Chapter VI

Summation

6.1 Overview

This chapter summarises the entire study and discusses the findings and their implications. The first section in this chapter gives an overview of the study whereas the following sections explain the findings of the research study, recommendations and further scope, conclusion respectively.

6.2 Introduction:

Language is the means for understanding easily and communicating clearly. It is the outcome of society. With the advent of globalization in education, English language becomes the connecting language and it is considered as the medium to get all sorts of information from all over the world. English language plays a vital role in personality development and career growth. Hence learning the language is inevitable. But to have a command over the traditional standard of the language is difficult. Perspective grammar is the soul of English language which is very complex to master over it. The rules and methods to be followed in spoken English and written English are exhaustive and they tire the learners. They are like anti-motivator. Students are discouraged at a greater level to learn and communicate in that language. So it is necessary is to make the students capture interest in learning the rules and methods and to develop a confidence in them to communicate freely. Modern tactics and technology in education can facilitate the teaching method and the scope of holding the students’
attention towards learning can be made possible. In that regard, it is important for the teacher to find out innovative methods or approaches to make the learning process less tedious.

6.3 Technology in developing English language learning

Teaching online provides a cooperative and collaborative learning. Macaro says that, “collaborative learning is when learners are encouraged to achieve common learning goals by working together rather than with the teacher and when they demonstrate that they value and respect each other's language input. Then teacher's role becomes one of facilitating these goals”. (134). Online access or internet access is becoming increasingly available nowadays; students can set their learning place to their comfort. The present generation is growing up with technology and it becomes their integral part of their lives. And some of these younger learners will in turn become teachers themselves and English, as international language, is being used in technologically mediated contexts.

The curriculum or teaching material for the learners cannot be altered or modified with the views of the educators, but authentic texts relating to the course material can be outsourced from internet. “Technology, especially the Internet, presents us with new opportunities for authentic texts and materials, as well as access to a wealth of ready-made ELT materials”. (Gavin Dudeney & Nicky Hockley 7, 8) It can enchant the students’ interest and can be a better alternate for the routine method of classroom teaching. Thus the present research study explored the effect of internet resources
shared through social network to improve the writing skill of the students and found effective.

6.4 The findings of the study are summarized in this section.

- There is no significant difference between the pre-test mean values of control group and experimental group of students belonging in developing writing skills in English. The absence of the significance difference in the pre-test performance testifies the fact that both the traditional method and the conventional method are matched ones in learning writing skills in English, before conducting the experiment.

- There is no significant difference in the post-test mean values between the male students and female students.
- There is no significant difference between the urban and the rural students in developing writing skills in English.
- There is no significant difference seen in the post-test mean values of the students with regard to their parents’ education.
- There is no significant difference in the post-test mean values of the students with regard to their parents’ income.
- There is significant difference between the post test mean values of control group and experimental group of students in developing writing skills in English.
- There is significant difference in the post-test mean values of control group and experimental group in developing the reading and comprehension skill. It indicates
that the internet resource used for developing this skill has an effect on the students.

- There is an extremely significant difference seen in the post-test mean values between the control and the experiment group in developing grammar skills. The result shows that the internet resource posted in the social network with images, audio, video content attracted the students towards a focused learning.

- There is a significant difference seen in the post-test mean values of the experiment group in developing guided composition skill. The work sheets used for improving this particular skill showed an effect in their writing process.

- There is no significant difference seen in the post-test mean values of the experiment group in writing free composition. Though it is not statistically significant, a slight improvement is shown in their creative writing. References and links are shared for developing this skill.

- The post test performance shows slight significant difference, when they are taught through traditional and conventional methods of writing skills in English.

6.5 Recommendations

The Internet resources used and introduced to the students through social network is found effective in the research and the following recommendations are given by the researcher.

- Using technology in language learning is mandatory in the present scenario and the language teachers should be competent in adopting technological aids.
The development of ICT should be realized in positive way. Electronic mail, internet, multimedia, language laboratory enhance collaborative learning and hence educational institutions and language teachers should encourage students using it in a positive way.

Students should be made aware of the plenty of resources found in internet that foster language learning.

Students and teachers can get connected in social networks like face book or whatsapp to make a new trend that those networks can be used not only for social acquaintances but also for learning purpose. It is to be remembered that social interaction is needed for language learning.

More than developing the students’ content learning, communication skill also should be targeted.

While school students and Undergraduate students of Arts& science colleges are taken much care to learn English and score high in it, Engineering college students should also be given due care.

Only for the first two semesters they have English in their syllabus and so the teachers should know the necessity of applying technical aids and faster means of teaching.

Learner centered practice materials found in online should be sorted out and should be navigated to the students through the same way. It will make the learners to learn at their own pace.

6.6 Suggestions for Further Research
• The present study is conducted in engineering colleges. Further study can be conducted in schools or in Arts & Science colleges.

• Technical English or Communicative is taught for this research. Content based teaching also can be tried in later researches.

