CHAPTER VI

FINDINGS AND CONCLUSION

6.1 INTRODUCTION

Knowledge is power. According to Dr. S. Radhakrishnan (1948), "Higher education results in philosophy and philosophy is a guide to action."

One cannot imagine for a while, a place without language. The whole place will become null and void. Man found a new tool of communication, namely language. He acquired the power of using language with marvellous effects. Man is the only supreme creation gifted with the power of speech. language is a system of arbitrary vocal symbols through which a social group cooperates.

Otto Jespersen (1956) defines language as "a set of human habits, the purpose of which is to give expression to thoughts and feelings and to impart them to others."

Language is a powerful means of access, for expressing one's own ideas, thoughts and feelings. It is a vehicle for interacting freely with others. Out of the myriad languages, English is a universal language. It is a system of systems. Even though English is a foreign language in India, now, it has become an effective means of communication and also easily accepted by one and all. Communication broadens man's mind. It is a means of giving information, directions and it is a great source of aesthetic satisfaction.

English has thus, changed greatly with the passage of time and with the increasing number of users across the world, it has become the language of Science and Technology and a powerful tool for communication. Language plays a great part, especially in the psycho-social development of a person.

In India, English language is accepted as a medium of instruction in most of the higher educational institutions. Since India is a multilingual country, naturally, English has become a very popular as well as accepted medium of communication.

In some foreign countries, the mother-tongue is given the prime importance. But now, in the twenty-first century, a vast change has taken place and people have started to accept English as a working language. Who knows in the future, English may become a supreme language! In countries like Germany, France and Japan, where the mother- tongue is given importance, now, they have started Centres for English Language Teaching (ELT) and English as a language is gaining importance. Now people not only give importance to their mother-tongue, but they also give importance to learning new languages. The urge to know more makes them to learn more. According to Shelly (1792-1822), "the more people study the more they identify our ignorance". "Arise, awake and stop not till the goal is reached" these words of Swami Vivekanandha (1863-1902) come true to the budding scholars for mastering English.

Particularly at the tertiary level, the students face many problems because of their lack of language skills in English. They are unable to follow the lecture, not understanding the subject content clearly, nor grasping the

ideas absolutely and face problems to communicate with the teacher in order to clear his doubts and rectify his study. The lack of English language skills creates difficulty in teaching and developing technical ideas at the time of seeking job. In this circumstance, higher education institutes must concentrate on developing the skills of English language in students and help them to enhance their knowledge and skills.

It is highly essential to know the language for communication. English has now, inarguably achieved global status. In general, the most popular world language is English. In this computer age, English is the only language that any one can understand. It has become an ideal language for expressing one's feelings. First and foremost, students have to learn the language and then, they have to gain fluency in that language. The first stage of learning this language would be very interesting. It is always best to follow the method of reading first, and then to adopt the method of writing. One can use the picture books for this purpose. When one feels that he is familiar with the words, then he can frame sentences. This is the most interesting stage in learning. First, think of a sentence in the mother-tongue and then, try to write down the same sentence in English. There could be some errors, but students could try to overcome it by correcting those errors. They should frame sentences using different types of new words. This type of repeated practice helps the learner to frame sentences at ease. The presentation is the most important factor in communication and also in communicating one's feelings. Repeated practice makes a person master the subject.

6.2 OBJECTIVES OF THE STUDY

The study intends to fulfill the following objectives:

1. To identify the slow learners and the errors committed by them in written English at the Engineering College level.
2. To categorise the errors committed by the slow learners.
3. To develop a remedial multimedia self-learning package.
4. To administer the self-learning multimedia package to the slow learners with a view to reducing their errors.
5. To identify the effectiveness of the remedial self-learning package in reducing the errors.
6. To identify the attitude of the students towards English in general.

6.3 HYPOTHESES OF THE STUDY

The following were the hypotheses which were formulated to give specific directions to the study:

a) General Hypothesis:

Remedial self-learning multimedia package proves more effective in minimising the errors committed by slow learners in English at the Engineering College level.

b) Specific Hypotheses:

1. The experimental group achieves significantly better in the posttest than in the pretest.

2. The mean scores of the experimental group in the progressive test are significantly greater than its mean scores in the pretest.

