practice teaching of English at Bachelor of Education level.

This observation traced the need to apply pupil-teacher to use multimedia and communicative approach while teaching English. As standard fifth forms the base of secondary education I thought that it was necessary to train pupil-teachers to use multimedia and communicative approach while teaching English to fifth standard.

This observation developed following research questions in my mind.

i. What would be the effect of multi-media and communicative approach on teaching competence of pupil-teachers while teaching English to fifth standard?

ii. What would be its effect on learning of English of fifth standard students?
8.3.2 Chapter II: Nature of present research: In order to have clear understanding about this research I had explained the nature of present research as follows:

**Title:** "A STUDY OF EFFECT OF MULTIMEDIA AND COMMUNICATIVE APPROACH IN TEACHING ENGLISH TO FIFTH STANDARD BY THE PUPIL-TEACHERS AND THEIR LEARNING OUTCOME".

**Objectives:** i. To study effect of use of multimedia and communicative approach on teaching listening, speaking, reading, writing and conversing competence in English of pupil-teachers. ii. To study effect of use of multimedia and communicative approach in teaching English on learning listening, speaking, reading, writing and conversing competence of fifth standard students.

**Assumptions:** I had decided to conduct present research with assumption that the proper use of multimedia and communicative approach while teaching English by pupil-teachers may develop communicative competence in English of fifth standard students.

**Hypotheses:** In order to avoid any bias I had formulated following null hypotheses i. There will be no significant change in
teaching listening, speaking, reading, writing and conversing competence in English of pupil-teachers after using multimedia and communicative approach while teaching to fifth standard. ii. There will be no significant change in learning listening, speaking, reading, writing and conversing competence in English of fifth standard students after teaching English by using multimedia and communicative approach.

**Scope:** I had determined scope of present research mainly for development of teaching competence for use of multimedia and communicative approach for teaching English in pupil-teachers and for development of communicative skills in English of fifth standard students.

**Limitations:** I had determined to limit present research mainly to communicative skills of English as a third language subject of fifth standard students.

**8.3.3 Chapter III: Review of previous related researches:** In order to locate the research gap, I had taken the review of previous related researches.


Studies of Bernard, (1972); Ollen (1974); Schank (1975); Ainsworth (1976); Otto (1979); Snow and Perkins (1979); Rivers (1980); Griffee (1981); Loveday (1982); Taylor (1983); Balen (1983); Sheerin (1987); Kanta Gaya Tushar (1988); Showed significant correlation between factors related to listening competence and teaching competence in English.

Studies of Wilson, (1973); Bever, (1975); Nanda Kamaa, (1982); showed significant co-relation between factors related speaking competence and teaching competence in English.

Studies of Kopper, B. (1970); Prakash, P. (1986); Alavender R. (1992); Umadevi, (1986); Showed significant co-relation between factors related to speaking competence and teaching competence in English.


I had not found a single research related to the conversing competence in English.

As no researcher had dealt with the study of effect of multimedia and communicative approach in teaching English to Fifth standard by the pupil-teachers and their learning outcome, the topic selected for present research is totally new.
8.3.4 Chapter IV: Review of related theoretical literature

In order to have clear understanding about theoretical aspects related to variables of present research, I had reviewed the theoretical literature as follows.

**Multimedia:** The term multimedia means appropriate instructional material to provide interrelated learning opportunities. The multimedia mainly includes audio visual aids which stimulate sense organs of learner. To make communication effective multimedia are used as teaching and learning aids. Multimedia used for language teaching in this present research are flash cards, charts, coloured pictures slides transparency and audio-cassette.

**Communicative approach:** Communicative approach is the approach mainly used in teaching and learning of languages. Communicative approach mainly aims in developing listening, speaking, reading, writing and conversing competence of language in learner. It also aims in developing communicative competence in learner for individual and social activities. Communicative approach of language teaching deals with developing the abilities to give, to receive, to exchange information, onions, ideas in learner by listing,
speaking, writing and conversing language. Communicative approach of teaching language usually includes the phases viz. preparation, presentation, practice and product. Communicative approach of teaching language makes the teacher and the students more interactive.

**Teaching communicative competence:** The teaching competence means giving systematic information to a person or about a subject or skill, to enable a person to do something by instruction or training, communicative competence refers to the ability to write something, to write about ideas, thoughts feelings, emotions notions, and to say something. These abilities have to be linguistically correct, and accurate, structurally, situationally, functionally and socially appropriate. Abilities in communicative competence have to be fluent, semantically in tact, sensitive, consummate, formally feasible. Communicative competence also involves the ability to use linguistic forms to perform communicative functions and tasks.

