CHAPTER V
SUMMING UP

5.0.1 Introduction

In this chapter “Summing up” focuses on Validity, reliability, Standardization, realia etc. The exit behaviour test result shows the students’ enhancement in the English language through the new learning environment (CD-ROM). Further, it focuses on hypothesis realization, feedback, limitations of the study, and the scope of the research, effectiveness of the exclusive software merits, and software used for developing prototype software.

5.0.2 Reliability of Rubric Testing

Reliability of rubric testing refers to the process of achieving consistency of assessment scores. In other words, if the test is administered over a period of time to a group of students, it should yield the same consistent results. If the test fails to record with the same result, then it is called to be an unreliable test. Rubric scoring should be made reliable, became, it should consistently reap the same results when it is administered to a group of students over a period of time.

Most of the instructors are probably familiar with the terms (statistical methods), "test/retest reliability", "equivalent-forms reliability", "split half reliability" and "rational equivalence reliability"(Gay, 1987). All these terms are used to establish consistency of student performances with a given test or across more than one test. To make a rubric scoring reliable, two forms of reliability should take on into consideration with broad name “rater (scorer) reliability. The rater reliability refers to the consistency of scores that are assigned by two independent raters and reassigned again at a different point of
time. The first rater is known as Inter-rater reliability and the second one is known as Intra-rater reliability.

Inter rater reliability focuses on the concerns of students whose performance may be judged based on the subjective experience of the rater. Traditionally, inter-rater reliability has been measured by the correlation between two sets of grades assigned to a group of students by two different raters (Hafner, & Hafner, 2003; Newell, Dahm, & Newell, 2002). The result of their exam would vary from the rater to rater. Without a set criterion to guide the rating process, two independent raters may not assign the same score to a given response. Scoring Rubric gives attention to this aspect of the dubious rating system. Scoring rubrics set the criteria at each level of scoring. The descriptions of the score levels are used to guide the evaluation processes. The concern of students may not be eliminated completely by scoring rubrics, but it minimizes the discrepancies.

The intra-rater reliability concerns about the disposition of the rater, which can also affect the rating process. The mood of the rater and whose paper he/she is rating can also have an impact on scoring process. A well designed scoring rubric responds to these intra-rating reliability concerns. It tries to deal these problems so that the rating is reliable and genuine. During the scoring process, the rater ought to revisit the established criteria in order to ensure that consistency is maintained. While developing rubrics, reliability is given a topmost priority alongside validity of the scoring rubrics. Another method of knowing the reliability of scores is anchor paper which is a set of scored responses that illustrates the nuances of the scoring rubric. The next concern is the appropriateness of the scoring rubrics when given to a population of students responding. A scoring rubric that consistently measures the performances of one set of students may not consistently measure the performances of a different set of students. When the cause
of variation in performance and the resulting scores is unrelated to the purpose of the assessment, the scores are unreliable.

The role of teacher in the entire process is also very important. He has to identify implicit criteria which can help in refining the scoring rubric for future assessments. Establishing reliability is the prerequisite for establishing validity. Sometimes an assessment can be reliable but may not be valid; however, a valid assessment is necessarily being reliable.

5.0.3 Validity of Rubric Testing

The term validity means the degree to which the evidence supports that the interpretations are correct and the means taken to the interpretation is appropriate and reliable. There are three things which determine the validity of rubric test interpretation. They are content, construct and criterion.

The first one is content-related evidence. It is related to the response of the students to a specific content and his knowledge about this specific content. The assessment reflects student's knowledge of the content area that is of interest. It is also concerned with the extent to which the assessment instrument adequately samples the content. When a person develops the scoring rubrics, he considers about the content related evidence and sees how many students could grasp it at a time.

Construct-related evidence is the internal processes of individuals. In other words, it is the reasoning process of human beings. When the purpose of an assessment is to evaluate reasoning, both products (that is the answer) and the process (that is the explanation) should be requested and examined. This aspect of validity supports that an assessment measures only the intended constructs of mind.
Criterion-related evidence aims at measuring the results of an assessment which would correlate with a current or future event. This would determine whether the candidate is able to perform the given task or not after having completed the learning process (Rafilson, 1991). If the learner is scoring high in the assessment then he would be able to perform better in activities outside the classroom in the future. On the other hand, if the learner is not scoring well in the classroom set of assessment, and then he would not be able to perform well in the workplace because the adequate learning has not taken place.

Validity of rubric scoring is a vital concern. While developing the scoring rubric, it is important to take into consideration that the results should accurately measure the learning. Many a times, the learning taking place in the classroom setup becomes redundant in the world of workplace. The teachers should give extra care to design the rubric which would help in the transition of students from classroom set up to workplace with adequate learning and skills. The teacher should consider the purpose of the assessment and clearly state what he wants from students. This will help the teacher to give the objectives for the students and the students will also know what is expected of them in the process of learning. In turn, the teacher should also keep the purpose and objectives while developing the scoring rubrics.

Henry (2000), recommended numbering the intended objectives of a given assessment and writing the number of the appropriate objective next to the question that addresses the objective. This method of examining an assessment instrument may be modified to evaluate the appropriateness of a scoring rubric.
It becomes very important to clearly state the purpose and objectives of the assessment. Moreover, it is important to develop scoring criteria that address all the objectives. If any of the objectives is not addressed by the criteria, then it is unlikely that it is going to produce the desired result. If the criteria are not related to the objectives, then again one can question the validity of the rubric scoring.

Content related evidence is considered when the intention of an assessment is to examine the knowledge such as historical facts. Construct related evidence is taken into consideration when designing the scoring rubrics for reasoning which requires more indirect examination. Criterion related evidence is taken into consideration to design the scoring rubric to assess how the student would face outside classroom situation (work place environment). While designing the scoring rubric, if the teacher is aware of all these things, then the validity of rubric development would be better. The results which are determined would be more appropriate.

There is another form of validity evidence which is discussed often i.e. 'Consequential evidence'. Consequential evidence refers to examining the consequences or uses of the assessment results. Consequential evidence refers to examining the outcomes of an assessment and using these outcomes to identify possible alternative interpretations of the assessment results.

Validity generalization is a process and part of personnel selection and Psychometric literature. It is usually done when the correlation between the result and the work outcome is satisfactory. Validity of Rubric scoring is very important in determining whether the test is authentic or not. It helps in finding out the relationship between learning and the outcome of the work.
5.0.4 Standardization

A test managed and scored in a reliable or standard manner is a standardized test. It administered under standardized or controlled conditions as where, how, and for how the participants respond for the course. A well designed standardized test provides an assessment of each student’s score.

Standardized tests were usually obtained on paper. Now it is increasingly being controlled on computers. Standardized tests may come in a variety of forms, multiple-choice and true-false formats are widely used for large-scale testing situations because computers can score them quickly, consistently, and inexpensively. Even though, open-ended essay questions need to be scored by humans using the rubrics to promote consistent evaluations from essay to essay. Computerized systems designed to replace human scoring are currently being developed by a variety of companies. While these systems are still in their infancy, they are nevertheless becoming the object of growing national debate.

