CHAPTER-VII

MAIN FINDINGS, CONCLUSION, DISCUSSION OF RESULTS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER STUDIES

After processing the data, obtaining and interpreting the results in previous chapter, the findings can be generalized to the extent of representatives of the sample and methodology employed in the study. In the present chapter the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations did not concur with the findings of some investigators. In such cases, attempts have been made to fathom plausible reasons for these disagreements. Keeping the major findings in view, the educational implications of the study have been worked out. As some suggestions have been given for the further research. This chapter is, therefore, devoted to focusing on findings, conclusions, discussion of the results, educational implications of the study and suggestions for further research.

MAIN FINDINGS OF THE STUDY

1. For uplifting understudies’ achievement in ‘Tenses’ and ‘Action verbs’ of English grammar both Programmed Instruction and CALL Techniques were found effective.

2. For achievement scores of the students of grade IX the CALL Package proved to be more effective than the Programmed Instruction after comparing both the Packages with each other for learning ‘Tenses’ and ‘Action verbs’ of English grammar.

3. The Programmed Instruction was likewise powerful in summoning positive responses towards the utilization of learning English linguistic use particularly ‘Tenses’.
4. **Hypothesis 1:** “There will be no significant difference between the mean scores of the students receiving instruction through Programmed Instruction in English Language Learning and Computer Assisted English Language Learning Package.” The mean difference of Programmed Instruction and CALL treatment groups was in favour of the CALL Package also significant at 0.05 level, as seen in the result obtained by the Post hoc Tukey Test. So, the first null hypothesis was rejected.

5. **Hypothesis 2:** "There will be no noteworthy distinction between the mean scores of the understudies getting guideline through Programmed Instruction and accepting Traditional Instructions." The aftereffect of post hoc Tukey Test demonstrated contrast of mean scores were was critical at 0.01 level so result for the exploratory gathering i.e. Modified Instruction. Fundamentally higher scored by the understudies of the test gather than the understudies of the control gathering. In this way, second invalid speculation was additionally dismissed.

6. **Hypothesis 3:** "There will be no critical contrast between the mean scores of the understudies getting direction through CALL bundle and accepting Traditional Instruction." The consequence of information broke down by the Post hoc Tukey Test demonstrated the noteworthy distinction between the mean scores of the understudies of the two gatherings at 0.01 level. Understudies of the test assemble i.e. CALL Package, scored higher than the understudies of the customary address strategy i.e. control gathering. Along these lines, Third speculation was likewise dismissed.

7. After rehashing the test on the redundancy arrange I and reiteration organize II the consistency of results were discovered same. What's more, found after the trial organize, all the three invalid theories were rejected.

8. At redundancy arrange III, it was discovered some intriguing reality found, that mean scores of CALL and Programmed Instruction were not fundamentally contrast. So both discovered similarly successful.

**CONCLUSION**

The rapid growth in science and technology has also significantly influenced the field
of education. The development of applications and evolution of new techniques and aids in the teaching-learning process has given birth to the concept of “Educational Technology (ET)”. “Learning by doing” has been considered as one of the best methods of learning. When used appropriately in terms of Programmed Instruction (PI) and Computer Assisted Language learning (CALL), Utilizing with current data investigation, educators can never again be relied upon to be the archive and processor of all data required in the learning exchange. Educator need to depend on the PC to help with getting to and controlling differing wellspring of information. Constructivist theories of learning bolstered these better methodologies for taking in and constitute a move from a teacher centered showing strategy depicted by recognition and reiteration making sense of how to one that is student centered instructional technique.

Programmed Learning and Computer Assisted Language Learning offered Children highly individualized learning experiences. It was very accommodating and can reach student at any level. In children it helps fuel their self-confidence, the sense of independence and accomplishment. As an apparatus it is a standout amongst the best approaches to assemble both learning abilities and confidence in youngsters. It created capacities in the kid, similar to interest, intrigue, impulse esteems, self-study and self-considerations. Presently educating is not viewed as similarly as “educator focused” but rather now additionally it is “youngster focused”.

In this study, Programmed Instruction and Computer Assisted Language Learning were considered as an independent variable and Students achievement scores were taken as a dependent variable. This study shows that Programmed Instruction and CALL have direct effect on achievement scores of secondary students. It is found that the students who have receive instructions by CALL score higher than the students who receive instructions through Programmed Instruction or traditional lecture method. As well as Students who received instructions through Programmed Learning scored higher instructions through Traditional lecture method. Finally, researcher concludes that if the Computer Assisted Language Learning used in general classroom setting may increases the scores as well as the interest of self-learning among the students.
DISCUSSION OF THE RESULTS

The present study was conducted on adolescent students with respect teaching language through self-learning techniques i.e. Programmed Instructions and Computer Assisted Language Learning as compare to Traditional Lecture method in class room setting. At experimental stage result is in favor of the CALL so, the mean difference is significant. Similarly at repetition stage I and II mean difference is in favour of CALL. But at repetition stage III the CALL and the Programmed learning do not differ significantly in their effectiveness, which shows both are equally effective. Also through opinionnaire students showed their interest in CALL packages and Programmed Instructions Techniques than traditional lecture method.

