FINDINGS, SUGGESTIONS AND CONCLUSION
CHAPTER – 5

Findings, Suggestions and Conclusion

5.0 Introduction

This chapter deals with the description of outcomes of the study. It makes certain recommendations and offers action plans. Further, it also recommends certain ways to take this research ahead.

5.1 Overview of the Study

This study was meant to authenticate the effectiveness of ICT approaches in ELT with reference to technical students of Saurashtra region. It was carried out by the researcher with an experimental design having the sample of first year engineering students. The researcher used various ICT approaches by selecting the tools to share and teach English as language to them. The researcher offered the questionnaire along with the pretest in order to make out the awareness of ICT and use of Internet for the purpose of learning English language. The pretest had six sections in which the skills of English language like; Grammar, Vocabulary, Reading, Listening, Speaking and Writing were tested. Later, the researcher conducted the sessions for 40 hours including introductory as well as recap sessions of the respective skills which were tested during the pretest. The researcher also shared the learning material through various channels like; Face book, WhatsApp, YouTube Videos, Blogs and Mobile Applications. The researcher, further, offered
the questionnaire along with the posttest with a view to finding out the effectiveness of ICT approaches in ELT. The comparative result analysis was prepared with the help of results of pretest and posttest of the learners. The tests had six sections and each section had 4 marks of weightage. The result of all 145 selected students were analyzed both section wise and overall. The sections of Grammar and Vocabulary were asked in MCQ pattern. One audio was played and 4 questions were asked on the basis of that audio in the listening section. One topic was offered to the learners to write an essay on for around 100 to 200 words in the writing section whereas in the speaking section, one random word was offered from the mobile application which the student respondent was required to record in the mobile application. Later on those recording were checked as per CIEFR standards.

5.2 Fulfilling Objectives

The study was done with certain objectives and at the end of the analyses of the outcomes of the study, the researcher could find those objectives fulfilled through ICT approaches in teaching English language. It was found that the implementation of ICT approaches in education is accepted by learners at the undergraduate level. The modus operandi and effectiveness of ICT approaches for educational purpose were investigated into. The researcher had offered pretest and posttest along with questionnaires which were offered to the learners to identify their knowledge of using ICT and internet in learning English language, their experience of learning English language through various ICT approaches. The researcher had used Blogs, WhatsApp, You Tube videos, Mobile Applications for sharing and teaching English language. The sections which were taught to the
students were Grammar, Vocabulary, Reading, Listening, Speaking and Writing by conducting lectures and using aforesaid tools. The researcher had used prerecorded calls and scheduled messages to create and maintain interest as well as motivation of learning English language. The learners were found motivated and enthusiastic in learning English language through ICT approaches. As every coin has two sides, there were some dark sides of the experiment while executing the same like; inconsistency of participation by the respondents, lack of technical knowledge in using the ICT tools, unavailability of Smart phone and/or internet connection while some of the learners could not adopt the new method of learning English language as there was no personal touch and instant feedback as they can get it from the teacher every time.

5.3 Findings

The following are the major findings of the study.

1. More than 90% learners of the engineering have access to internet and half of them use internet for 1 to 2 hours every day.

2. The chief purpose of using internet is WhatsApp and then for Education, Chatting and Email respectively.

3. 96% learners prefer to learn through internet which reflects the paradigm shift in education.

4. The major preferred ICT tools for learning were Mobile Apps, Videos and WhatsApp.

5. 87% learners had positive experience of learning English through
ICT tools as learning through ICT tools had benefits like; time saving, liberty to start anytime and anyplace.

6. The learners could find the improvement in the level of understanding, presentation skills and confidence while learning English language through ICT tools.

7. The learners enjoyed the flash cards, designed for Vocabulary, which were shared with them through WhatsApp.

8. The hurdles like: lack of internet connectivity and machine illiteracy had been observed as common barriers in learning English through ICT.

The findings state that the hypotheses of the study have been proven. That is, use of ICT approaches make English language learning more effective and it make the learners more attentive and motivated for self-learning.

5.4 Implications for Future Research

On the bases of the outcomes found in this study, it can be said that there are more possibilities for using ICT approaches with more dynamic means in education. The researcher has derived certain implications for future research.

- Face book, WhatsApp, Blogs can be explored for educational purposes so that Social Media can be transformed to “Acad Media”.
- Web 3.0 is in the growing stage, the researchers can focus in
that area to make the process of teaching and learning more
effective.

- Tech-based materials may be prepared keeping in view varied learning styles viz. kinesthetic, audio, and visual.

