Chapter V

FEEDBACK ANALYSIS

5.0 Introduction

As stated in the previous chapter, the feedback of the pilot survey was undoubtedly positive. Based on this feedback a more tightly-structured and graded 4-episode film was scripted and produced. The aim of this film is to aid in the development of the communicational abilities of the learners. Ever since the 'communicative revolution', the emphasis upon communicative skills has created the opportunity for learners to speak more in the classroom and a serious attempt has been made to design textbooks which present real-life situations. The English text-book at the higher secondary level designed by the Tamil Nadu Textbook Society also falls in line with this approach. But however real these communicative situations might be, the print medium can never depict the totality of the situation and this is where the video proves more effective; the learners can see the actual use of the language against an authentic background. That is why, the innumerable books on spoken English fail to equip the learners adequately. This chapter will report on the findings of the survey conducted with the video film at three different institutions in Pondicherry.

5.1 Research Design

Here an attempt is made to study the views of the students about the video-mode of instruction by conducting a 17-hours survey with the film and the worksheets designed by the researcher. Having felt, that the underprivileged students (students from rural or semi-urban backgrounds who have very little exposure to the language) might have a greater need for such materials two polytechnic institutions were chosen along with a convent so that the group also had students with an English speaking
background. One hundred and fifty students from the Intermediate level (Class XI) were chosen and they were from all the different streams: Science, Arts and Commerce and the students from the Polytechnic institutions had a more technical background. Irrespective of their streams, they all have to study English in classes XI and XII and the majority will need the language in their jobs. Before administering these materials, the students were interviewed about the nature of tasks and activities they do in their regular English classes. It was revealed that besides following prose and poetry anthologies, they practised essays and letters and in most cases either notes or models were given by the teachers that they faithfully learnt up by heart to reproduce them in the examinations. Many of them (85%) reported to having considerable difficulty in using the language when situations demanded it.

5.1.1. Before beginning the survey, three groups of fifty students each were composed. Each of them was a mixed group containing good, average and weak students and these groups were formed based on the English marks of the students in their last Terminal Examination. Initially, all the students wrote a one-hour test (Test 1 see Appendix 3) and their entry level was ascertained after the evaluation of the answer-sheets. The question paper focused on different forms of the various functions of the language. It tested the students' knowledge of these forms and their application in different situations.

5.1.2 After this initial test, each group was given a different set of materials. Group I worked with the video-film and the accompanying work-sheets. Group II was given only the script of the video-film which thus read like a play. They used the relevant sections of the work sheets (sections unrelated to the visual details on the video screen). Group III was given a totally different set of materials. As in the
conventional mode they worked-out individually a long set of mechanical, stereotyped exercises on each of the functions of the language focused in the video film (Permissions, Requests, Instructions etc.). There were no group activities or pair-work in this group. They worked as they do in their regular classes. The survey was conducted with the help of some fellow researchers and a few teachers of the respective institutions during their regular English classes. Thus the three groups worked on the respective materials for fifteen hours spread over three weeks. At the end of this exercise, all the three groups wrote another test (Test II see Appendix 4) for one hour and the answer-sheets were evaluated to ascertain their exit-level. This test, besides focusing on the different functions also contained questions on letter-writing and construction of dialogues.

The pilot survey had revealed the need for practice in writing skills, so when the work sheets were designed, they incorporated exercises related to writing skills: letters, summaries, dialogues, telegrams, columns in journals etc. Hence while Test 1 tested only the students’ knowledge of different functions, Test 2 in addition to this, tested their writing skills since the students received practice in this during the three weeks before Test 2 was administered. Test 1 was conducted taking into account what they had already done in their respective schools while Test 2 in addition to this, tested all that they were taught with the help of the designed package. This accounts for the slight difference in the design of Tests 1 and 2. These two tests were not piloted for very practical constraints of time. There was no time for a pilot test as the institutions granted permission only for fifteen hours. However they were reviewed and examined by some regular teachers of the concerned institutes to make sure that they were valid and reliable. The teachers reviewed the paper to check that it related to the regular
exam paper that the students face annually and that it tested similar skills. An analysis of the scores of the students in the two tests and a comparative study of the scores amongst the three groups will show the relative effectiveness of the three different methodologies used with the three groups.

5.2 Analysis
The scores of the three groups in Test 1 and Test 2 were tabulated. Out of the 150 students with whom the survey was started, some students were irregular while a few did not write Test 2. As a result, in group I - 40 samples were taken into consideration, 37 samples for group II and 32 samples for group III. Hence the final sample size was 109.

5.2.1 The following null hypothesis was formulated: All the three methodologies are equally effective in helping the learners to develop their communicational abilities. After the tabulation of the scores of the two tests, the arithmetic mean and the standard deviation for each group was calculated. The null hypothesis was tested using the T-test.

