Chapter VI

Findings, Suggestions, Conclusion and Scope for Further Research

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Chapter VI

Findings, Suggestions, Conclusion and Scope for Further Research

The present study was undertaken to find out the effectiveness of the use of Multimedia modules to teach English novels to the First year M.A. English Literature students. In many places, the current teaching-learning process is of traditional nature, rigid, time bound and outmoded. When a new approach is adopted, the students feel motivated. It is also a kind of training for the students to be aware of the modern method of disseminating knowledge which they can use in their future career as teachers.

6.1 Findings

- Preliminary Study shows that 89% of the respondents have read novels and that too, English novels. English novels based on society are the most popular ones (60%) among the respondents; followed by historical novels (32%). About 31% of them have read more than ten English novels.

- The predominant pedagogy in their undergraduation programme is the lecture method (74%); the use of electronic media is minimal at 4%. Audio system (32%) and that of television (21%) is the most used ICT tool in colleges for the UG programme: Personal computers and projectors are the least used.

- The respondents ranked the following during the preliminary study as the strong reasons for not reading English novels: they are scared of the voluminous size of the novels and therefore reading habit is not prevalent and there is no previous practice of reading English novels.

- The respondents ranked “the multimedia will make things easy to understand the novel” during the preliminary study as number one; “easy understanding of the culture and
customs” as number two; and they feel that it will motivate them to read more novels, which is evident from the rank given by them.

- The mean of the pre-test overall performance is found to be 19.18; the median and the mode for the same is 18.5 and 26. The standard deviation of the two covers the entire set of scores. The pre-test frequency distribution is found to be more or less normal with a slight positive bias.

- In the pre-test, the performance of the female respondents, the maximum/minimum scores and the range embraces the overall performance, whereas the mean, the median and the standard deviation are better. The frequency distribution is normal.

- The male respondents’ performance in the pre-test is found to be inferior in terms of mean (18.53) and median (17). The range is curtailed and the minimum score is better than the female respondents. The frequency distribution is not normal but positively skewed.

- The overall performance of the control group is negatively skewed. That is, the impact of conventional teaching is low on slow learners.

- The Control Group female respondents react positively to the inputs. The mean, median and mode stand at 22.25, 22 and 22 respectively. The spread forms a normal curve and the female respondent group is found to be cohesive.

- The Control Group male respondents are relatively a weaker lot, with the mean, median and mode as 19.43, 20 and 20 respectively.

- The overall performance of the Experimental Group has seen considerable increase in learning which is evident from the maximum and minimum scores of 37 and 12 respectively. The mean, median and the mode have also shown considerable
improvement and the values are 23.32, 23 and 27 respectively. The distribution is considered to be normal.

- The female respondents’ performance in the Experimental Group is better and the mean, median and the mode are 24.18, 24 and 27 respectively. The distribution is not normal but positively skewed.

- The male respondents have shown improvement in their mean, median and mode in the Experimental Group testing. The values are 22.12, 22 and 25 respectively. The distribution of the score is not normal but positively skewed.

- The conventional method of teaching enhances the performance of female students than their male counterparts.

- The respondents of the Experimental Group ranked the pedagogy (top three) of using the multimedia as: Prefer visuals rather than lecture method, Visualising the personalities is made easy and Influence of actors are found on the novel characters.

- The Experimental Group respondents ranked the individual learning factors (top three) as: Interesting (non-monotonous), Seeing is believing and Comprehension at one stroke.

- The top view of the Experimental Group after rejoicing the multimedia exposure is ranked as: Easy to understand the novel, Understanding of the culture, customs are made easy, Getting an insight into the novel is facilitated and Will motivate to study more novels through multimedia.

- It is evident from the Experimental Group analysis that hundred percent of the respondents are either satisfied or highly satisfied with the pedagogy adopted i.e. the use of Multimedia in teaching English novels. None of the respondents have expressed
dissatisfaction on the pedagogy. The methodology adopted is found to be satisfying the respondents to the fullest extent.