3. The mean scores of the experimental group in the posttest are significantly greater than its mean scores in the progressive test.

4. There exists significant difference between the retention test scores and the posttest scores of the experimental group.

5. The experimental group commits significantly less number of errors in the posttest than in the pretest.

6. The errors committed by the experimental group in the progressive test are significantly less than their errors in the pretest.

7. The errors committed by the experimental group in the posttest are significantly less than its errors in the progressive test.

8. There exists significant difference among the experimental groups (CSE, IT, MECHATRONICS and CIVIL) in their posttest achievement scores.

9. The post-attitude scores of the experimental subjects towards English are greater than their pre-attitude scores.

6.4 DELIMITATION OF THE STUDY

The study was delimited in the following aspects:

1. The investigator confined her study to the K.S.Rangasamy College of Technology, Tiruchengode, Tamilnadu.

2. The study was conducted on the B.E. / B.Tech. first year students in the K.S.Rangasamy College of Technology, Tiruchengode, Tamilnadu.

3. The study was conducted on the students of Computer Science Engineering, Information Technology, Civil Engineering and Mechatronics Engineering only.

4. The study was conducted in the computer laboratory.

5. The investigator prepared the multimedia self-learning package pertaining to four areas of English grammar namely, Articles, Prepositions, Voices and Tenses.

6. The multimedia self-learning package was administered for four weeks during the working hours only.

6.5 RESEARCH PROCESS AND COLLECTION OF DATA

i) TGI Tool for identifying the slow learners, was administered.

ii) A diagnostic test was conducted for a duration of one hour to identify and categorise the errors committed by the sample in written English.

iii) Pre-attitude scale was conducted to find out the attitude of the treatment group towards learning English before the treatment.

iv) Pretest (Achievement test-1) was conducted to find out the entry level of slow learners, for a duration of two hours.

v) Application of the developed multimedia self-learning package was done for a period of one month.

vi) Progressive test (Achievement test-1) was conducted during the application of multimedia self-learning package.

vii) Posttest (Achievement test-2) was conducted after the treatment.

viii) Post-attitude scale was conducted to find out the attitude of the treatment group towards learning English after the treatment.

ix) Retention test (Achievement test-2) was conducted one month after the application of multimedia self-learning package.

The scores of the achievement tests and attitude scales were tabulated for the application of the statistical treatment.

6.6 FINDINGS OF THE STUDY

The following were the findings of the study:

1. The posttest scores of the experimental subjects are significantly greater than their pretest scores.

2. The mean score of the posttest of the experimental Computer Science group is significantly greater than its mean scores of the pretest.

3. The mean score of the posttest of the experimental Information Technology group is significantly greater than its mean scores of the pretest.

4. The mean score of the posttest of the experimental Civil Engineering group is significantly greater than its mean scores of the pretest.

5. The mean score of the posttest of the experimental Mechatronics Engineering group is significantly greater than its mean scores of the pretest.

6. The progressive test scores of the experimental subjects are significantly greater than their pretest scores.

7. The progressive test scores of the experimental Computer Science group are significantly greater than its pretest scores.

8. The progressive test scores of the experimental Information Technology group are significantly greater than its pretest scores.

9. The progressive test scores of the experimental Civil Engineering group are significantly greater than its pretest scores.

10. The progressive test scores of the experimental Mechatronics Engineering group are significantly greater than its pretest scores.

11. The posttest scores of the experimental subjects are significantly greater than their progressive test scores.

12. The posttest scores of the experimental Computer Science group are significantly greater than its progressive test scores.

13. The posttest scores of the experimental Information Technology group are significantly greater than its progressive test scores.

14. The posttest scores of the experimental Civil Engineering group are significantly greater than its progressive test scores.

15. The posttest scores of the experimental Mechatronics Engineering group are significantly greater than its progressive test scores.

16. The retention test scores of the experimental subjects are significantly greater than their posttest scores.

17. The retention test scores of the experimental Computer Science subjects are significantly greater than their posttest scores.

