CHAPTER V
5.1. INTRODUCTION

In the previous chapter the data had been analyzed and interpreted. In this chapter the findings of the study, recommendations and suggestions for further research are presented. The present investigation is “USE OF COMPUTER IN TEACHING ENGLISH AT HIGHER SECONDARY SCHOOL LEVEL – AN EMPIRICAL STUDY”. The investigator made a thorough study both on the conventional way of language teaching and computer assisted instruction on the 450 plus two level students in the three schools selected for this study.

5.2 FINDINGS

The investigator conducted a test after a series of lectures on Prepositions and got some results. She made a prototype of software package to teach and test the preposition in English. She has many findings and a few insights when both the results are compared. The following findings are recorded as the result of the analysis of the data presented in the previous chapter.
1) In the overall review of Section A (Questionnaire), it is concluded that the students felt difficulty in the use of 12 out of 23 prepositions at the recognition level. They are: *in*, *with*, *into*, *among*, *between*, *beside*, *for*, *upon*, *of*, *after*, *outside*, *within*.

2) In the overall review of Section B (Questionnaire), it is concluded that the students felt difficulty in the use of 7 out of 23 prepositions in the controlled situation. They are: *by*, *since*, *besides*, *beside*, *of*, *round* and *around*.

3) In the overall review of Section C (Questionnaire), it is concluded that the students felt difficulty in the use of 19 out of 34 prepositions at the under uncontrolled or free situation. They are: *at*, *with*, *by*, *since*, *before*, *into*, *among*, *besides*, *beside*, *for*, *on*, *upon*, *of*, *about*, *round*, *around*, *after*, *outside*, *without*.

The followings are the reasons for wrong answers in the TALL Test. They are:

i) The influence of mother tongue which causes inter language error.

ii) The lack of proper understanding of the prepositions which results in intralanguage errors.

iii) The lack of proper concept formation of the prepositions.

iv) The lack of experience and practice.
v) The receptive abilities of the learner exceed his expressive abilities.

5.3 EMPIRICAL VIEW ON TALL

5.3. a GENDER ANALYSIS

In the analysis, there is a significant difference in the performance between Boys and Girls. In 12150 right answers, Boys answered 6439 (53%) responses right whereas girls answered 5711 (47%). In the total wrong responses of 10350, Girls committed more mistakes (i.e. 5539 53%) than boys (4811 47%). The results show that boys are more systematic in following grammatical rules than the boys.

5.3. b LOCATION ANALYSIS

In the Location analysis, there is a significant difference in the performance between Boys and Girls. In 12150 right answers, Boys’ answers are 6439. This is contributed by City Boys (2704, 42%), Suburban boys (2254, 35%) and Village boys (1481, 23%). Subsequently, Girls contribution is creditably good and they performed as follows. In the total right answers of 5711, City Girls (2398, 44%), Suburban Girls (1997, 34%) and Village girls (1316, 22%). In location analysis, Boys performed well in general. In specific, City girls gave a slight better performance than city boys and their difference is 2%.
5.3. c MOTHER TONGUE ANALYSIS

Performance of the Tamil Speaking students is better than that of the Telugu speaking students. In the total Right Responses of 12150, the Tamil speaking students made 6804 right responses (56%) which are 12% higher than Telugu speaking students who made 5346 right responses (44%).

5.3. d MEDIUM OF INSTRUCTION ANALYSIS

Performance of the English medium students is better than that of the Tamil medium students. In the total Right Responses of 12150, the English medium students have made 7047 responses (58%), whereas the Tamil medium students have made 5103 (42%) English Medium instruction is slightly advantageous for them to acquire more knowledge in the use of prepositions.

5.4 EMPIRICAL VIEW ON CALL

5.4. a GENDER ANALYSIS

In the analysis, there is a significant difference in the performance between Boys and Girls. In 17325 Right answers, Boys answered 9182 (53%) responses right whereas Girls answered 8143 (47%). In the total Wrong responses of 5175, Boys committed errors (2068, 40%) which are lesser than Girls who committed more errors than boys (3107, 60%). The results show
that boys are more systematic in following grammatical rules than the girls.