- Research on how social networking sites affect socio-cultural aspect of language can be undertaken.

- Communities can be created on social networking websites such as ‘Facebook’, ‘twitter’, ‘WhatsApp’ etc. Studies may be undertaken to verify their impact.

- Use of more online interactive applications like using Google hangout can help for delivering a webinar for the group of learners. This area needs to be explored by researchers.

- Online educational portals such as Google Classroom and Moodle etc. can be collaborated in such e-learning experiments.

- Android applications can be utilized more fruitfully to make it accessible through a finger touch on personal mobile phone device. Researchers can study the outcome of such m-learning experience.
5.5 Suggestions

At the end of the study, considering the findings, the researcher has arrived at certain suggestions for teachers, policy makers and material producers as following.

5.5.1 Suggestions for Teachers

1. Teachers should be technologically sound and able to blend the technology effectively in teaching English language.

2. Teachers should be more creative and innovative in adopting new methods and implementing the same in teaching English language.

3. Teachers should be trained in Information & Communication Technology (ICT) as part of their in service training.

4. Teachers should try to explore new horizons with the help of internet technology

5. Teachers should make valuable and useful resources available online for their subjects.

6. Teachers should try to stay connected with their students with the help of the latest technological gadgets and should have sound knowledge of how to use them inside the classroom and even beyond the classroom.

7. Teachers can also use social networking sites for educational purpose to make learners more involved in subject-activities.
5.5.2 Suggestions for Policy Makers

1. Government authorities and institute – management authorities should prioritize to Continuing Professional Development (CPD) of the teachers.

2. Policy for education itself should promote ICT as part of the curricula.

3. Policy for education should demand for online portals for a variety of subjects enriched with different resources.

5.5.3 Suggestions for Material Producers

1. Materials for different subjects can be made available online with the help of different technologies like websites, blogs, online portals, social networking sites etc.

2. Android is the latest mobile phone OS in vogue today and young learners are used to taking help from various Android applications, so such apps for variety of course materials can be made available online.

3. Mobile phone applications can be easily accessible at any place and time.

4. This kind of dynamic materials can be encoded in QR code and can be provided to the learners as the supporting resources for the studies.
5.6 Conclusion

1. Techno-enabled classroom catches the attention of the learners.
2. Use of ICT approaches in education really allows learners’ autonomy.
3. Education through ICT approaches explores the boundaries of the classroom.
4. Engineering students who generally do not pay much attention to English language learning and ignore it have also shown interest in learning English language through ICT approaches.
5. Such an e-learning experience is more enjoyable and fruitful learning process compared to the conventional teaching methods.
6. Integration of technology in education is now a ‘MUST’.

This study reflects that ICT approaches in teaching-learning would be the nearest future to be implemented on a large scale in higher education. The only care which should be taken is it should not be gadgetry only and should be well planned, well-structured and properly designed with the appropriate set of materials with particular objectives. Still there remains a huge gap between today’s education system and learners’ actual needs. Education system needs to focus much more upon actual proficiency based curriculum instead of outdated theories only. Exam oriented system needs to be replaced by skill oriented evaluation in education system. Instead of writing long theoretical answers in exams, learners today prefer to enhance receptive skills through multimedia materials and ICT approaches can help here to create such a dynamic
platform for course curriculum. Thus education can also be a kind of multi-tasking experience with the help of rapidly developing technologies. A paradigm shift has already taken place and we have to move ahead with the shift to cope with the changing scenario in education.

ICT approaches findings provide autonomy in terms of time, space and pace which emerges as a point of attraction and that has been reflected in reactions. Even sadder is the fact that even in technical education the faculties of core subjects talk technology and do not create technology most of the time. Many a time they do not even use technology whereas if the English teacher tries to implement any such innovative initiative using technology, they remain aloof stating that it is merely the use of some existing technology. To share an example, the researcher had tried to felicitate the learners by blending Blogs, Facebook, Mobile Applications, WhatsApp and YouTube videos for the teaching and learning English. On the contrary, the teachers of the core subjects in engineering, they hardly offer any such innovative input by themselves and even after that they are much more rewarded and recognized. Many of these teachers are not good at English too. So, this is the time to rethink about certain issues in education in the 21st century perspective. Expertise in the use of technology and commitment to its use are not sufficient.
Today our world is 'powered by technology, fueled by information and driven by knowledge.' The literature of 21st century, according to futurist Alvin Toffler, ‘will not be those who cannot read and write, but those who cannot learn, unlearn and relearn'.