Figure 3. Comparison of two test scores of `Group 1'. Test 1 = Pre-survey test, Test 2 = Post survey test.
GROUP I  N = 40

<table>
<thead>
<tr>
<th>Pre survey test :</th>
<th>Post survey test :</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean test score = 15.38</td>
<td>Mean test score = 29.15</td>
</tr>
<tr>
<td>Standard deviation = 7.26</td>
<td>Standard deviation = 9.24</td>
</tr>
<tr>
<td>Standard error of the mean = 1.148</td>
<td>Standard error of the mean = 1.46</td>
</tr>
<tr>
<td>Range = 3 - 31</td>
<td>Range = 10 - 45</td>
</tr>
</tbody>
</table>

Scores in the pre and post survey tests were significantly different. Student’s t test; p<0.001

Figure 4. Comparison of the two test scores of `Group 2`.
GROUP 2  \( N = 37 \)

<table>
<thead>
<tr>
<th>Pre survey test</th>
<th>Post survey test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean test score = 19.92</td>
<td>Mean test score = 23.38</td>
</tr>
<tr>
<td>Standard deviation = 7.09</td>
<td>Standard deviation = 7.16</td>
</tr>
<tr>
<td>Standard error of the mean = 1.17</td>
<td>Standard error of the mean = 1.18</td>
</tr>
<tr>
<td>Range = 9 - 37</td>
<td>Range 10 - 36</td>
</tr>
</tbody>
</table>

Scores in the pre and post survey tests were significantly different. Student’s t test; \( p<0.02 \)

Figure 5. Comparison of the two test scores of 'Group 3'.
Group 3 \hspace{1cm} N = 32

<table>
<thead>
<tr>
<th>Pre Survey Test</th>
<th>Post Survey Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Test Score = 16.90</td>
<td>Mean Test Score = 18</td>
</tr>
<tr>
<td>Standard deviation = 5.14</td>
<td>Standard deviation = 5.37</td>
</tr>
<tr>
<td>Standard error of the mean = 0.91</td>
<td>Standard error of the mean = 0.95</td>
</tr>
<tr>
<td>Range = 6 - 28.5</td>
<td>Range = 7 - 30</td>
</tr>
</tbody>
</table>

Scores in the pre and post survey tests were not significantly different.

5.2.1 For group I, (P < 0.0001) and for group II (P < 0.02) the difference between T-1 and T-2 insignificant. The difference between the two tests in group III is not significant. As P < 0.0001 it shows that the first group has performed much better after having worked on the work-sheets accompanying the film. The methodology used for Group III has been the least effective, and the null hypothesis cannot be rejected. While evaluating the answer-sheets of Test 2, it was seen that the Group I and Group II scored better in dialogue - construction and letter-writing. This was because, the work-sheets in the first two groups while concentrating on the linguistic content of the film and the script, contained numerous extensional activities which trained the learners in these two tasks. But the work-sheets in Group III did not allow such extensional exercises, thereby limiting the competence of the learners. It thus shows that the video-mode of instruction can interweave different kinds of tasks, the effectiveness of which depends on the imagination of the materials-designer. The conventional, prescriptive approach is very limited in this sense and allows only for a linear - mode of teaching.

5.2.2 At the end of the survey a questionnaire (see Appendix 5) was administered to the learners in Group I to elicit their views about the materials. Not even one
questionnaire reported any negative view which strengthens the researcher's hypothesis. For question (1), 85% of the learners found the classes interesting while another 20% found them quite interesting. For question (2) related to the extent of the learner's participation in the classes, 60% of the learners reported being more active in these classes while another 40% reported being as active as in their regular classes. In response to question (3), all the learners found these classes more useful than their regular ones. In response to question (4) the following rank-order evolved:

(1) I learnt many new things which will be useful later on in my life.
(2) I gained some self-confidence in speaking in English.
(3) I could actually practise speaking in English in the different activities.
(4) I could see the actual use of the language instead of reading about it.
(5) It was greater fun.

Another reason specified by the learners was that instead of just learning the rules of grammar, they found it more useful to learn about it through the activities, that is to say, the implicit use of grammar. In response to question 5 all the learners ticked the first choice. The learners of the other two groups in fact envied their friends and the learners in Group III found the classes very uninteresting. Learners in Group II found the classes slightly more useful and interesting than their regular ones but everyone wanted to be a part of Group I!

5.3 Conclusion

The results of the experiment can be assessed in terms of the academic and the psychological outcomes. The academic outcome is evidenced by the statistical data while the questionnaire survey at the end of the experiment bears evidence to the psychological outcome of the experiment.
1. Academic Outcome:

(a) While the average marks of Group I for Test 1 (14.8) was the minimum, their average marks was the maximum for Test 2 (26.65). Thus if the methodologies were equally effective in all the three cases, then Group II which had the highest average marks for Test 1 (19.6) should have done better. The probability test shows that the 1st group had definitely benefited from the materials.

