CHAPTER V
SUMMARY, SUGGESTIONS AND CONCLUSION

5.1.0 INTRODUCTION

English is one of the most useful languages spoken by maximum number of people in the world for which it is called as the ‘Lingua Franca’. It has been used almost by all the nations of the world as a communicative language as it has made the communication easier among most of the countries of the world. It plays a vital role to have a better view of the world and to have better access of the latest sources of knowledge and information. In other words it can be called as a living stream of knowledge that plays a vital role in producing changes and accepting new trends in the society. It is quite indispensable for the students of Politics, Economics, Science, Engineering Medical and Technology. In any language learning grammar plays an important role. All the skills of language—Listening, Speaking, Reading and writing are acquired easily with the help of grammar. Grammar not only familiarizes students with different syntax and usages of words in different sentences but also enriches the speaking ability and helps a person to have a different impression. The importance of teaching grammar cannot be denied which is taught in schools with different methods and techniques. The present study is an attempt in this direction to develop a Multimedia package to teach English grammar and to see its effectiveness.

5.2.0 METHODS AND APPROACHES OF ENGLISH LANGUAGE TEACHING

In the teaching learning of second or foreign language (L2) quite a number of approaches and methods are used. All these methods and approaches have been based on different principles and all of them have their own merits and demerits. All of them are unique and have something to offer for the teaching and learning of English. There is a potted history of the most well-known approaches and attitudes to language in the second language classroom over the last hundred years or so. As it will be noticed, many of the themes get recycled in different forms, but each time a ‘new’ approach develops adding a slightly different perspective and expands our
understanding. All of these approaches were seen to work at some point, and so none can be discounted. It is an absolute conviction that every one still has its place in the grand pantheon of language-teaching approaches, and that aware experienced teachers will be able to utilize all of them in an intuitive, and yet consciously integrated way, in their classrooms. In India, in recent time the use of communicative approach is being considered by CBSE and state boards to teach English as 1st and 2nd language and hence the researcher is considering the communicative approach to develop multimedia package to teach English grammar.

5.3.0 IMPORTANCE OF TEACHING ENGLISH GRAMMAR

English has its own importance in the world as well as in India. Because of its importance in formal education and in a way it is the responsibility of an English teacher who has to make his students familiar with four skills of English language teaching, grammar holds an important place. The importance of grammar can be felt with the following lines. “Language is the vehicle of our thoughts, feeling and of our stories, whether true or not. And grammar is the machinery by which that vehicle is set and kept in motion the motive power (the steam, the electricity) is the mind and speech sounds are air and space through which the movement of the vehicle takes place.” (Frisby, 1966)

5.4.0 OBJECTIVES OF TEACHING GRAMMAR

Followings are the objectives of teaching English grammar given by Richards and Rogers (1986).

- To develop the knowledge and understanding of grammar.
- To develop ability for using grammar in one’s own writing of English.
- To develop the understanding about the rules of grammar and their use in writing English.
- To develop students insight into the structures of English Language.
- To develop scientific attitude about English language.
• To enable students to express their ideas logically and correctly in speech and writing.
• To teach grammar as a ruled governed behavior and not as mere rote learning.
• To enable students to develop their understanding about the rules of grammar through use and practices of its structures.
• To develop their mental abilities of reasoning and correct observations.
• To enable the students to assimilate the correct patterns of the language without rote memorization.

Considering the importance of English Grammar and to achieve the objectives of teaching English grammar the researcher had developed a multimedia package to teach English grammar to standard VII students.

5.5.0 MULTIMEDIA

Multimedia combines five basic types of media into the learning environment: text, video, sound, graphics and animation, thus providing a powerful new tool for education.

According to Barron and Orwig (1995) “Multimedia can be loosely defined as computer-based technology integrating some, but not necessarily all, of the following: text, graphics, animation, sound, and video.”