For the current study researcher used the computer provided score for the multiple choices, fill in the blank exercise. The researcher used rubric scoring to find out the developments of the students. It clearly measures the gradual growth of the participants in communicative competence.

5.0.5 Realia

The word realia means using real items, found in everyday life, as a teaching aid for language acquisition. According to Nunan (1999) realia is defined as objects and teaching props from the world outside the classroom that are used for teaching and learning. The instructor use realia in ESL/EFL classroom to enhance student understands
of another culture and real life situations. Zukowsky and Faust (1997), consider it as Concrete objects and the paraphernalia of everyday life.

Realia is manual objects that are associated with the target culture; it refers to objects from real life, which is used in the classroom as an instructional kit to enhance language acquisition and production. It provides language learning with multi-sensory impressions so the language which as Rivers (1983) notes is learned partly at least through seeing, hearing, touching, and manipulating” items.

Technology has impacted on the use of realia due to the virtual realia option in language acquisition. The three-dimensional models can be showed through computer screens which allow the learners to see detail. The computer has an option of zooming and looking within objects makes simulated an important learning tool in technical environments. Realia refers to a wide range of materials, of any kind, which are brought to the classroom with the aim of doing innumerable activities based on language learning goals.

**5.0.6 Exit behaviour Post test Score**

The Exit behaviour post test was conducted after completing the prototype course. The result of the exit behaviour activities was an evidence of the MCALL software developed by the researcher. The following tables show the improvement of the participants.
<table>
<thead>
<tr>
<th>No</th>
<th>Activity 1</th>
<th>Task -1</th>
<th>Task -2</th>
<th>Task -3</th>
<th>Task -4</th>
<th>Task -5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grammar</td>
<td>Able to use ‘ing’ form correctly</td>
<td>Able to use active voice and passive voice correctly</td>
<td>Tenses were used correctly</td>
<td>Learners did not use double negatives</td>
<td>Able to use ‘ing’ form correctly</td>
</tr>
<tr>
<td>2</td>
<td>Usages</td>
<td>Correct use of nouns</td>
<td>Able to use standard English</td>
<td>No L1 expression</td>
<td>Appropriate use of preposition</td>
<td>Right use of nouns</td>
</tr>
<tr>
<td>3</td>
<td>Context</td>
<td>Perfectly interact in the target language</td>
<td>Target language was used without L1 influence</td>
<td>Motivated response shown</td>
<td>Perfectly Interact in the target language</td>
<td>Positive Peer group influence</td>
</tr>
<tr>
<td>4</td>
<td>Content development</td>
<td>Proficiency in linking ideas</td>
<td>Appropriate use of ideas</td>
<td>Proficiency in linking ideas</td>
<td>Perfect natural flow of ideas</td>
<td>No repetition of ideas</td>
</tr>
<tr>
<td>5</td>
<td>Spoken Activities /fluency</td>
<td>Spoke without stammering</td>
<td>Spoke without shivering</td>
<td>No stuttering while speaking</td>
<td>No Fillers were used (like ‘um’ and ‘ah’)</td>
<td>Spoke without shivering</td>
</tr>
<tr>
<td>6</td>
<td>Spoken Activities wrong use of Vowels</td>
<td>/iː/ was pronounced perfectly [Economics–iːkɑnɔmɪks]</td>
<td>/ɒ/ was pronounced perfectly [college–kɑlɪdʒ]</td>
<td>/æ/ was pronounced perfectly [Can–kæn]</td>
<td>/ʊ/ was pronounced perfectly [foot–fʊt]</td>
<td>/θ/ was pronounced perfectly [pocket–pɒkɪt]</td>
</tr>
<tr>
<td>7</td>
<td>Spoken Activities wrong use of Consonants</td>
<td>/s/ was pronounced perfectly [Subject–sʌbdʒekt]</td>
<td>/ʃ/ was pronounced perfectly [She–ʃiː]</td>
<td>‘r’ was used correctly [Force – fɔːs]</td>
<td>/w/ was pronounced perfectly [Wind–wɪnd]</td>
<td>/θ/ was pronounced perfectly [Thank–θæŋk]</td>
</tr>
<tr>
<td>No</td>
<td>Activity 1</td>
<td>Task -1</td>
<td>Task -2</td>
<td>Task -3</td>
<td>Task -4</td>
<td>Task -5</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------</td>
<td>----------------------------------</td>
<td>----------------------------------</td>
<td>----------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>8</td>
<td>Spoken activities wrong use of diphthongs</td>
<td>/eɪ/ was pronounced perfectly</td>
<td>/ʊə/ was pronounced perfectly</td>
<td>/aɪ/ was pronounced perfectly</td>
<td>/eɪ/ was pronounced perfectly</td>
<td>/ɑɪ/ was pronounced perfectly</td>
</tr>
<tr>
<td></td>
<td>[Name– neɪm]</td>
<td>[Tourist– tuərɪst]</td>
<td>[Island– aɪlənd]</td>
<td>[Plate– pl eɪt]</td>
<td>[Mine– main]</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Vocabulary</td>
<td>Learners did not struggle for the right word</td>
<td>Appropriate vocabulary</td>
<td>Appropriate use of words</td>
<td>Correct use of words</td>
<td>Learners did not struggle for the right word</td>
</tr>
<tr>
<td>10</td>
<td>Choice of words</td>
<td>Appropriate diction</td>
<td>No dialectical influence</td>
<td>No repetition</td>
<td>Apt words</td>
<td>No dialectical influence</td>
</tr>
<tr>
<td>11</td>
<td>Miss appropriation of words</td>
<td>Able to identify right words</td>
<td>Correct use of words</td>
<td>Able to identify right words</td>
<td>Knowledge about apt words</td>
<td>Perfect choice of words</td>
</tr>
<tr>
<td>12</td>
<td>Coherence/ flow of thoughts</td>
<td>Natural flow of ideas</td>
<td>Relevant to the title</td>
<td>Perfect coherence</td>
<td>Natural flow of ideas</td>
<td>Perfect contextual connection</td>
</tr>
<tr>
<td>13</td>
<td>Influence of mother tongue in writing</td>
<td>Perfect coherence between ideas</td>
<td>No mother tongue influence</td>
<td>No syntactic problem</td>
<td>Learners were able to write without translating L1 to L2</td>
<td>Perfect coherence between ideas</td>
</tr>
<tr>
<td>14</td>
<td>Influence of mother tongue in speaking</td>
<td>Words were pronounced correctly</td>
<td>Native accent</td>
<td>Perfect accuracy</td>
<td>Correct pronunciation</td>
<td>Words were pronounced correctly</td>
</tr>
<tr>
<td>15</td>
<td>Developing a thought into a meaningful sentence generation Writing/speaking</td>
<td>Natural flow in speaking and writing</td>
<td>No memorized expressions</td>
<td>Students were able to generate new ideas on their own</td>
<td>Words articulated properly</td>
<td>Natural flow in speaking and writing</td>
</tr>
</tbody>
</table>