• Students of Chennai, Perungalathur and Palanchur were considered as sample for the study. Students of other cities can also be taken for a study.

• The present study comes under CALL that is using social network to connect the students for language learning. Whatsapp group, which comes under MALL, can also be tried out by other researcher studies.

• Research can be done by conducting a survey with the teachers to know about their inclination towards technology adoption in education or Computer Assisted Language Learning.

• Improving writing skills is the objective of the present study. Improving other skills like listening, speaking or reading can also be experimented.

• Educational podcasts, educational social network site like Edmodo can be analyzed.

6.7.1 Conclusion

It is the bounden duty of the teachers to create a self-directed learning and a personal learning environment for the students. It is possible only with adopting technological methods. Rather than finding the barriers of incorporating technological
aids and measuring its disadvantages, a teacher has to analyze it in a good perspective and her/his passion towards teaching should come out in innovative methods and approaches of teaching.

Holec distinguished between “autonomy” as “the ability to take charge of one’s own learning” and ‘self-directed learning’ as the ‘desirable situation or behaviour which results when this ability is available and is utilised by the learner”. He argued that learner autonomy is not inborn and must be developed “either by natural means or by formal learning, i.e. in a systematic, formal way” (Holec 3). “Autonomisation” or learning how to learn is, according to Holec, not something to be divorced from language learning itself, but should rather occur as a by-product of language learning (Holec 9.)” Language learning demands both the autonomy and self-directed learning and a passionate teacher can develop these things in the students. Students are of varied aptitudes and everyone has their own way of learning style. It is the job of the teacher to find an amalgamated way of teaching method to encompass all.

There are four primary learners. They can be categorised as

- Visual learner
- Auditory learner
- Reading/ Writing learner
- Kinesthetic learner.

Visual learners are characterized by the following:
• They tend to be fast talkers and good at imagination.

• They exhibit impatience and have a tendency to interrupt. They get easily distracted in the classroom.

• They use words and phrases that evoke visual images.

• They learn by seeing and visualizing.

• They prefer to see information and to visualize the relationships between ideas.

6.7.2 Teaching with Internet resources:

Internet resource can provide them the best way of learning as there are many images and graphs or charts available to engage them. All the exercises can be made understood with visual support. Colourful images and pictures help them in fast learning as they have a strong sense for colours. More review exercise can be provided to them with video clippings.

6.7.3 Auditory Learners

Auditory learners are characterized by the following:

• They speak slowly and tend to be natural listeners.

• They think in a linear manner.

• They prefer to hear information rather than reading it or seeing displayed visually.

• They like to recite information loud so that they can remember it.
• They prefer to have things explained to them verbally rather than to read written information.

• They learn by listening and verbalizing.

6.7.4 Teaching with Internet resources

Auditory learners can fully be benefitted with the internet facility. There are audio lessons found abundant in online. For the students who are reluctant ant in reading or seeing, audio content links can come in help. Their listening capability is increased which helps in improving comprehension through listening. Pronunciation can also be improved with these audio files.

6.7.5 Read-Write Learners

Read-write learners are characterized by the following:

• They prefer for information to be displayed in writing, such as lists of ideas.

• They emphasize text-based input and output.

• They enjoy reading and writing in all forms.

• They interact more powerful with texts rather than with hearing or seeing images

6.7.6 Teaching with Internet resources

The learners will learn by silent reading or rewriting their notes repeatedly; writing out in their own words the ideas and principles that were taught or discussed;
organizing any diagrams, graphs, other visual depictions into statements and putting reactions, actions, diagrams, charts, and flowcharts into words. They like multiple-choice tests. This kind of learners can be given with written quizzes that give them a chance to write down what they have learned.

6.7.7 Kinaesthetic Learners

Kinaesthetic learners are characterized by the following:

- They tend to be the slowest talkers of all.
- They tend to be slow to make decisions.
- They use all their senses to engage in learning.
- They learn by doing and solving real-life problems.
- They like hands-on approaches to things and learn through trial and error.

6.7.8 Teaching with Internet resources

Teaching through social network provides a personal learning environment which a kinaesthetic learner can enjoy at the most, as the learner here can experience the ideas by practical involvement. They can be given some posts or pictures to write about it. Ask them to write dialogues or to make them write for a particular situation can be the right tactics to handle them. Thus, teaching through social network using internet gratifies all sorts of learners simultaneously. Every student is unique and they
have their own learning style and they learn at their pace. A teacher cannot change the syllabus too. To cater the needs of all the students, online resources come as a boon for the teachers and the learners. A teacher can never be substituted by any technology, but the methods and approaches can be modified, updated to pull the attraction of the students towards the learning process.

The findings of the present study reveal that the students show a good interest towards the new way of learning. They are self-motivated and enjoyed the freedom of learning. The fact that a teacher cannot be substituted by anyone is undeniable. At the same time, the new millennium students expect more from the educators. Hence it is the need of the hour to use appropriately the internet resources and other media.

Bibliography and References