5.4.b LOCATION ANALYSIS

In the analysis of locality, City students performed considerably better than urban students, they answered 6430 (37%), Urban students answered 5866 (33%) and the village students answered 5029(30%). In the total errors of 5175, village students committed more errors (2471, 48%) than the students from the urban (1634 i.e., 31%). The less number of mistakes have been committed by the students from the cities (1070 i.e., 21%).

5.4.c MOTHER TONGUE ANALYSIS

In the analysis of Mother Tongue, The performance between Tamil speaking students is better than Telugu speaking students. Telugu language speakers is marginal and closer. Tamil speaking students performed 9704 i.e., 56% whereas Telugu speaking students performed 7621 i.e. 46%.

5.4.D MEDIUM OF INSTRUCTION ANALYSIS

Performance of the English medium students is better than that of the Tamil medium students. Medium of instruction in English is an advantage for them to acquire more knowledge in the use of prepositions. In the total Right Answers of 17325, English medium students performed 10048 i.e. 58%
and Tamil medium students performed 7277 i.e. 42%. In the errors of 5175, the English medium students have committed less errors 2171 (42%), whereas the Tamil medium students have committed more errors 3004 (58%) than the English medium students.

5.5 TEST SCORES OF CALL AND TALL – A COMPARISON

5.5.a GENERAL ANALYSIS

In the overall comparison of the test results of both CALL and TALL, CALL scores stand better than that of TALL because the Right answer percentage has significantly increased in CALL than TALL.

<table>
<thead>
<tr>
<th>Type of the Test</th>
<th>Right Answers</th>
<th>%</th>
<th>Wrong Answers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>TALL</td>
<td>12150</td>
<td>54</td>
<td>10350</td>
<td>46</td>
</tr>
<tr>
<td>CALL</td>
<td>17325</td>
<td>77</td>
<td>5175</td>
<td>23</td>
</tr>
</tbody>
</table>

Inference: There is a 23% of increase in CALL Right answer percentage of CALL than TALL.

Table No.4.12 TALL and CALL Test – Comparative Results
5. 5.b GENDER ANALYSIS

In the gender wise comparative analysis, there is a significant improvement in the scores of CALL than that of TALL. The Right answer percentage of Boys in CALL (9182, 56%) is lesser than their error percentage in TALL (6439, 51%). This status is continued in the performance of girls too.

<table>
<thead>
<tr>
<th>Test</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Right Answers</td>
<td>Wrong Answers</td>
</tr>
<tr>
<td>TALL</td>
<td>6439</td>
<td>4811</td>
</tr>
<tr>
<td>CALL</td>
<td>9182</td>
<td>2068</td>
</tr>
</tbody>
</table>

Inference: Right answer percentage has increased significantly in CALL test

Table No. 4.13. Comparative Results TALL and CALL Test – Gender

5. 5.c LOCATION ANALYSIS

In the comparative analysis by Locality, there is a significant improvement in the scores of CALL than that of TALL.
Inference: Right Answers percentage increased significantly in all the localities taken for this study.

Table No. 4.14. Comparative Results TALL and CALL Test – Locality

<table>
<thead>
<tr>
<th>TEST</th>
<th>Right</th>
<th>Wrong</th>
<th>Right</th>
<th>Wrong</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>City</td>
<td>Subur</td>
<td>Vill</td>
</tr>
<tr>
<td>CALL</td>
<td>12150</td>
<td>5102</td>
<td>4251</td>
<td>2797</td>
</tr>
<tr>
<td>TALL</td>
<td>17325</td>
<td>6430</td>
<td>5866</td>
<td>5029</td>
</tr>
</tbody>
</table>

5.5. d MOTHER TONGUE ANALYSIS

In the comparative analysis by Mother Tongue, there is a significant improvement in the scores of CALL than that of TALL.

<table>
<thead>
<tr>
<th>Test</th>
<th>Tamil</th>
<th>Telugu</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Right Answers</td>
<td>Wrong Answers</td>
</tr>
<tr>
<td>TALL</td>
<td>6804</td>
<td>4446</td>
</tr>
<tr>
<td>CALL</td>
<td>9704</td>
<td>2277</td>
</tr>
</tbody>
</table>

Inference: For the variable Mother Tongue, Right answer percentage has increased significantly in CALL test.