Score | 6/10 | 7/10 | 7.5/10 | 7/10 | 8/10 |
Table 2
Activity - 2

<table>
<thead>
<tr>
<th>No</th>
<th>Activity 2</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Grammar</strong></td>
<td>Able to use correct article</td>
<td>Able to use active voice &amp; passive voice correctly</td>
<td>Learners did not use double negatives</td>
<td>Tense were used correctly</td>
<td>Able to use correct article</td>
</tr>
<tr>
<td>2</td>
<td><strong>Usages</strong></td>
<td>Able to use standard English</td>
<td>Right use of preposition</td>
<td>Right use of phrasal verbs</td>
<td>Able to use standard English</td>
<td>No L1 expression</td>
</tr>
<tr>
<td>3</td>
<td><strong>Context</strong></td>
<td>Positive peer group influence shown</td>
<td>Interest was shown doing activities</td>
<td>Positive peer group influence shown</td>
<td>Target language was used without L1 influence</td>
<td>Able to interact in the target language</td>
</tr>
<tr>
<td>4</td>
<td><strong>Content development</strong></td>
<td>No repetition of ideas</td>
<td>Natural flow of ideas</td>
<td>Confidence was shown</td>
<td>Proper ideas</td>
<td>Natural flow of ideas</td>
</tr>
<tr>
<td>5</td>
<td><strong>Spoken Activities/fluency</strong></td>
<td>No stuttering while speaking</td>
<td>Spoke without stammering</td>
<td>Spoke without shivering</td>
<td>Developed confidence</td>
<td>No stuttering while speaking</td>
</tr>
<tr>
<td>6</td>
<td><strong>Spoken Activities wrong use of Vowels</strong></td>
<td>/ə/ was pronounced perfectly [Above – əbʌv]</td>
<td>/ɪ:/ was pronounced perfectly [Economics – iːkənəmɪks]</td>
<td>/ɒ/ was pronounced perfectly [college – kəlɪdʒ]</td>
<td>/æ/ was pronounced perfectly [Can – kæn]</td>
<td>/ʊ/ was pronounced perfectly [foot – fʌt]</td>
</tr>
<tr>
<td>7</td>
<td><strong>Spoken Activities wrong use of Consonants</strong></td>
<td>/dʒ/ was pronounced perfectly [junction – dʒəŋkʃən]</td>
<td>/s/ was pronounced perfectly [subject – səbdʒekt]</td>
<td>/ʃ/ was pronounced perfectly [she – fʃ:]</td>
<td>‘r’ was used correctly [force – fɔːr]</td>
<td>/w/ was pronounced perfectly [Wind – wind]</td>
</tr>
<tr>
<td>No</td>
<td>Activity 2</td>
<td>Task 1</td>
<td>Task 2</td>
<td>Task 3</td>
<td>Task 4</td>
<td>Task 5</td>
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</tr>
<tr>
<td>8</td>
<td>Spoken activities wrong use of diphthongs</td>
<td>/əɪ/ was pronounced perfectly [mine– main]</td>
<td>/eə/ was pronounced perfectly [tourist– tʊərɪst]</td>
<td>/əɪ/ was pronounced perfectly [plate– pl ɛrt]</td>
<td>/eɪ/ was pronounced perfectly [Island– arlənd]</td>
<td>/eɪ/ was pronounced perfectly [mine– main]</td>
</tr>
<tr>
<td>9</td>
<td>Vocabulary</td>
<td>Expressive vocabulary</td>
<td>Appropriate vocabulary</td>
<td>Correct use of words</td>
<td>Right use of words</td>
<td>Expressive vocabulary</td>
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<tr>
<td>10</td>
<td>Choice of words</td>
<td>Totally away from RP</td>
<td>Apt words</td>
<td>Totally away from RP</td>
<td>No dialectical influence</td>
<td>Appropriate diction</td>
</tr>
<tr>
<td>11</td>
<td>Miss appropriation of words</td>
<td>Right choice of words</td>
<td>Knowledge about apt words</td>
<td>Correct use of words</td>
<td>Perfect choice of words</td>
<td>Able to identify right words</td>
</tr>
<tr>
<td>12</td>
<td>Coherence/flow of thoughts</td>
<td>No repetition of same idea</td>
<td>Natural flow of thought</td>
<td>Contextual connection</td>
<td>Relevant to the title</td>
<td>No repetition of same idea</td>
</tr>
<tr>
<td>13</td>
<td>Influence of mother tongue in writing</td>
<td>Usage was suited to the context</td>
<td>No mother tongue influence</td>
<td>Learners were able to write without translating L1 to L2</td>
<td>No syntactic problem</td>
<td>Usage was suited to the context</td>
</tr>
<tr>
<td>14</td>
<td>Influence of mother tongue in speaking</td>
<td>Native accent</td>
<td>With perfect accuracy</td>
<td>Words were pronounced correctly</td>
<td>No literal translation</td>
<td>With perfect accuracy</td>
</tr>
<tr>
<td>15</td>
<td>Developing a thought into a meaningful sentence generation Writing/speaking</td>
<td>Feeling comfortable</td>
<td>No memorized expression</td>
<td>Words articulated properly</td>
<td>Students were able to generate new ideas on their own</td>
<td>Feeling comfortable</td>
</tr>
</tbody>
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Score: 7/10 7/10 7/10 7.5/10 7/10
<table>
<thead>
<tr>
<th>No</th>
<th>Activity 3</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Grammar</strong></td>
<td>Able to use active voice &amp; passive voice correctly</td>
<td>Tense were used correctly</td>
<td>Able to use ‘ing’ form correctly</td>