(b) This video-mode of instruction was quite effective with very weak students, many of whom at the end of the experiment scored nearly double of what they had scored in the beginning.

2. Psychological Outcomes

(a) This mode is highly enjoyable, nearly all the students found the experience better than that of an usual classroom.

(b) The students found the pair-work and group-activities highly motivating and enriching.

(c) The atmosphere was found to be conducive to learning as it was more informal, in the sense that the rigid sitting positions could be altered during group-work and they got a great deal of opportunity to interact amongst themselves.

(d) It was also noted, that some very timid students who were very passive in the beginning made deliberate efforts to open up, specially in role-play activities because now they had a model before them on the screen.
(e) The overall response of the students was enthusiastic and encouraging.

Thus the needs analysis had reiterated the importance for developing communicational abilities and the test results certainly point positively in this direction as do the informal interviews where the students admitted that the whole activity was motivating and inspiring. As stated in 4.2.3, the students could be involved in this activity because the materials were realistic, relevant and essentially “Indian”- the whole context, the situations, the characters, the backdrop, the accent- everything was Indian and this is very important for the cultural gap experienced by the students while viewing imported films only leads to inhibitions and withdrawals. Hence this survey definitely proves the need to design video materials in our country, by our teachers, for our students; materials geared to their needs and to the social situation in which they live.

However, there were some problems faced while conducting the survey. Although fifteen hours was a very short period and the viewing arrangements were not very satisfactory, the results of the experiment and the response of the students has been found to be positive enough to experiment with more materials for longer periods of time. In the case of this experiment, for instance, the researcher had to spend a great deal of time to co-ordinate the administration of materials by the fellow researchers and the teachers. This would have been easier if the teachers had some orientation towards working with video. This only reinforces the earlier statements urging strongly for orienting the teachers in this direction. In the absence of trained teachers, such materials will lose their value as they will be used just like any of the other existing materials. Teachers have to be trained in the use of interactive video.
The survey would probably have been more effective, if a little more time was made available for the survey. As the survey had to be squeezed into the regular time-table and since it was conducted at the end of the academic year, just before the annual exams, fifteen hours was the maximum that could be made available to the researcher. It would have been useful to have allowed the students some time to get familiarised with the researcher and the new methodology initially instead of administering the materials from the very first hour. This would have helped them to get over their inhibitions and probably would have led to more active group participation. There was no possibility to have an oral test at the end of the experiment because fifteen hours is too short a time to acquire total fluency. But the class-observations show a definite improvement, however small it may be and if such materials are used for a longer period of time, undoubtedly the learner would benefit from it immensely.
Chapter VI

CONCLUSION

6.0 Summary

The objective of this study was to show how a media-based approach can be a viable alternative to the current problem of deteriorating standards in the quality of English Language Teaching. To prove the objective, a video-film was designed and produced along with accompanying work-sheets and a survey was conducted with the materials with some students of the intermediate level to prove its effectiveness.

6.1 Chapter I beginning with a brief account of the challenges that lie before our educational system at present, stated that educational technology can go a long way in solving many of our problems. This chapter stated that educational technology is essentially a rational problem-solving approach to education, a way of thinking scientifically and systematically about learning and teaching. The importance accorded to it by our policy-makers is highlighted by referring to the relevant sections in the National Policy on Education, 1986. Next, it traced the growth and development of educational technology in the Third World countries and contrasted it with that in the developed countries.

Referring to English Language Teaching in general, this chapter outlined the various ways in which educational technology can be used for innovative language instruction. It emphasized the fact that while the materials often present language in pseudo-situations, the learner actually needs a greater exposure to actual speech events. It also explained how as instruments of change,
the learning activities may be considered in terms of the four modalities: classroom interaction, media-presentation, self-instruction and co-curricular activities. The syllabus should be organised in such a way that each of the above four complements and reinforce the other three. This chapter ended with a brief overview of the whole thesis.

Chapter II attempted a critical evaluation of the various models of curriculum and syllabus design. It stated that the three models of syllabus design focus either on the linguistic content, or on the four basic skills or on the process of learning itself. The linguistic content is specified in terms of the elements of phonology, grammar and vocabulary in the structural syllabus. The input is selected and graded according to grammatical notions of simplicity and complexity. The functional-notional syllabus is basically synthetic and the content is defined in terms of functions and concepts. Besides linguistic analysis, selection now depends on the analysis of the needs of the learners. Topic-based syllabuses do not make use of any linguistic gradation but the experiential content becomes the starting point for syllabus design. The content is specified in terms of themes, topics and situations.