18. The retention test scores of the experimental Information Technology subjects are not significant to their posttest scores.

19. The retention test scores of the experimental Civil Engineering subjects are significantly greater than their posttest scores.

20. The retention test scores of the experimental Mechatronics Engineering subjects are significantly greater than their posttest scores.

21. The errors committed by the experimental group in the posttest are significantly less than its errors committed in the pretest.

22. The errors committed by the experimental group in the progressive test are significantly less than its errors committed in the pretest.

23. The errors committed by the experimental group in the posttest are significantly less than its errors committed in the progressive test.

24. In the posttest scores of the experimental group, there is no significant difference among the students of the four branches – Computer Science Engineering, Information Technology, Civil Engineering and Mechatronics Engineering.

25. The post-attitude scores of the experimental subjects are significantly greater than their pre-attitude scores.

26. The post-attitude scores of the experimental Computer Science Engineering group are significantly greater than its pre-attitude scores.

27. The post-attitude scores of the experimental Information Technology group are significantly greater than its pre-attitude scores.

28. The post-attitude scores of the experimental Civil Engineering group are significantly greater than its pre-attitude scores.

29. The post-attitude scores of the experimental Mechatronics Engineering group are significantly greater than its pre-attitude scores.

30. The gap closure in achievement is 41.69% for the whole experimental group, whereas 43.04% for the experimental Computer Science Engineering, 44.16% for the experimental Information Technology, 35.71% for the experimental Civil Engineering and 43.74% for the experimental Mechatronics Engineering group which learnt through the multimedia package. The gap closures of Computer Science Engineering, Information Technology and Mechatronics Engineering are more or less equal. For the Civil Engineering the gap closure is less than the gap closure of the whole experimental group.

31. The gap closure in attitude is 17.7% for the whole experimental group, 19.3% for the experimental Computer Science Engineering, 17.62% for the experimental Information Technology, 13.31% for the experimental Civil Engineering and 20.5% for the experimental Mechatronics Engineering group which learnt through the multimedia package. Hence, the gap closure percentages were uniform for global as well as for the four branches ranging from 13.31% to 20.5%.

6.7 IMPLICATIONS OF THE STUDY

The findings of the study imply the following:

The most important finding of the present research is that the posttest performance of the experimental subjects is significantly greater than their pretest performance.

Further the performance in the retention test is still greater than their posttest performance of the treatment subjects. In other words, the administration of the multimedia self-learning package was effective in helping the students of the experimental group to perform better in the posttest as well as the retention test. This proves the effectiveness of the multimedia self-learning package in English grammar developed by the investigator.

The errors committed by the experimental group in the posttest are significantly less than the errors committed in the pretest. The errors committed by the experimental group in the progressive test are significantly less than their errors committed in the pretest. The errors committed by the experimental group in the posttest are significantly less than their errors committed in the progressive test. These findings show that by practising more exercises through the multimedia package, the errors committed by slow learners in written English can be reduced considerably.

The sample being the slow learners, the gap closure percentage for the experimental global group is 41.6 %, which implies that self-learning multimedia package is effective.

From this study it was observed that the application of the multimedia package had influenced over the sample and improved their written performance in written English.

6.8 RECOMMENDATIONS OF THE STUDY

Based on the findings of the study, the following recommendations were offered:

1. Learning through the multimedia self-learning package, has been proved effective at the engineering college level. Hence, it is recommended that, the multimedia package can be used for the regular classroom in learning English grammar.

2. Multimedia self-learning package can be developed and used to enhance the knowledge, understanding and application of English grammar to the students, not only in the other units of English, but also in other subjects of the engineering branches.

3. Multimedia self-learning package should be developed to help the students to learn at their own pace. Hence, the software developers can come forward to develop the self-learning multimedia package in consultation with the practising professors.

4. The software packages should be developed in such a way that there will be more opportunities for the learners to regulate their self-learning.

5. Multimedia self-learning package in English should be planned, developed, evaluated and implemented with the help of a team of experts constituting curriculum planners, educational psychologists, computer experts and English professors. This will be helpful in the development of quality packages for the teaching-learning of English.