<td>Able to use active voice &amp; passive voice correctly</td>
<td>Learners did not use double negatives</td>
</tr>
<tr>
<td>2</td>
<td><strong>Usages</strong></td>
<td>No L1 expression</td>
<td>Correct use of prepositions</td>
<td>No L1 expression</td>
<td>Appropriate use of preposition</td>
<td>Use of standard English</td>
</tr>
<tr>
<td>3</td>
<td><strong>Context</strong></td>
<td>Able to interact in the target language successfully</td>
<td>Target language was used without L1 influence</td>
<td>Motivated response shown</td>
<td>Interest was shown for doing activities</td>
<td>Target language was used without L1 influence</td>
</tr>
<tr>
<td>4</td>
<td><strong>Content development</strong></td>
<td>Confidence was shown</td>
<td>No repetition of ideas</td>
<td>Natural flow of ideas</td>
<td>Proficiency in linking ideas</td>
<td>Confidence was shown</td>
</tr>
<tr>
<td>5</td>
<td><strong>Spoken Activities fluency</strong></td>
<td>No fillers were used (like ‘um’ and ‘ah’)</td>
<td>Spoke without stammering</td>
<td>Developed confidence</td>
<td>Spoke without shivering</td>
<td>No fillers were used (like ‘um’ and ‘ah’)</td>
</tr>
<tr>
<td>6</td>
<td><strong>Spoken Activities wrong use of Vowels</strong></td>
<td>/ɪ/ was pronounced perfectly in <strong>pocket</strong></td>
<td>/ɒ/ was pronounced perfectly in <strong>college</strong></td>
<td>/æ/ was pronounced perfectly in <strong>Can</strong></td>
<td>/ə/ was pronounced perfectly in <strong>Above</strong></td>
<td>/ʊ/ was pronounced perfectly in <strong>foot</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>[pɒkɪt]</td>
<td>[kɒlɪdʒ]</td>
<td>[kæn]</td>
<td>[ʌbʌv]</td>
<td>[fʌt]</td>
</tr>
<tr>
<td>7</td>
<td><strong>Spoken Activities wrong use of Consonants</strong></td>
<td>/ʃ/ was pronounced perfectly in <strong>she</strong></td>
<td>‘r’ was used correctly</td>
<td>/w/ was pronounced perfectly in <strong>Wind</strong></td>
<td>/θ/ was pronounced perfectly in <strong>thank</strong></td>
<td>/dʒ/ was pronounced perfectly in <strong>junction</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>[ʃiː]</td>
<td>[foːs]</td>
<td>[wɪnd]</td>
<td>[θæŋk]</td>
<td>[dʒəŋk]</td>
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<td>No</td>
<td>Activity 3</td>
<td>Task 1</td>
<td>Task 2</td>
<td>Task 3</td>
<td>Task 4</td>
<td>Task 5</td>
</tr>
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<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>8</td>
<td>Spoken activities wrong use of diphthongs</td>
<td>/ai/ was pronounced perfectly in [Island-arlænd]</td>
<td>/ei/ was pronounced perfectly in [plate- plert]</td>
<td>/ua/ was pronounced perfectly in [tourist- tʊərɪst]</td>
<td>/ai/ was pronounced perfectly in [mine-main]</td>
<td>/ei/ was pronounced perfectly in [plate- plert]</td>
</tr>
<tr>
<td>9</td>
<td>Vocabulary</td>
<td>Appropriate vocabulary</td>
<td>Right use of words</td>
<td>Learners did not struggle for right words</td>
<td>Appropriate vocabulary</td>
<td>Correct use of words</td>
</tr>
<tr>
<td>10</td>
<td>Choice of words</td>
<td>Appropriate diction</td>
<td>No dialectical influence</td>
<td>No repetition</td>
<td>Appropriate diction</td>
<td>Maintained standard use of words</td>
</tr>
<tr>
<td>11</td>
<td>Miss appropriation of words</td>
<td>Correct use of words</td>
<td>Right choice of words</td>
<td>Able to identify right words</td>
<td>Knowledge about apt words</td>
<td>Correct use of words</td>
</tr>
<tr>
<td>12</td>
<td>Coherence/flow of thoughts</td>
<td>Perfect coherence</td>
<td>Natural flow of ideas</td>
<td>Relevant to the title</td>
<td>Perfect contextual connection</td>
<td>Perfect coherence</td>
</tr>
<tr>
<td>13</td>
<td>Influence of mother tongue in writing</td>
<td>No Mother tongue influence</td>
<td>Learners were able to write without translating L1 to L2</td>
<td>Usage was suited to the context</td>
<td>Perfect coherence between ideas</td>
<td>Learners were able to write without translating L1 to L2</td>
</tr>
<tr>
<td>14</td>
<td>Influence of mother tongue in speaking</td>
<td>Correct pronunciation</td>
<td>No literal translation</td>
<td>Correct Pronunciation</td>
<td>perfect accuracy</td>
<td>Native accent</td>
</tr>
<tr>
<td>15</td>
<td>Developing a thought into a meaningful sentence generation Writing /speaking</td>
<td>No memorized expression</td>
<td>Students were able to generate new ideas on their own</td>
<td>Natural flow in speaking and writing</td>
<td>No memorized expression</td>
<td>Words articulated properly</td>
</tr>
<tr>
<td></td>
<td>Score</td>
<td>6.5/10</td>
<td>7.5/10</td>
<td>7/10</td>
<td>7/10</td>
<td>8/10</td>
</tr>
</tbody>
</table>
### Table 4
#### Activity - 4

