Chapter V

Summary and Suggestions

5.1 Overview

The fifth chapter brings in the entire structure of the present research study. It has six sections. The first section gives the overview of the whole chapter. The second section describes in detail the different aspects of the research such as the title of the problem, objectives of the study, hypotheses, methodology used in the study, development of PPP (Presentation, Practice, and Production) lessons. Implementation of the intervention strategies, data collection and statistical techniques used in the study. The third section reveals the findings of the study. The forth section suggests the implications of the study. The fifth section states the limitation of the study. And, the last section provides some suggestions for further research in the field.

5.2 Introduction

English is one of the most important languages in the world. It can even be said to be the single most important language. English is important because it is the only language that truly links the whole world together. If not for English, the whole world may not be as united as it is today. The other languages may be important for their local values and culture. English can be used as a language in any part of the world. This is because at least a few people in each locality know the language. Though these people might not have the same accent as others, the language at least will be understandable. There are various reasons for the importance of English Language. When a person travels to another part of the world either for the sake of business or even as a tourist, the languages may differ. In these conditions, English is the language that helps people to deal with the situation. It is like a universal language. Hence, it is essential to identity
the suitable approach to learn English in India. The researcher has made an attempt to confirm the utility of PPP approach in learning communication skills in English.

5.3 Title of the Study

Effectiveness of Presentation, Practice and Production (PPP) Approach in Improving the Communication Skills of the Learners in English at the Higher Secondary Level.

5.4 Findings of the Study

1. There is no significant difference between the test scores of the control and those experimental group in pre test in respect of the different communicative functions of language viz. Regulatory, Interactional, Personal, Heuristic, and Imaginative and Representational functions. The level of academic achievement of both the control group students and the experiment group students was almost the same. It indicates that both the groups were homogeneous in understanding the features of English language functions before the intervention.

2. There is a significant difference between the post test scores of the control group and those of the experimental group in understanding different functions of communication skills in English. Experimental group students fared extraordinarily well over the control group as the result of the intervention strategy given to them. The high t values of all functions of language reveal that the PPP approach to language teaching did improve all functions of the language in experimental group students.

3. There is a significant difference between the pre-test and the post-test test scores of the students in the control group at 0.01 level. The control group students could make a slight improvement in different functions.
4. There is a significant difference between the pre-test and the post-test scores of the students belonging to experimental group. The gain acquired by the experimental group is highly remarkable. This remarkable difference is due to the effectiveness of PPP approach used in the class room.

5. It is inferred that there is a significant difference between the pre-test and the post-test mean scores of the male students in control group in understanding almost all functions of language through communication skills. Similarly, there is a significant difference between the pre-test and the post-test scores of the female students in acquiring functions in communication.

6. It is understood that there is a significant difference between the pre-test and post-test scores in the experimental group. There is an over-whelming improvement in the post-test scores of the male and female students of experimental group. This may be the result of the treatment given in the form of PPP approach used in the class-room to improve communicative skills.

7. There is a significant difference between the pre-test and post-test scores of the rural students belonging to the control group at 0.01 level. Similarly, there is a significant difference between the pre test and the post test scores of urban students of the control group at 0.01 level.

8. There is a significant difference between the pre-test and post-test scores of the rural students belonging to the experimental group at 0.01 level. Similarly there is a significant difference between the pre test and the post test scores of the urban students of the experimental group at 0.01 level. Experimental group students of both rural and urban showed great improvement in learning all functions of language.
9. It is clearly understood that there is no significant difference between the pre-test and the post-test scores of the students belonging to control group in respect of the different categories of students classified according to their parents’ education.

10. It is inferred that there is a significant difference in the pre-test and the post-test scores of experimental group students classified according to their parents’ education. The extraordinary performance of experimental group students is because of PPP approach implemented in the class-room.

11. It is inferred that there is a significant difference between the pre-test and the post-test mean scores of the students of control group students who have been classified on the basis of their parents’ income.