Communicative competence includes knowledge of skills of listening, speaking, and reading, writing and conversing with understanding. Communicative competence shapes communicative approach in teaching learning process of language.
Learning communicative competence: Learning means gaining knowledge of or in skill by study experience, or acquiring or developing a particular ability or becoming aware of, by information or from observation. Communicative competence includes communicative skills namely listening, speaking, reading, writing and converging with understanding. The teaching of communicative competence results into learning competence.

I had referred this related literature for drawing assumptions for present research and for determining content validity of tools prepared by me for this research.

8.3.5 Chapter V: Research procedure: I had used the following method for conducting this research.

Experimental method: As the present research was dealing with effect of use of multimedia and communicative approach in teaching, on teaching competence of pupil-teachers and on learning communicative competence of fifth standard students, I had decided to select and apply experimental method for present research.
Therefore, it was essential to apply single group experimental design with pre-test and post-test procedure to conduct this research.

**Population:** I had selected population for present research as follows

i) **Pupil-teachers:** This population included thirteen pupil-teachers of English methodology from Shri Swami Vivekanand Shikshan Sanstha's College of Education, Osmanabad during the academic year 2005-2006 A.D.

ii) **Schools and Students:** This population included forty two Marathi medium schools having fifth standard and 2226 students admitted to this standard during the academic year 2005-2006 A.D.

**Sample:**

**Pupil-teachers:** I had selected entire population of pupil-teachers as a sample due to its small number.

**Schools and students:** As this population was large, I had decided to select sample by random way. I had selected 20% schools i.e. eight schools as a sample and 10% students i.e. 222 students as a sample.
**Tools:** In order to collect data for present research I had developed following tools

i. Teaching competence scale for testing use of multimedia and teaching listening

ii. Teaching competence scale for testing use of multimedia and teaching speaking

iii. Teaching competence scale for testing use of multimedia and teaching reading

iv. Teaching competence scale for testing use of multimedia and teaching writing

v. Teaching competence scale for testing use of multimedia and teaching conversing

vi. Observation scale for learning listening competence of students

vii. Observation scale for learning speaking competence of students

viii. Observation scale for learning reading competence of students

ix. Observation scale for learning writing competence of
students

x. Observation scale for learning conversing competence of students

**Design:** I had conducted this experiment by pre-testing and post-testing single group experimental design.

**Collection of data:** I had collected the data by pre-testing and post-testing with the help of tools mentioned above.

**Statistical treatment:** To test significance of difference between means of pre-test and post-test of teaching listening, speaking, reading, writing, conversing competence of pupil-teachers by using multimedia and communicative approach, I had used Sandler’s A test. And also for testing significance of difference means of pre-test and post-test learning listening, speaking, reading, writing, conversing competence of fifth standard students, I had used Sandler’s A test.
8.3.6 Chapter VI: Analysis and interpretation of data: As mentioned earlier I had compared means of pre-test and post test by applying Sandler's A test as mentioned in Table 8.1 and 8.2

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Teaching Competence</th>
<th>Pre-Test Mean</th>
<th>Post-Test Mean</th>
<th>‘A’ Value</th>
<th>Degree of Difference Freedom</th>
<th>Level Of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Listening</td>
<td>31.15</td>
<td>42.07</td>
<td>0.09</td>
<td>12</td>
<td>.01</td>
</tr>
<tr>
<td>2</td>
<td>Speaking</td>
<td>37.30</td>
<td>45.30</td>
<td>0.123</td>
<td>12</td>
<td>.01</td>
</tr>
<tr>
<td>3</td>
<td>Reading</td>
<td>37.38</td>
<td>44.38</td>
<td>0.122</td>
<td>12</td>
<td>.01</td>
</tr>
<tr>
<td>4</td>
<td>Writing</td>
<td>53.84</td>
<td>74.69</td>
<td>0.085</td>
<td>12</td>
<td>.01</td>
</tr>
<tr>
<td>5</td>
<td>Conversing</td>
<td>36.07</td>
<td>49.23</td>
<td>0.078</td>
<td>12</td>
<td>.01</td>
</tr>
</tbody>
</table>

Explanation: From Table 8.1, it is evident that, means of pre-test and post-test of teaching listening, speaking, reading, writing and conversing competence by using multimedia and communicative approach by total sample of pupil-teachers show significant difference, as A value in each case computed to study difference
between pre-test and post-test means is significant at 0.01 level for twelve degrees of freedom. The computed A value is less than table A value in each case. Therefore, null hypothesis is rejected in each case.