The standard approach is not shown practical than the instructive approach in the examinations of Scotish Education Department (1972), Long and Porter (1984), Spada (1986) and White (1989). The enlightening methodology is the fundamental response for the instructive issues in examination of Berns (1985).

The informative approach ended up being more valuable than the auxiliary approach in two examinations led under gathering strategy systems by Nunan (1987) and Speth and Brown (1988).

No affiliation was discovered between understudies' execution and comprehensibility in the investigation led by Aziz (1984) on linguistic use interpretation and auxiliary methodologies. The investigation directed by Dodson (1967) in which Bilingual approach ended up being more viable than the traditional approach. The Film strategy and T.V. lessons were contrasted and conventional technique and discovered similarly compelling in Studies directed by Gale (1958), john and William Russel (1962). In the examination led by Bin Donald (1962), the linear projects were discovered more powerful than the Branching Programs.

was found reasonable. In the examinations coordinated by Arun (1974), Hemangini (1982) and Dimpal (1999) Programmed learning system and the standard methodology were seen to be also capable. In the examination coordinated by Pravinchandra (1992), Mathematical beguilements were seen to be more effective than the redid learning system and self-learning strategy. In the examination coordinated by Raydhanbhai (1995) Linear changed learning methodology was found more effective than the fanning altered learning.

**EDUCATIONAL IMPLICATIONS OF THE STUDY**

The Programmed Instruction and the CALL have been ended up being fundamentally viable over the conventional strategy for educating of activity verbs in English dialect in the present examination. An educator may keenly making a few alterations in these Packages according to necessities of his/her classroom and the created Packages might be utilized by the instructors of upper essential and auxiliary levels in their instructing.

According to the understudies’ feeling on both the Packages through opinionnaire, educator must utilize such Packages in classroom. We thought that it was helpful for a subject like linguistic use and that too of an outside dialect like English. English instructors must be urged and prepared to get ready and make ideal utilization of CALL Packages in each conceivable regions of their educating of language structure.

In consider sufficiency of both the Packages, the CALL has been found all the more convincing. Regardless, the CALL requires a PC arranged lab in the school. Along these lines, when there is a PC look into office in a school the educators should devise and use such Packages in their teaching. An instructor should grasp student centered self-consider approach in light of PC and correspondence development in classroom teaching. Understudies’ consideration in instructing and excitement for learning can be extended and kept up by grasping this approach. An ingenious instructor with essential PC aptitudes may create comparable Packages in different zones of his/her educating by utilizing both the Packages as rules, to meet the impossible to miss requests of his/her classroom educating. Instructors may utilize this idea in other educational modules territory and subjects to expel snags of learning. By utilizing
these methods instructor can expel the dreary approach from educating learning. It gives wide chances to learner with unique needs and thoughtful person learners, those confronting a few issues in making inquiries from his/her educator.

**SUGGESTIONS FOR FUTURE RESEARCH**

Research is a predictable constant process. Each and every exploration opens new zones for extra research. The rundown of some significant territories for extra asks about that may be driven in the correlated fields is according to following:

- Further inquires about can be led on understudies of Primary level and higher optional and tertiary level of Education.
- The same sort of research can be led by expanding the specimens for the investigation.
- Further inquires about can be directed utilizing distinctive subjects like Mathematics, Science, and Social Sciences at tertiary level of Education.
- Further looks into can be directed on various subjects of dialect like short story, exposition, individual written work, diary composing, blog composing.
- Comparative viability might be inspected of Programmed Instruction and CALL in different points of language structure educating at upper essential level and optional.
- In the locales of linguistic structure like parts of talk, tenses, vocabulary, spelling, verbalization and four principal aptitudes of English tongue, similar tests may be tried.
- With due learning and shrewdness one may devise different groupings of such Packages. Demonstrating verse may end up being all the additionally intriguing and fascinating with CALL Packages.
- On the piece of the understudies, such Packages may offer rise to higher achievement, in other lingo demonstrating like Sanskrit, Hindi or essentially first dialect.
• Some lessons of synthesis in the huge course books like stories, trades, and depictions of spots et cetera may in like manner pull in sensible frameworks.

• At school level, similar Packages may be made in some other subject of teaching.

• For gathering learning and individualized adapting, such different Packages might be created.

• Other components like indicating helps, advancements and techniques may be associated in blend with such Packages and their joint and individual ampleness on either sexual introduction or when all is said in done may be found and considered.

• For the brisk students and direct students, future masters may in like manner consider developing such Packages.

• The present Programmed Instruction was delivered on Microsoft Word of MS Office and the present CALL was made on Microsoft PowerPoint Package of MS Office nearby Adobe Flash Player. PC change of such ventures should be altogether considered in substitute techniques and lingos.

• There must be impel investigate in the field of student with phenomenal necessities since it was found that these packs are beneficial in there adjusting also.

Subsequently, there are striking and broadening horizons of enlightening looks at in similar locales. Right when PCs are assaulting our schools, our informational structure, our overall population and our life all over, so especially it should be begun by the teachers.