<table>
<thead>
<tr>
<th>No</th>
<th>Activity 4</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grammar</td>
<td>Learners did not use double negatives</td>
<td>Able to use correct article</td>
<td>Learners did not use double negatives</td>
<td>Tense were used correctly</td>
<td>Able to use active voice and passive voice correctly</td>
</tr>
<tr>
<td>2</td>
<td>Usages</td>
<td>Able to use standard English</td>
<td>Appropriate use of preposition</td>
<td>Appropriate use of phrasal verbs</td>
<td>Correct use of nouns</td>
<td>Appropriate use of preposition</td>
</tr>
<tr>
<td>3</td>
<td>Context</td>
<td>Motivated response shown</td>
<td>Interaction in the target language</td>
<td>Target language used without L1 influence</td>
<td>Positive peer group influence</td>
<td>Motivated response shown</td>
</tr>
<tr>
<td>4</td>
<td>Content development</td>
<td>Appropriate use of ideas</td>
<td>No repetition</td>
<td>Proficiency in linking ideas</td>
<td>Perfect natural flow of ideas</td>
<td>Appropriate use of ideas</td>
</tr>
<tr>
<td>5</td>
<td>Spoken Activities fluency</td>
<td>Spoke without stammering</td>
<td>Spoke without shivering</td>
<td>No Stuttering while speaking</td>
<td>Spoke without stammering</td>
<td>Spoke coherently</td>
</tr>
<tr>
<td>6</td>
<td>Spoken Activities wrong use of Vowels</td>
<td>/ɪː/ was pronounced perfectly in [Economics – iːkɒnɒmɪks]</td>
<td>/əʊ/ was pronounced perfectly in [college – kɒlɪdʒ]</td>
<td>/ɪ/ was pronounced perfectly in [pocket – pɒkɪt]</td>
<td>/æ/ was pronounced perfectly in [Above – əbʌv]</td>
<td>/æ/ was pronounced perfectly in [Can – kæn]</td>
</tr>
<tr>
<td>7</td>
<td>Spoken Activities wrong use of Consonants</td>
<td>/s/ was pronounced perfectly in [subject – sʌbdʒekt]</td>
<td>/ʃ/ was pronounced perfectly in [she – ʃiː]</td>
<td>‘r’ was used correctly [Force – fɔːs]</td>
<td>/w/ was pronounced perfectly [Wind – wɪnd]</td>
<td>/θ/ was pronounced perfectly in[thank – θæŋk]</td>
</tr>
<tr>
<td>No</td>
<td>Activity 4</td>
<td>Task 1</td>
<td>Task 2</td>
<td>Task 3</td>
<td>Task 4</td>
<td>Task 5</td>
</tr>
<tr>
<td>----</td>
<td>----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8</td>
<td>Spoken activities wrong use of diphthongs /aɪ/ was pronounced perfectly in [Island–aɪlənd] /eɪ/ was pronounced perfectly in [Plate– plɛt] /eɪ/ was pronounced perfectly in [Name– nɛɪm] /əʊ/ was pronounced perfectly in [Tourist–tuərɪst] /aɪ/ was pronounced perfectly in [Mine–main]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Vocabulary</td>
<td>Correct use of words</td>
<td>Expressive vocabulary</td>
<td>Correct use of words</td>
<td>Right use of words</td>
<td>Appropriate vocabulary</td>
</tr>
<tr>
<td>10</td>
<td>Choice of words</td>
<td>Apt words</td>
<td>Appropriate diction</td>
<td>Maintained standard use of words</td>
<td>No dialectical influence</td>
<td>Apt words</td>
</tr>
<tr>
<td>11</td>
<td>Miss appropriation of words</td>
<td>Correct words</td>
<td>Right choice of words</td>
<td>Knowledge about apt words</td>
<td>Able to identify right words</td>
<td>Correct words</td>
</tr>
<tr>
<td>12</td>
<td>Coherence / flow of thoughts</td>
<td>Natural flow of ideas</td>
<td>Relevant to the title</td>
<td>Perfect coherence</td>
<td>No repetition of same idea</td>
<td>Relevant to the title</td>
</tr>
<tr>
<td>13</td>
<td>Influence of mother tongue in writing</td>
<td>No syntactic problem</td>
<td>Perfect coherence between ideas</td>
<td>No syntactic problem</td>
<td>Learners were able to write without translating L1 to L2</td>
<td>No mother tongue influence</td>
</tr>
<tr>
<td>14</td>
<td>Influence of mother tongue in speaking</td>
<td>Native accent</td>
<td>Perfect accuracy</td>
<td>Words were pronounced correctly</td>
<td>Native accent</td>
<td>Correct Pronunciation</td>
</tr>
<tr>
<td>15</td>
<td>Developing a thought into a meaningful sentence generation Writing /speaking</td>
<td>Words articulate properly</td>
<td>Feeling comfortable</td>
<td>Words articulate properly</td>
<td>Students were able to generate new ideas on their own</td>
<td>No memorized expression</td>
</tr>
<tr>
<td></td>
<td>Score</td>
<td>7.5/10</td>
<td>7/10</td>
<td>7.5/10</td>
<td>7.5/10</td>
<td>7.5/10</td>
</tr>
<tr>
<td>No</td>
<td>Activity 5</td>
<td>Task 1</td>
<td>Task 2</td>
<td>Task 3</td>
<td>Task 4</td>
<td>Task 5</td>
</tr>
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<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>1</td>
<td>Grammar</td>
<td>Wrong use of active voice &amp; passive voice</td>
<td>Use of double present and past tense</td>
<td>Correct use of ‘ing’ form</td>
<td>Able to use correct article</td>
<td>Tense were used correctly</td>
</tr>
<tr>
<td>2</td>
<td>Usages</td>
<td>Appropriate use of phrasal verbs</td>
<td>Use of standard English</td>
<td>Appropriate use of preposition</td>
<td>No L1 expression</td>
<td>Appropriate use of phrasal verbs</td>
</tr>
<tr>
<td>3</td>
<td>Context</td>
<td>Interest was shown for doing activities</td>
<td>Able to interact in the target language</td>
<td>Positive peer group influence</td>
<td>Target language was used without L1 proficiency</td>
<td>Interest was shown for doing activities</td>
</tr>
<tr>
<td>4</td>
<td>Content development</td>
<td>No repetition</td>
<td>Natural flow of ideas</td>
<td>Confidence was shown</td>
<td>No repetition</td>
<td>Proficiency in linking ideas</td>
</tr>
<tr>
<td>5</td>
<td>Spoken Activities fluency</td>
<td>Developed confidence</td>
<td>No fillers (like ‘um’ and ‘ah’) were used frequently</td>
<td>Spoke appropriately</td>
<td>Spoke without shivering</td>
<td>Spoke without stammering</td>
</tr>
<tr>
<td>6</td>
<td>Spoken Activities wrong use of Vowels</td>
<td>/ə/ was pronounced perfectly in [Above – əbəv]</td>
<td>/ʌ:/ was pronounced perfectly in [Economics- i:kənəmtiks]</td>
<td>/ə/ was pronounced perfectly in [college- kəlɔdʒ]</td>
<td>/æ/ was pronounced perfectly in [Can – kæn]</td>
<td>/u/ was pronounced perfectly in [foot – fut]</td>
</tr>
<tr>
<td>7</td>
<td>Spoken Activities wrong use of Consonants</td>
<td>/s/ was pronounced perfectly in [Subject – səbdʒekt]</td>
<td>/ʃ/ was pronounced perfectly in [She –ʃi:]</td>
<td>‘r’ was used correctly [Force – fɔːs]</td>
<td>/w/ was pronounced perfectly in [Wind – wɪnd]</td>
<td>/θ/ was pronounced perfectly in [Thank – θæŋk]</td>
</tr>
<tr>
<td>No</td>
<td>Activity 5</td>
<td>Task 1</td>
<td>Task 2</td>
<td>Task 3</td>
<td>Task 4</td>
<td>Task 5</td>
</tr>
<tr>
<td>----</td>
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<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Spoken activities wrong use of diphthongs</td>
<td>/aɪ/ was pronounced perfectly in [Island-əɪlənd]</td>
<td>/eɪ/ was pronounced perfectly in [plate-pl eɪt]</td>
<td>/ʊə/ was pronounced perfectly in [tourist- tʊərɪst]</td>
<td>/aɪ/ was pronounced perfectly in [mine-main]</td>
<td>/eɪ/ was pronounced perfectly in [Name-nerm]</td>
</tr>
<tr>
<td></td>
<td>Vocabulary</td>
<td>Appropriate vocabulary</td>
<td>Right use of words</td>
<td>Learners did not struggle for the right word</td>
<td>Expressive vocabulary</td>
<td>Right use of words</td>
</tr>
<tr>
<td></td>
<td>Choice of words</td>
<td>No repetition</td>
<td>Appropriate diction</td>
<td>No dialectical influence</td>
<td>Maintained standard use of words</td>
<td>No repetition</td>
</tr>
<tr>
<td></td>
<td>Miss appropriation of words</td>
<td>Right choice of words</td>
<td>Knowledge about apt words</td>
<td>Correct words</td>
<td>Correct use of words</td>
<td>Knowledge about apt words</td>
</tr>
<tr>
<td></td>
<td>Coherence / flow of thoughts</td>
<td>Contextual connection</td>
<td>No repetition of same idea</td>
<td>Contextual connection</td>
<td>Not relevant to the title</td>
<td>Natural flow of thought</td>
</tr>
<tr>
<td></td>
<td>Influence of mother tongue in writing</td>
<td>No mother tongue influence</td>
<td>Learners were able to write without translating L1 to L2</td>
<td>Usage was suited to the context</td>
<td>No mother tongue influence</td>
<td>No syntactic problem</td>
</tr>
<tr>
<td></td>
<td>Influence of mother tongue in speaking</td>
<td>No literal translation</td>
<td>Native accent</td>
<td>Pronunciation problem</td>
<td>Perfect accuracy</td>
<td>No literal translation</td>
</tr>
<tr>
<td></td>
<td>Developing a thought into a meaningful sentence generation Writing /speaking</td>
<td>No memorized expression</td>
<td>Students were able to generate new ideas on their own</td>
<td>Natural flow of speaking and writing</td>
<td>Feeling comfortable</td>
<td>Fluent in Speaking</td>
</tr>
<tr>
<td></td>
<td>Score</td>
<td>7.5/10</td>
<td>7.5/10</td>
<td>7.5/10</td>
<td>8/10</td>
<td>7/10</td>
</tr>
</tbody>
</table>
Table 6
Consolidated Score of Exit Behaviour Test Activities