Skill-based syllabuses concentrate on the four basic skills of listening, speaking, reading and writing (LSRW), and the study skills. The content itself is defined and graded in terms of these skills. The process and the task-based syllabuses are concerned with the pedagogic processes which led to the intended outcomes. Such a syllabus emphasizes the methodology and the need for principles to govern the teaching/learning process. This chapter ended by
Chapter III gave a detailed account of the use of video for language teaching/learning purposes along with a brief review of literature. Much of the literature on the subject begins to appear in the eighties including reports of experiments conducted with different video materials. Many of these studies also demonstrate the actual exploitation of the materials in classroom situations. While examining what sets the video apart from the other media of communication, this chapter contained a detailed discussion of the effectiveness of video as a language teaching aid and traced the development of video communication. With respect to the use of video in the classroom it explained the roles of teachers and learners and the variety of video materials that can be used. This chapter discussed the principles of active viewing and comprehension and explained how repetition, prediction and role-play can promote oral fluency. This chapter ended with suggestions on transfer activities, discussion and project work in order that the richness of the medium can be fully exploited.

Chapter IV began with a short report on the pilot survey conducted with 25 students of the intermediate level from three different schools in Pondicherry. The materials for the pilot survey consisted of four different video-clippings of a news-magazine accompanied by work-sheets focusing on listening comprehension, close observation of visual details and extended discussions. The second part of the chapter gave a detailed account of how the film-script was
designed and structured. It also contained the script of the 27 minute film: "A Holiday with a Difference", produced by the researcher. Based on the theme of eco-tourism, the film contains four episodes alternating between formal and non-formal situations. The film focuses on nine basic communicative functions: Greetings, Requests, Permissions, Instructions, Refusals, Apologies, Thanks, Expression of Doubts and Agreements and Disagreements. This script is accompanied by a set of work-sheets containing tasks on listening comprehension, close-viewing, discussion and writing. The principles for designing the task-sheets were discussed in details. The whole process of viewing the film was broken up into a number of steps and the tasks related to each step were exemplified. This chapter also contained the worksheets which were designed along more conventional lines for the purpose of the survey. This set represents the methodology that is currently used in our classrooms.

Chapter V gave a detailed account of the seventeen-hour survey conducted with three groups of fifty students each. The survey was conducted with intermediate level students in one school and two polytechnic institutions. All the three groups were taught the same nine functions but with the help of three different methodologies. The first group worked with the video package, the second group used the script as a one-act play and the relevant sections of the work-sheets and the third group worked with a different set of stereotypical written exercises along more conventional lines. The entry level and the exit level of each student were ascertained with two one-hour tests. The data was analysed and the academic and psychological outcomes of
the experiment were discussed to show how the methodology of the first group was the most effective among the three.

6.2 This experiment was conducted for a very short period of time and with a limited number of students. But the results are encouraging enough to try out similar experiments with other groups to arrive at modifications and better suggestions. Inspite of its limitations, the following implications can be drawn from this study. All aids while making positive contributions to learning can be overused or misused. Video can be overused by a thoughtless programme planner or teacher who harnesses its potential for effective student control rather than effective teaching. Students like video - particularly when it is relatively new to them. It carries an aura of entertainment which can keep students quiet and relatively contented whether they are learning or not. It can be both overused or misused if one uses it to do a job which could, with a little forethought, be as well or better done with the help of a simpler aid. With a new resource we need to go through a stage of exploring potential and exchanging ideas as there is always the danger that the new resource will become an end in itself rather than a means to achieving learning objectives.

While we are on the threshold of the development of new technologies likely to revolutionise teaching in classrooms, the process of updating the curricula of teacher education has been very slow. The term 'educational technology' does not only include the use of electronic gadgets but is concerned with analysing the systems of educational and designing more effective
systems involving both human and non-human resources which would ensure more efficient and more relevant learning. The term stands for an approach to study, improve and innovate teaching-learning processes so that an individual learner or a group of learners can achieve the desired objectives more efficiently and effectively. Here the term efficiency refers to the saving of time and cost resources utilised in the process and effectiveness refers to the quality and level of the objectives achieved at the end of the process. By itself the radio or the television cannot teach, but a teacher as a facilitator can use this technology as an useful resource for learning and get the students to interact meaningfully. All this is creative, innovative work and the teachers have to be trained to undertake it.

The following recommendations made in the light of this study, would if adopted permit a significant improvement on present performance and practice:

1. Increase the number of audio-visual training courses available for teachers and make more audio-visual equipments and materials available to all schools.

2. There should be increased budgets made available to schools for the acquisition, maintenance and repair of equipments.

3. Schools should have a small workshop for the maintenance and repair of the equipments.

4. Teachers should have more preparation time in order that they may prepare and organise the use of audio-visual materials.

5. Classroom facilities should be improved to include adequate power points.