12. It is concluded that there is a significant difference between the pre-test and the post-test scores of the experimental group students who have been classified on the basis of their parents’ income.

13. There is a significant difference between the pre-test and the post-test scores of the backward community students belonging to control group. In the case of most backward community, there is no significant difference with regard to Interactional function and Imaginative function. In the case of S.C students there is no significant difference in Regulatory, Personal and Heuristic functions. But there is a significant difference with regard to the Representational function alone.

14. There is a significant difference in the pre-test and post-test scores of the students belonging to experimental group with regard to their community. Students of experimental group belonging to all communities performed impressively well. This overwhelming performance
of the experimental group students is possible because of the treatment given to them through PPP approach.

15. There is a significant difference in the performance of the boys and girls in Interactional and Imaginative functions with regard to the post-test mean scores of the control group students. But there is no significant difference between boys and girls in other functions.

16. There is a significant difference between the performance of the boys and girls in Heuristic functions with regard to the post-test means score of the experimental group students. But there is no significant difference between boys and girls in other functions.

17. There is a significant difference between the performance of control group rural and urban students in the Interactional and Heuristic functions with regard to the post-test scores of the control group students. But there is no significant difference between rural and urban students when considering other functions.

18. There is a significant difference between the performance of experimental group rural and urban students in the Personal and Heuristic functions with regard to the post test scores of the experimental group students. But there is no significant difference between rural and urban students regarding other functions.

19. There is no significant difference between the post test scores of control group students whose parents are either graduates or post graduates with reference to all functions.

20. There is no significant difference between the post test scores of experimental group students whose parents are either graduates or post graduates with reference to all functions.

21. There is a significant difference between the post test scores of the control group students whose parents completed SSLC course and +2 course, with reference to regulatory,
interactional, personal, imaginative and representational functions. But there is no significant difference in the case of heuristic function.

22. There is a significant difference between the post test scores of the experimental group students whose parents completed SSLC course and +2 course, with reference to all functions.

23. There is a significant difference between the post test scores of the control group students belonging to SC and BC with regard to Interactional, Personal and Heuristic functions. But there is no significant difference with reference to other functions.

24. There is no significant difference between the post test scores of the experimental group students belonging to SC and BC with regard to all functions.

25. There is a significant difference between the post test scores of control group students belonging to SC and MBC with regard to Personal and Heuristic functions. But there is no significant difference with regard to other functions.

26. There is no significant difference between the post test scores of experimental group students belonging to SC and MBC with regard to all functions.

27. There is a significant difference between the post test scores of the control group students, whose parents income is below 20000 and above 20000 with regard to Regulatory function. But there is no significant difference with reference to other functions.

28. There is a significant difference between the post-test scores of the experimental group students, whose parents income is below-20000 and above-20000 with regard to Heuristic function. But there is no significant difference with reference to other functions.

29. It is concluded that there is no significant difference between the post-test scores of control group students belonging to BC and MBC communities with reference to all functions.
30. It is concluded that there is no significant difference between the post-test scores of experimental group students belonging to BC and MBC communities with reference to all functions.

5.5 Major Findings

There is no significant difference between the Control group and Experimental group performance in the pre-test. It proves that the students belonging to both the groups have equal proficiency in English. The researcher found small improvement in the post-test scores of the control group students. This proves that the traditional approach has also helped the students to improve their skills a little. But there is a significant difference between the pre-test and post-test scores of Experimental group students. It only proves that teaching through PPP produces effective results. When compared with the post-test scores of control group students, it is obvious that the experimental group students fared better. Hence, the PPP approach which is used for teaching and learning English has proved successful in the study as evidenced by the percentage of improvement in the scores of the students based on the pre-test and post-test. PPP approach plays an important role in improving the communication skills of the higher secondary students. This PPP approach provides scope for the manipulation of language in different ways to enhance the effectiveness in communication.