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grammar</td>
<td>Able to use ‘ing’ form correctly</td>
<td>Able to use correct article</td>
<td>Able to use active voice &amp; passive voice correctly</td>
<td>Learners did not use double negatives</td>
<td>Tense were used correctly</td>
</tr>
<tr>
<td>2</td>
<td>Usages</td>
<td>Correct use of nouns</td>
<td>Use of standard English</td>
<td>No L1 expression</td>
<td>Appropriate use of preposition</td>
<td>Right use of phrasal verbs</td>
</tr>
<tr>
<td>3</td>
<td>Context</td>
<td>Perfectly interact in the target language</td>
<td>Positive peer group influence</td>
<td>Target language was used without L1 influence</td>
<td>Motivated response shown</td>
<td>Interest was shown in doing activities</td>
</tr>
<tr>
<td>4</td>
<td>Content development</td>
<td>Proficiency in linking ideas</td>
<td>Natural flow of ideas</td>
<td>Confidence was shown</td>
<td>Appropriate use of ideas</td>
<td>No repetition</td>
</tr>
<tr>
<td>5</td>
<td>Spoken Activities fluency</td>
<td>Spoke without shivering</td>
<td>No stuttering while speaking</td>
<td>No fillers were used (like ‘um’ and ‘ah’)</td>
<td>Spoke without stammering</td>
<td>Developed confidence</td>
</tr>
<tr>
<td>6</td>
<td>Spoken Activities wrong use of Vowels</td>
<td>/ə/ was pronounced perfectly in [Economics–ɪ:konɒmɪks]</td>
<td>/ð/ was pronounced perfectly in [Above–əbæv]</td>
<td>/θ/ was pronounced perfectly in [pocket–pɒkɪt]</td>
<td>/u/ was pronounced perfectly in [foot–fʊt]</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Spoken Activities wrong use of Consonants</td>
<td>/ʃ/ was pronounced perfectly in [she–ʃi:]</td>
<td>‘r’ was pronounced perfectly in [Force – fɔːs]</td>
<td>/θ/ was pronounced perfectly in [thank–θæŋk]</td>
<td>/w/ was pronounced perfectly in [Wind–wɪnd]</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Spoken activities wrong use of diphthongs</td>
<td>/eɪ/ was pronounced perfectly in [Name–nɛɪm]</td>
<td>/æɪ/ was pronounced perfectly in [mine–main]</td>
<td>/eɪ/ was pronounced perfectly in [plate–plɛɪt]</td>
<td>/əʊ/ was pronounced perfectly in [Island–aɪlənd]</td>
<td>/ʊə/ was pronounced perfectly in [tourist–tʊərɪst]</td>
</tr>
<tr>
<td>No</td>
<td>Aspect</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
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<td>----</td>
<td>---------------------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>9</td>
<td>Vocabulary</td>
<td>Learners did not struggle for the right word</td>
<td>Expressive vocabulary</td>
<td>Appropriate vocabulary</td>
<td>Correct use of words</td>
<td>Right use of words</td>
</tr>
<tr>
<td>10</td>
<td>Choice of words</td>
<td>No dialectical influence</td>
<td>Maintained standard use of words</td>
<td>Appropriate diction</td>
<td>Apt words</td>
<td>No repetition</td>
</tr>
<tr>
<td>11</td>
<td>Miss appropriation of words</td>
<td>Able to identify right words</td>
<td>Right choice of words</td>
<td>Correct use of words</td>
<td>Correct words</td>
<td>Knowledge about apt words</td>
</tr>
<tr>
<td>12</td>
<td>Coherence / flow of thoughts</td>
<td>Natural flow of ideas</td>
<td>No repetition of same idea</td>
<td>Perfect coherence</td>
<td>Relevant to the title</td>
<td>Contextual connection</td>
</tr>
<tr>
<td>13</td>
<td>Influence of mother tongue in writing</td>
<td>Perfect coherence between ideas</td>
<td>Usage were suited to the context</td>
<td>Learners were able to write without translating from L1 to L2</td>
<td>No syntactic problem</td>
<td>No mother tongue influence</td>
</tr>
<tr>
<td>14</td>
<td>Influence of mother tongue in speaking</td>
<td>Words were pronounced correctly</td>
<td>Usage was suited to the context</td>
<td>Correct pronunciation</td>
<td>Native accent</td>
<td>No literal translation</td>
</tr>
<tr>
<td>15</td>
<td>Developing a thought into a meaningful sentence generation Writing /speaking</td>
<td>Natural flow of speaking and writing</td>
<td>Feeling comfortable</td>
<td>No memorized expression</td>
<td>Words articulated properly</td>
<td>Students were able to generate new ideas on their own</td>
</tr>
<tr>
<td></td>
<td>Score</td>
<td>34.5/50 (69%)</td>
<td>36/50 (72%)</td>
<td>36.5/50 (73%)</td>
<td>37/50 (74%)</td>
<td>37.5/50 (75%)</td>
</tr>
</tbody>
</table>
5.0.7. Feedback from the Target Group