6. In order to discuss the importance of computers in education as well as the role of multimedia self-learning packages in learning, conferences may be organized. Further to train the lecturers, student-teachers, teacher-educators and computer experts to develop the self-learning packages in an intended way, workshops should be organized frequently.

7. It was found out from the research evidences, that learning through the computer software could help the students to develop a self-regulation in their studies. Hence, a model for the effective use of resources is to be provided to the practising lecturers.

6.9 SUGGESTIONS FOR FURTHER RESEARCH

The following suggestions were made for further research:

1. Here, the study was confined to the K.S.Rangasamy College of Technology, Tiruchengode, Tamilnadu. The same study could be extended to other colleges also.

2. The present study was conducted on the rural sample. The same study could be conducted on the sample of the urban and the metropolitan Engineering Colleges.

3. In this study, the one group pretest and posttest experimental design was applied. The same study can be carried out with the application of the other experimental designs.

4. The study was conducted on the B.E. / B.Tech. first year students in the K.S.Rangasamy College of Technology, Tiruchengode, Tamilnadu. For the continuous assessment of the students, the study could be carried out with the second and the third year B E. / B.Tech. students also.

5. Here, the study was conducted on the students of Computer Science Engineering, Information Technology, Civil Engineering and Mechatronics Engineering only. The same study may also be conducted on the students of the other engineering branches.

6. Here, in this study, a multimedia self-learning package pertaining to four areas of English grammar namely, Articles, Prepositions, Voices and Tenses was developed. Similar multimedia self-learning packages can be developed in the other areas of grammar and can be tested.

7. A multimedia package on subjects other than English may also be developed and tried out.

6.10 CONCLUSION

The teachers must frequently remind their students that they should not only speak or write in English, but they must also think in English, which is considered as the target language, so that they do not bring in any feature of their mother-tongue.

The explanation about certain ungrammatical constructions must be given to the students. The teacher should have a very good command of the target language. Teachers of English should advise their students to persevere in studying English. There are no short cuts to learning the language. When they are sufficiently exposed to the language to develop the various language skills, the possibility of making errors is minimised.

Teachers should encourage their students to write by providing helpful criticisms and not the damaging ones. They should make constructive criticisms of their students' work. Over-insistence on 'correctness' hinders the learning process. The right attitude of the teacher is important for students who are grappling with the complexities of English grammar, vocabulary and pronunciation. The language is difficult enough; let not the teachers make it more difficult for the learners. The majority of teachers of English are non-native speakers. English is not the first language. Consequently, there is a likelihood of students going wrong in some aspects of the English language. In order to upgrade the teachers professionally as

good models of the language taught, the teachers have to try to approximate native speaker's competence. Students should emulate the way the teacher speaks or writes in the language.

Not only do students need more exposure to the language, but also the teachers too need to be well-exposed. The teachers need to keep themselves abreast of the current issues by reading books and journals related to the profession. Unless teachers take a more professional interest in their work, they may lag behind their more professional counterparts in the domain of the English language teaching.

Teachers should advise the students to listen to good English from the sources like, radio, television, native speakers and good local speakers of the language. They should listen to correct their pronunciation. They must also be encouraged to speak in English with their peer groups and create an atmosphere in class that is conducive to learning the language.

The importance of inculcating the reading habit among the students must be stressed by the teachers. As Francis Bacon (1561-1626) rightly pointed out that, "reading maketh a full man." reading helps us to learn the correct spelling, enrich their vocabulary and internalize acceptable and appropriate sentence constructions.

Multimedia self-learning package will instill confidence and give more learning responsibility to the students. Repeated and regular practice is the success of effective communication in English.

According to Thomas Moore (1779-1852), "Education is not the piling on of learning, information, data, facts, skills, or abilities--that's training or instruction--but is rather a making visible what is hidden as a seed…and to be educated, a person doesn't have to know much or be informed, but he or she does have to be exposed vulnerably to the transformative events of an engaged human life… and one of the greatest problems of our time is that many are schooled but few are educated."

To conclude, the role of the language teacher is to plan and practise new and innovative educational techniques in his / her classroom teaching for an effective teaching-learning process, which is proved from this study.

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