Table No. 4.15 Comparative Results TALL and CALL Test – Mother Tongue

5.5.e. MEDIUM OF INSTRUCTION ANALYSIS
In the comparative analysis on the variable Medium of Instruction, there is a significant improvement in the scores of CALL than that of TALL in both the medium of instruction.

<table>
<thead>
<tr>
<th>Test</th>
<th>English Medium</th>
<th>Tamil Medium</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Right Answers</td>
<td>Wrong Answers</td>
</tr>
<tr>
<td>TALL</td>
<td>7047</td>
<td>4246</td>
</tr>
<tr>
<td>CALL</td>
<td>10048</td>
<td>2171</td>
</tr>
</tbody>
</table>

Inference: For the variable Medium of Instruction, right answer percentage has increased significantly in CALL test than TALL.

Table No. 4.16. Comparative Results TALL and CALL Test – Medium of Instruction

5.6. CROSS MATCHING BETWEEN THE VARIABLES

In this research, two tests were conducted in which one was TALL and the other one was CALL. In both the tests, the following variables as, gender, locality and medium of instruction were analysed. So in order to find out the deep insights of the research, the investigator has made cross matching with the available results. The findings are as follows:
1. In the cross match between **Gender and Locality**, Boys of all the localities performed well against Girls.

2. Speaking about the internal cross match among the gender ‘Boys’, city boys are the best performers. Urban girls performed considerably good in performance.

3. Speaking about the internal cross match among the gender ‘boys’ in the both the tests, city boys are the best performers than urban boys and village students.

4. In the cross match between **Gender and Medium of Instruction**, boys of both English and Tamil medium performed better than girls.

5.7 RECOMMENDATIONS

The present study reveals the fact that the awareness of grammar among the students seems very poor. The syllabus of English in the Higher Secondary makes the student treat English as a ‘**content subject**’. In teaching and learning process, much importance is not given to language skills. In order to convey the ‘**content**’, teachers are rather forced to adopt the translation method in the classrooms. This has an adverse effect on teaching and learning process. Hence proper care has to be taken by the language teachers as well as authorities to impart language skills.
Teaching of English grammar should take place in normal course of the English class to avoid the psychological fear over the study of English grammar. Incidental teaching of grammatical aspects will be very useful at the Higher Secondary level. The revised question pattern gives more importance to applied grammar. With regards to teaching of preposition, ‘listening skill’, is to be developed among the students so as to obtain mastery over it. In this regard, a teacher may read an ideal passage containing necessary prepositions with a deliberate stress on the prepositions. Students should be asked to point out the prepositions at the end of each line. The teacher may use audio–visual aids as well as computer to attract the attention of the students. The teacher may ask the students a few questions quite relevant to their practical life so as to extract answers in the form of prepositional phrases.

Any teaching is incomplete without drills and exercise, oral as well as written. In the teaching of prepositions, oral drills play a vital role among the students. Intensive drill and practice will make them avoid committing errors. Much work is to be done in the class in this respect. According to Pittman, “Early in our English course, the teaching of common prepositions, of, to, from, on, at, in, into, for, with, by, will provide plenty of brightness in our class
lesson for these words are easy to teach in their common concrete meanings” (G.A. Pittman, *Teaching Structural English*, 68). Oral drill is very easy to obtain with a few common objects used one after another. However, it is by plenty of reading, writing, listening and speaking will enable the students to get a clear idea of the correct use of prepositions.

Reading skills should be given more importance to acquire the basic knowledge in grammar. Students should be properly encouraged to read a number of books apart from the prescribed text – books. Such kind of vast reading will be of very effective in widening more knowledge on using prepositions. Extensive reading will also increase the knowledge in vocabulary. It is very essential to assess the attainment of grammatical knowledge. More language exercises can be given to achieve this skill.

Preposition consciousness can also be created through written exercises. A passage containing a number of prepositions can be selected. The passage may be written on the blackboard or projected on the screen with the help of OHP (Over Head Projector) or Computer with multimedia projector, leaving a blank with correct prepositions. This type of exercise may be given
to the students at proper intervals. Much improvement on preposition can be acquired by this method.