**Student 1:** One of the best parts of the CD is the Sound System. It helps me to learn the articulation of each sound as well as it helps me to overcome and avoid the mother tongue influence while speaking.

**Student 2:** The tasks F (speaking) gave us an opportunity to speak about different topics. First, I felt difficult to speak but the recording options help me to identify my mistakes in speaking.

**Student 3:** With the help of the software I have improved my speaking ability. I learned more Idioms and phrases.

**Student 4:** I think the course on the whole useful for us. It covers all areas as vocabulary, idioms and phrases, reading, writing, speaking and listening. The extra activities, letter writing, poster, invitation card, report writing, help us to be familiar with all areas.
**Student 5:** The course has changed my way of speaking. Especially sound system and the pronunciation tasks help me to articulate correctly.

**Student 6:** I have finished the course; due to this course I am able to use the usages correctly. I feel more confident to speak without tension.

**Student 7:** I have completed the activities. I feel it is extremely helpful. I have learned to use the tense and auxiliary verbs correctly.

**Student 8:** This course helps me to speak fluently especially the conversation practice and the speaking tasks improved me.

**Student 9:** The conversations are real like situations which help me to use correctly according to the situations.

**Student 10:** The activities were related to the real life situations. It helps me to identify and use the correct sentences in the right situations.

### 5.0.8. Hypothesis Realization

1. The first hypothesis “English language can be acquired through Learner-centered activities and contextualization” has been comprehended through introducing learner centered activities and contextualization. Learner centered activities and contextualization stimulates learners' interest and thus they were able to develop different aspects of communicative competence in English.

2. The second hypothesis “English language acquisition can take place effectively only when the native like environment is created in the classroom” has been realized through creating native environment. In the native like environment they were able to learn a second language effectively.

3. The third hypothesis “Native-like environment can be created in the English language classroom through Computer Assisted Language Learning (CALL) and Multimedia” has been realized through native like MCALL (Multimedia and
Computer assisted language learning) activities can create real life situations and was able to learn a second language easily.

4. The fourth hypothesis “Computational linguistics can be applied in Second Language Acquisition only through the effective use of CALL and Multimedia” has been comprehended through introducing CALL and Multimedia with computational linguistics in second language acquisition. Multimedia CALL and computational linguistics process or produce human language accurately and produced an effective learning environment.

5. The fifth hypothesis Computational linguistics and applications of CALL and Multimedia in English Language classroom can effectively be practiced through the effective use of computer programming languages such as Visual Studio 2012, C#.net, SQL Lite 3, ADO.net, NAudio, Sound forge, Text speaker, Photoshop, Word.

6. The sixth hypothesis “Application of Computational Linguistics and effective use of CALL and Multimedia can pave way for the unconscious internalizing of English language and thereby it will make the learner, independent and communicatively competent” has been realized through the application of computational linguistics and the effective use of CALL and Multimedia. MCALL technology used in the prototype course and the learners were able to develop their communicative competence.

5.0.9. Scope of the Research

The research carried out by the researcher and the prototype course developed by the researcher can be practiced throughout the world where ever the condition and the context are similar to that of this research. Further, the course developed by the researcher can be developed for all levels.
5.0.10. Limitations of the Study

The course was designed based on the needs of the selected students of the Manonmaniam Sundaranar University. The course can be more effective wherever the context and the situation are similar. However, each and every research has its own limitations; some common limitations in implementing MCALL are as follows.

1. Lack of funds for MCALL implementations
2. ELT teachers may have negative attitudes towards MCALL.
3. There is fear that MCALL might replace teachers.
4. Many ELT teachers are anxious about MCALL because they have limited skills and experience in MCALL theory and delivery.
5. Comparing of the recorded voice with the standard pronunciation-RP due to the fact that the affordability of utilizing such system at the micro level may not be possible.
6. Some of the programming for the development of an in-diginies software which was exclusively developed by the researcher had to seek the help of a proffessionally trained software expert.

5.0.11. Effectiveness of the Exclusive Software Prepared by the Researcher

The rapid development of the computer based learning technologies has led to enormous spending by educational establishments on hardware and software. Language teachers have a choice between using commercially produced materials and creating their own materials. The selection of hardware and software to be purchased is a significant responsibility. “Often the role of the teacher, as author of material arises because existing commercially produced materials are in some way deficient” (Levy, CALL: context 105). Many researchers accepted the significance of language teachers' role in organizing the materials and facilitating second language learning (Hertz, 1987; John, 1986; Nunan, 1988). Because there are many poor CALL software programs due to the lack of programmers with linguistic knowledge, language teaching approaches,
and experiences so Pusack (1983) says that “The teachers should author software” (19).

In MCALL technology the teacher has a significant role. The teacher plays central role in managing the interaction with the computer program and selecting material for developing software. The three main components of MCALL are a teacher, student and computer.

**Teacher**

![Diagram of three main factors of MCALL]

**Model of three main factors of MCALL**

This model shows the role of the teacher and the role of computer and here the computer act as a tool rather than a tutor to facilitate learning. “The function of the computer as a tool is to enhance or improve the efficiency of the work of the teacher or student” (Levy, CALL: context 184). In short, the teachers act as a tutor and material developer to smooth the process of learning.

There are various evidences of synchronous CALL and Multimedia as a pedagogical tool for language learning. For example, by permitting delayed response, synchronous CALL and Multimedia provides language learners with conditions for planning, reflecting, noticing and repairing language production (Hudson, & Bruckman, 2002; Kelm, 1992; Kroonenberg, 1994/1995; Lai, & Zhao, 2006). By encouraging a more reflective and a less face-threatening approach to language learning, there is evidence to suggest that CALL and Multimedia Software helps to reduce learners' communicative anxiety (Beauvois, 1998,1999; Freiermuth, 1998; Kern, 1995) and

5.1.11 Significant merits of MCALL Software

(a) Combination of media

MCALL technology provides opportunities to experience language in a variety of media, written text, pictures and sound, each of which can serve to reinforce the other. Combination of variety of media fosters communicative language learning. The MCALL software is originated with a cognitive theory of learning and Baddeley’s (1986) model of working memory which accept that humans have separate information processing channels for auditory and visual processing. Working memory is based on the two sensory modalities, i.e. verbal and pictorial form. Mayer (2001), defines the verbal and pictorial form as dual-code or dual-channel learning. According to the sensory modalities the learners use two sensory channels, eyes for video and text and ears for sound, in a multimedia environment which provides a fuller type language input.

![Fig. 1. Cognitive theory of multimedia learning (Mayer 2001)](image-url)
(b) Interactivity

The strength of the MCALL software is the learner can interact with the learning materials and the reference materials. Interactivity in MCALL software can take a variety of forms, checking comprehension of language input and reacting to feedback of one’s productive efforts. MCALL software provides an opportunity to check, clarify, and confirm their understanding.

(c) No threatening

The MCALL software students can work individually in the CD-ROM. Errors usually only known to the learner. There is no public loss of face at errors in areas in which classmates may presume to be of an elementary level. Alleviation of such pressure would serve to lower affective fillers.

(d) Motivation

The combination of media, individual learning space, immediate feedback, loss of face at errors, and variety of areas should motivate the second language learner to use MCALL software effectively.

5.0.12 Softwares Used for the Present Research

1. **Visual Studio 2012:** IDE (Visual Studio is a suite of component-based software development tools and other technologies for building powerful, high-performance applications. It is an integrated development environment using which all software and websites are developed in Microsoft technologies. It is a software package which needs to be installed in a system before developing a software or website. It is a product of Microsoft. Visual Studio 2012 is one of the latest versions of its kind. Visual Studio will provide all the tools and services necessary for designing and developing software).
2. **C#.net:** Programming language. (It is a programming language developed by Microsoft, used to develop software. It is an object oriented programming language which has similar features of C++ and Core Java. C# is a very stable and secure language which is widely used for past few years).

3. **SQLITE3:** It is a relational database management system contained in a C programming library. In contrast to other database management systems, SQLite is not a separate process that is accessed from the client application, but an integral part of it. Sqlite3 can be used to create a database, define tables within it, insert and change rows, run queries and manage a SQLite database file. This program is a single executable file on the host machine.