PPP model provides positive motivational effect on students. Experimental group students' performance seems higher in the post-test than in the pre-test. The result reveals that teaching through PPP model works well with the students and it makes the teaching rich and interesting. It provides the learners with the ability to express their thoughts and ideas freely in the different functions of the language.
5.6 Implications of the Study

The result of the study reveals that PPP approach is more effective than the traditional method in making the higher secondary school students learn communication skills in English. Moreover the results also point out that the teaching learning process is interesting as the students become active.

Since the PPP approach is found to be more beneficial than the traditional method of teaching English to improve communication skills, the schools should try to implement PPP approach to enable the students to reach their optimum level of learning.

In-service training may be conducted for the teachers and they can be oriented in the aspects of PPP approach so as to ensure that the students gain communication skills get facilitated with acquiring other language skills also.

Concerted efforts may be taken by the Government and the organizations like DTERT, NCERT, CUFL, RIE, etc., to prepare modules to teach through PPP approach. Required training programmes may be organized by SCERT and RIE for English teachers in using PPP approach to improve all aspects of language in English.

SSA programmes may concentrate bringing out special modules on PPP approach to improve communicative skills in English. Recognizing the beneficial outcome of the study; Tamilnadu government text book society may prepare books so as to use PPP approach in classroom teaching.
5.7 Suggestions for Further Research

This research study was conducted for a sample of eighty students of class XI of Alagappa Model Government Higher Secondary school Karaikudi. Similar research studies may be undertaken for the samples of other schools. The same study may be conducted in other types of schools in other districts of Tamilnadu and in other states.

As the students are unable to master the communication skills through traditional method, attention should be paid to the research which primarily deals with the special features of English learning with PPP model.

The results of the study underline the fact that PPP way of language learning is more effective than Translation Method in making the higher secondary students learn communication skills in English and the results also point out that the teaching, learning process through PPP model is learner-oriented as the students become active.

To show more improvement, the experiments may be conducted in a wide range of schools to find out the effectiveness of PPP approach in learning English. Through these attempts, the effectiveness of PPP model could be ascertained in improving the communication skills of the students at higher secondary Level. Efforts can be made to find out the viability of using PPP approach through computer-assisted language laboratory and its effectiveness can be verified. A study can be carried out to assess the attitude of the students of higher secondary school towards the use of PPP approach in developing communication skills in English.

5.8 Conclusion

Learning with PPP model enhances a student’s communication skills in English. PPP model makes real communication for the focus of language learning. Tolerance should be shown
to the learners in building up his or her communicative competence. It provides opportunities for learners to develop different functions. In this context, the combined use of three stages in PPP approach reminds us of the need for student engagement.

In the present curriculum for higher secondary students, English language activities in the classrooms mainly focus on listening skills. Only using writing and speaking skill, language learning becomes complete. The English teachers can use the textbooks and frame tasks suitably to improve the communication skills of the students. In short, PPP approach facilitates academic brilliance among higher secondary students.

It prompts us to ensure that there are study events built into the plan and it ensures that in almost all lessons there are opportunities for students to have a go at using the language they are learning. When they try to use the language, they get a chance for the kind of mental processing that makes all that learning and acquisition worthwhile. Presentation, practice and production are the basic structure for successful language teaching and learning. By using them in different and varied sequences, teachers will be doing their best to ensure the student’s success in the acquisition of communicative skills.

The study reveals that the teaching of PPP method at the higher secondary level will certainly be a relevant one to make the students efficient and independent learners. A teacher’s prime task is to train the students in the learning process. What the student does to learn is more important than what the teacher does to teach. No doubt the PPP model will develop the achievement level of the students in all subjects. Hence, it is useful for higher secondary and college level students. The current study is a step towards developing the communication skill of the students at the higher secondary level. When there is a proper correlation among the different components of the curriculum, the goals of language teaching may be achieved.