**Result:** From the analysis and interpretation, of data mentioned above, it is resulted that use of multimedia and communicative approach while teaching English to fifth standard students effected significantly and positively teaching listening, speaking, reading, writing and conversing of total sample of pupil-teachers.

I had studied the differences between the means of pre-test and post-test of male, female, open, backward, urban, rural, male-open, male-backward, male-urban, male-rural, female-open, female-backward, female-urban, female-rural, open-urban, open-rural, backward-urban, backward-rural samples of pupil-teachers. And I got positive and progressive result in each kind of sample.

**Criticism:** This fruitful result has its roots in the guidance given to pupil-teachers for using multimedia and communicative approach while teaching listening, speaking, reading, writing and conversing competence in English.
Recommendation: From criticism mentioned above, I would like to recommend that pupil-teachers must be guided thoroughly for using multimedia and communicative approach while teaching listening, speaking, reading, writing and conversing competence in English.

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Learning Competence</th>
<th>Pre-Test Mean</th>
<th>Post-Test Mean</th>
<th>'A' Value</th>
<th>Degree of Difference Freedom</th>
<th>Level Of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Listening</td>
<td>52.44</td>
<td>67.59</td>
<td>0.007</td>
<td>221</td>
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<td>Speaking</td>
<td>39.57</td>
<td>56.13</td>
<td>0.6738</td>
<td>221</td>
<td>.01</td>
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<tr>
<td>3</td>
<td>Reading</td>
<td>52.73</td>
<td>75.66</td>
<td>.0059</td>
<td>221</td>
<td>.01</td>
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<td>4</td>
<td>Writing</td>
<td>33.34</td>
<td>50.69</td>
<td>0.006</td>
<td>221</td>
<td>.01</td>
</tr>
<tr>
<td>5</td>
<td>Conversing</td>
<td>33.95</td>
<td>52.91</td>
<td>0.0057</td>
<td>221</td>
<td>.01</td>
</tr>
</tbody>
</table>

Explanation: From Table 8.2, it is evident that, means of pre-test and post-test of learning listening, speaking, reading, writing and conversing competence of fifth standard students after teaching them
by using multimedia and communicative approach by pupil-teachers show significant difference, as A value in each case computed to study difference between pre-test and post-test means is significant at 0.01 level for 221 degrees of freedom. The computed A value is less than table A value in each case. Therefore, null hypothesis is rejected in each case.

**Result:** From the analysis and interpretation, of data mentioned above, it is resulted that use of multimedia and communicative approach while teaching English to fifth standard students effected significantly and positively learning listening, speaking, reading, writing and conversing of total sample of fifth standard students.

I had also studied the differences between the means of pre-test and post-test of male, female, open, backward, urban, rural, male-open, male-backward, male-urban, male-rural, female-open, female-backward, female-urban, female-rural, open-urban, open-rural, backward-urban, backward-rural samples of fifth standard students. And I had got positive and progressive result in each kind of sample.

**Criticism:** This fruitful result has its roots in teaching listening, speaking, reading, writing and conversing competence in English to
fifth standard students by pupil-teachers by using multimedia and communicative approach.

**Recommendation:** From criticism mentioned above, I would like to recommend that the students must be fully exposed to multimedia and communicative approach when they are learning listening, speaking, reading, writing and conversing English.

8.3.7 Chapter VII: Conclusion

**Significance of present research:** The endeavor of present research throws light on significant effect of use of multimedia and communicative approach on teaching listening, speaking, reading, writing and conversing competence of pupil-teacher in English. The mission of present research throws light on teaching listening, speaking, reading, writing and conversing competence of pupil-teacher in English resulted in progressive development of listening, speaking, reading, writing and conversing competence of students in English. The recommendations of present research have roots in this researched fact. I am significantly delighted to state that this counts for more significance of present research.
**New dimension for further research:** While performing this research I came to know there were various areas which were to be researched. Considering this fact, I would like to suggest the following areas for further researches.

i. The relationship between use of multimedia and communicative approach.

ii. The inter-relationship of communicative skills namely listening, speaking, reading, writing and conversing.

iii. The relationship between listening competence and use of oral approach.

iv. The relationship between speaking competence and use of oral approach of teaching.

v. The relationship between reading competence and use of oral approach of teaching.

vi. The relationship between conversing competence and use of oral approach of teaching.

vii. The relationship between communicative skills and situational approach of teaching.
viii. The relationship between communicative skills and diagnostic remedial approach of teaching.

These areas could be studied for any language. My best wishes to researchers in these areas.