4. **ADO.net:** Middle end (It is a set of classes available in the Microsoft .net framework which helps software to communicate with a database. Any software or website development using Visual Studio can use ADO.net for accessing to a database such as SQL Server.)

5. **NAudio:** NAudio is an open source audio API for .NET written in C# which provides a comprehensive set of audio related classes allowing easy development of utilities that play or record audio, or manipulate audio files in some way.

6. **Word:** Used for text editing.

7. **Sound Forge:** Used for editing audio.

8. **Text Speaker:** Used for recording.

9. **Photoshop:** Used for editing photos.
5.1.12 Brief Description about the Prototype English Speaking Course

The prototype English speaking course was developed as a windows application. Microsoft C# was used as the programming language and more than 150 forms were developed in this application. Brief description about the application is as follows:

For starting the course double click the icon (English Tutor. Exe file). When the application starts the main window will be loaded, while showing the main window an audio will be played in the background. The top of the main window consists of two pull down menu as **Teacher** and **Student**. In the second one **Student** carries three different options as **Registration**, **Login** and **Reset password**. Here the students have to register their name and few details including their user id and password. After completing the registration the students can login to the activities by giving their user id and password. If a student wishes to reset their password they can change by using the Reset Password option. The first option is meant for the teacher. Here the teacher can log in by giving the username and password (The teacher login username and the password of this application is: Username: msu, Password: msu). A Teacher’s Evaluation window will be loaded. In this window the teacher can evaluate each students work by giving their user id, Activity and Task. Four more options are there as **New Registration**, **Delete Activities**, **Student details** and **To Delete**.

In the **New Registration** the teacher can register a new Username and Password. In the second one **Delete Activities** the teacher can select a particular activity and task to delete the evaluation details about the task. The **Student details** provide the information about the students name, user id and password etc. **To delete** used to delete the students user id’s.
After completing the **Students login** a new window will appear (Student Activity Zone). Here the students can choose different activities. Twenty five activities were included with six tasks each. While completing the sixth task of each activity there will be an option for learning Sound system (Go to sound system).

### 5.2.12 Program Code of a Task

```csharp
using System;
using System.Collections.Generic;
using System.ComponentModel;
using System.Data;
using System.Drawing;
using System.Linq;
using System.Text;
using System.Windows.Forms;

namespace EnglishTutor
{
    public partial class activity1 : Form
    {
        int r;
        int w;
        decimal x;
        public activity1()
        {
            InitializeComponent();
        }

        private void button2_Click(object sender, EventArgs e)
        {
            try
            {
                ActivityTaskB f1 = new ActivityTaskB();
                this.Close();
                f1.Show();
            }
            catch
            {
            }
            finally
            {
            }
        }

        private void button1_Click(object sender, EventArgs e)
        {
            if (t1.Text == "have")
            {
                t1.BackColor = Color.Green;
                r = r + 1;
            }
            else
            {
```
// t1.Text = "Incorrect";
  t1.BackColor = Color.Red;
  w = w + 1;
}

if (t2.Text == "cherish")
{
  t2.BackColor = Color.Green;
  r = r + 1;
}
else
{
  //t2.Text = "Incorrect";
  t2.BackColor = Color.Red;
  w = w + 1;
}
if (t3.Text == "scarcely")
{
  t3.BackColor = Color.Green;
  r = r + 1;
}
else
{
  //t3.Text = "Incorrect";
  t3.BackColor = Color.Red;
  w = w + 1;
}
if (t4.Text == "shall")
{
  t4.BackColor = Color.Green;
  r = r + 1;
}
else
{
  //t4.Text = "Incorrect";
  t4.BackColor = Color.Red;
  w = w + 1;
}
if (t6.Text == "incentive")
{
  t6.BackColor = Color.Green;
  r = r + 1;
}
else
{
  //t6.Text = "Incorrect";
  t6.BackColor = Color.Red;
  w = w + 1;
}
if (t7.Text == "Perhaps")
{
  t7.BackColor = Color.Green;
  r = r + 1;
}
else
{
  //t7.Text = "Incorrect";
  t7.BackColor = Color.Red;
  w = w + 1;
}
if (t8.Text == "timid")
{
    t8.BackColor = Color.Green;
    r = r + 1;
}
else
{
    //t8.Text = "Incorrect";
    t8.BackColor = Color.Red;
    w = w + 1;
}
if (t9.Text == "meanest")
{
    r = r + 1;
}
else
{
    //t9.Text = "Incorrect";
    w = w + 1;
}
if (t10.Text == "climbing")
{
    t10.BackColor = Color.Green;
    r = r + 1;
}
else
{
    //t10.Text = "Incorrect";
    t10.BackColor = Color.Red;
    w = w + 1;
}
if (t11.Text == "creeping")
{
    t11.BackColor = Color.Green;
    r = r + 1;
}
else
{
    //t11.Text = "Incorrect";
    t11.BackColor = Color.Red;
    w = w + 1;
}
if (t12.Text == "In other words")
{
    t12.BackColor = Color.Green;
    r = r + 1;
}
else
{
    //t12.Text = "Incorrect";
    t12.BackColor = Color.Red;
    w = w + 1;
}
if (t13.Text == "soar")
{
    t13.BackColor = Color.Green;
    r = r + 1;
}
else
{  //t13.Text = "Incorrect";
    t13.BackColor = Color.Red;
    w = w + 1;
}
if (t14.Text == "raw")
{
    r = r + 1;
}
else
{
    //t14.Text = "Incorrect";
    t14.BackColor = Color.Red;
    w = w + 1;
}
if (t15.Text == "intricacies")
{
    t15.BackColor = Color.Green;
    r = r + 1;
}
else
{
    //t15.Text = "Incorrect";
    t15.BackColor = Color.Red;
    w = w + 1;
}
if (t16.Text == "fall on the face")
{
    t16.BackColor = Color.Green;
    r = r + 1;
}
else
{
    //t16.Text = "Incorrect";
    t16.BackColor = Color.Red;
    w = w + 1;
}
if (t17.Text == "will")
{
    t17.BackColor = Color.Green;
    r = r + 1;
}
else
{
    //t17.Text = "Incorrect";
    t17.BackColor = Color.Red;
    w = w + 1;
}
decimal k = r;
    x = (k / 16) * 100;
    //x = Math.Round(x, 0);
if (x <= 50)
{
    Util.SetScore("Improve", "Activity1", "Task A");
}
if (x > 50 && x < 70)
{
    Util.SetScore("Good", "Activity1", "Task A");
}
if (x > 70 && x < 100)
```

Util.SetScore("Excellent", "Activity1", "Task A");

if (x == 100)
{
    Util.SetScore("Exemplary", "Activity1", "Task A");
    button1.Visible = false;
    button2.Visible = true;
}

private void activity1_Load(object sender, EventArgs e)
{
    Util.PlayAudio("Activity 1", "Task A");
    button2.Visible = false;
}
```