- Application of Multimedia modules proved to be effective and valid in the teaching of English novels.
- The significance of the difference between the pre-test and the post-test means testifies the validity and effectiveness of the modules.
- It is also inferred that the shorter duration of the application of the modules would lead to the greater effectiveness in learning the English novels.
- The learners are able to experience the flexible approach in learning, self-testing, consolidating and further learning with the Multimedia modules which provides maximum freedom to learn at their own pace and annihilate their anxiety.
- The experiences of the participants in the multimedia language learning environment were not limited to experiences interacting with a computer alone. In addition, the curriculum used, the interaction among participants, the technology implemented, and the novel under focus are instrumental for bringing in a new learning environment.
- Attending Multimedia-instructed classes would help the students to use these instructions for their future educational endeavours.
- It is found that the Multimedia instruction enhances learning.
- This study found that low domain knowledge and/or motivation can be improved with the use of Multimedia.
- Novelty can possibly be the actual reason behind the reported improvements in learning using Multimedia.
• The variety involved in the Multimedia instruction creates the opportunity in improving the learning of the respondents and must be given the due credit.

• According to the participants’ response, there is evidence that suggests a match between multimedia and improved learning while teaching English novels.

• The teaching style as well as the learning style used in this study was constructive by nature.

6.2 Recommendations

➢ Regular reading habit of English literary work need to be practiced during the Postgraduate programmes to enrich their knowledge as well to remove the reservations on language barrier amongst the respondents.

➢ It is suggested that the faculty members teaching Undergraduate programme in English should be encouraged to use the ICT tools in their class room teaching.

➢ Recommended that English novels, which are not voluminous, by Indian writers are to be introduced to the students at different levels of higher education.

➢ e-Novels are to be introduced in the curriculum itself, which will go well among the present generation.

➢ Different strategies are required to be followed for female and male students hailing from rural areas while teaching English novels.

➢ Female respondents are cohesive in nature; hence any new strategy can be tested with them confidently and results measured.

➢ Slow learners, irrespective of gender, need to be given attention differently as the impact of conventional method of teaching is low on them. One of the suggested strategies is the use of Multimedia.
Educators must contrast the modes of presentation while handling the English novels for literature students. Apart from the oral and silent reading, the use of film, slides and pictorial works proved to be effective and hence recommended.

Present day teachers should develop new and exciting means of depicting the novels by integrating innovative technologies.

The language teachers should be provided with the necessary Multimedia technology environment for facilitating the new experience.

The most important factor in guiding learners to read and enjoy English novels is the teacher’s own attitude towards teaching-learning process. Hence it is recommended to conduct specific workshops for teachers on how to handle the Multimedia technologies.

Peer-based training by the teachers is recommended as it will bring in healthy competition and provide better use of available technology.

Institutions should provide financial incentives for teachers who are willing to sign up for technology training which can make them master trainers.

Technology integration should be made as part of the syllabus framing process.

Suggested is a course on Multimedia technologies at the Undergraduate level itself.

Competitions can be held for rewarding the best Multimedia technology developer and user. This will usher in the best practices in the Multimedia domain to the door step of the institutions.

Training for the learning community will enhance their learning and hence is recommended.
6.3 Conclusion

Teaching of English novels requires different skill sets. The research work once again demonstrates this fact. Teaching the students hailing from rural areas is a challenge and it is meticulously handled in this research work. Gender-differentiated strategies are required for handling the variety. By embracing multimedia as a pedagogical tool, it delivered the required results as evident from the fact that all the respondents expressed their satisfaction on the teaching methodology adopted by the researcher. This methodology can be used for handling various types of English novels which are available as film versions and also in printed form. The researcher is sure and confident that the methodology for teaching English novels will definitely help the next generation to learn the novel quickly for academic purpose as well it will arouse the enthusiasm of the e-readers.

6.4 Scope for Future Research

- Similar research can be taken up for finding the effectiveness of the use of Multimedia among the urban respondents.
- Other English novels can be taken up to test its amenability for adopting similar pedagogy.
- Novels from other foreign languages may be considered on similar lines to those specialising in other foreign languages.
- The pedagogy can be adopted suitably on select drama, plays and poetry for better learning.
- Listening and speaking skill can be improved using Multimedia technologies. A separate research can be taken up to prove it.