At the plus two level, the students have to write a number of tests and examinations. Mere awarding marks to the script will be of no use unless it is carried out with the remedial measures. So the investigator suggests that the teacher should pin – point the nature of the errors such as syntactical, prepositional etc, so as to obtain the expected results. At the same time, it is a sad fact that this kind of systematic remedial work is rather impossible because of the unlimited strength in the class.

5.8 SUGGESTIONS FOR FURTHER RESEARCH

In the light of the study made by the investigator the following are the suggestions made for the future researchers:

1) The same type of study may be repeated in other institutions.

2) The same type of study may be done in other grammatical aspects.

3) The same type of study may be done in other subjects.

4) Still lesser number of prepositions may be taken and tested for their different shades of meanings.

5) Comparative study may be executed between the institutions.
6) Different software can be developed to teach various grammatical items.

7) A separate study may be carried out to investigate the usefulness of Computer to teach English in urban area.

8) A separate study may be carried out to investigate the usefulness of Computer to teach English in urban area.

9) A separate study may be carried out to investigate the usefulness of Computer to teach English in rural area.

10) A study to find out the attitude of teachers teaching English towards the use of Computer as a teaching aid may be carried out.

11) A comparative study of Computer Assisted Teaching between conventional teaching of English may be carried out.

12) A comparative study of Computer Assisted Teaching between video Assisted Teaching of English may be carried out.
5.9. CONCLUSION

From the analysis, the investigator has observed that many students commit errors in prepositions due to the influence of their mother tongue. The reason is so obvious that they were taught through vernacular language in schools in teaching and learning process. This type of grammar translation method leads to wrong generalization in making certain wrong concepts in the learning process. Hence, the teacher humbly suggests to the language teachers to avoid referring to the mother tongue equivalents unless it is very much essential as well as result oriented.

Another reason for committing errors in preposition is that the students are not in the habit of referring to the dictionary. By and large, the learner neglects certain difficult words and carries off with wrong meaning. To avoid this drawback, the teacher should see that the dictionary should be used during the teaching and learning process. Language games with principle of reward for encouragement will help the students in improving the power of words and its vocabulary, self – expression and avoiding prepositional errors. Intensive in – service training pertaining to grammar teaching will be of very useful for the
teachers of English. The advanced techniques in the field of grammar teaching can be discussed during these programmes.

Teachers of English should be aware of modernized language teaching methods with the help of Computer as well as Audio – Video cassettes which will be useful to the students to acquire more grammatical skills. The teachers of English should always aim to improve to specialize themselves so as to acquire more knowledge in the teaching process. There is also a scarcity of properly trained and competent teachers to teach English. English teachers should be aware that the method of teaching English keeps on changing and they have to get the exposure not only for the benefit of the students but also for self.

English Teachers should equip themselves to become computer savvy because plenty of international universities’ web sites are available in the net to provide details for language teaching at free of cost. Since we possess the dedicated aim of making our students at par with international and global standards of knowledge, we have to come out from the cocoon called ‘conventional Chalk and Talk Method’.

English is the international and universal language spoken by millions of people all over the world. It is the mother tongue for many of
them and they live in various parts of the globe. India is termed as one of the developing countries in the world. English is the nucleus of knowing all the technologies in the fields of development. Hence, English language is called the ‘window of the world’ and it cannot be neglected or ignored. If it is neglected, it will be a serious setback which will affect the technological, industrial, agricultural, medical and engineering fields etc. So there can be no abdication of English learning. If this magnificent language is replaced, the future of this great nation would be at a loss. Let us earnestly hope that in the days to come more attention will be paid to teaching and learning of English by various innovative methods which will help the teacher to teach English grammar not only effectively but also interestingly.

Teaching is a dynamic communication and effective teachers are good communicators. Unless there is effective presentation or communication, real learning cannot take place. The basis of all learning depends upon experience. Real experience can be provided by the use of proper interactive teaching aid as computer. The computer assisted instruction reduces the burden of the teachers while they teach their lessons. Computer is an effective teaching aid and it helps to increase knowledge, arouse interest among pupils and enrich the
experience of the pupils. Thus computer as a teaching aid to teach English language, provides permanent learning, develops creativity among students and makes the teaching and learning process an enjoyable one.