Elsom-Cook (2001) “Multimedia is the combination of a variety of communication channels into a co-ordinated communicative experience for which an integrated cross-channel language of interpretation does not exist.” This definition gives way for two approaches-one that is termed the “multiple-media” utilization, and the other in which a combination of different channels acquires unification as a medium.

Gardner (1983) in Multiple Intelligence Theory asserted that humans actually learn through many different cognitive styles. The theory consists of seven types of intelligence: bodily-kinesthetic, interpersonal, intrapersonal, linguistic, logical-mathematical, musical and spatial. If humans learn through multiple types of
intelligence, then the most effective instructional media would appeal to many or all of them. The challenge that educators face is how to deliver learning materials to people with varying modes of learning i.e. intelligences. Using teaching techniques that match the individuals preferred learning style makes learning a more natural experience. If learning becomes natural, then it becomes easier, faster, fun and more successful.

5.5.1 Principles of Multimedia Learning

The "principles of multimedia learning" advocated by Richard Mayer & Ruth Clark based primarily on Mayer's research (2001), Clark and Mayer (2003) that provide the following overview of multimedia principles and their effect on learning are explained below.

Multimedia Principle: It talks about the best use of words and pictures in learning situations. Adding graphics to words can improve learning. Students learn better from words and pictures, rather than from words alone.

Modality Principle: It refers to the best use of visual and auditory channels in the process of learning. Explaining graphics with audio improves learning. Students learn better from animation and narration, than from animation and just on-screen text.

Redundancy Principle (Split attention effect): It states the best use of text and audio. Explaining graphics with audio and redundant text can hurt learning. Thus it is better to eliminate redundant material. Avoid reading on-screen text. Students learn better from animation and narration, than from animation, narration, and on-screen text. Learners do not learn as well when they both hear and see the same verbal message during a presentation.

Spatial Contiguity Principle: Students learn better when corresponding words and pictures are presented near rather than far from each other on the page or screen. i.e. best placement of words and pictures. Placing text near graphics improves learning.
Temporal Contiguity Principle: Students learn better when corresponding words and pictures are presented simultaneously rather than successively. i.e. best sequencing of words and pictures.

Coherence Principle: Students learn better when extraneous material is excluded rather than included. Using gratuitous visuals, text, and sounds can hurt learning.

Individual Differences Principle: Design effects are stronger for low-knowledge learners than for high knowledge learners, and for high-spatial learners rather than for low-spatial learners. It demands best use of prior knowledge. These learners are equipped to use cognitive strategy to work around cognitive overload, distraction, or other effects of poor design.

The present study is an attempt in this direction to teach English grammar with the help Multimedia package which is rationalized as follow.

5.6.0 RATIONALE OF THE STUDY

The language that is used by many people and which opens the window of the world information’s has great importance. English language holds that important place as it has been one of the most important languages of the world. It is called as the library language as a vast amount of world information and literature is available in English. It is considered as a link language in multilingual and multicultural country like India with different local and state languages. It is also considered as the language of trade and commerce as a very large portion of world trade and commerce is done through this language. This language has a great importance for the students in Secondary and Higher Secondary as they study it as the first language (L1) or as a second language (L 2) all over the country.

English is one of the mostly used web languages, students cannot use web (internet) effectively without the knowledge of English. The impact of the English at present is so much that the teaching learning of English language plays an important role in the society at large and school at particular from futuristic perspective. Besides all these things, grammar of any language is very important, as without this language learning
cannot be possible. And the English grammar provides a sound structure to the English language learning. Considering the importance of English language the researcher took the present study to contribute to enhance the teaching-learning of English grammar. Even the teaching of grammar invoices different methods and approaches for better result and it also involves different use of teaching aids as well as the techniques.

Teaching of language undergoes sea changes with demand and need of the time. Even language teaching and learning becomes a difficult job if the goal of developing language efficiency among the students is not achieved well. Teaching English language, covering the syllabus and fulfilling the taste of the students, may be difficult. The teacher should yield to change his/her way of teaching. Though old approach may be well known very through and effective, one has to give place to new methods to fulfill the need of the present time. Methods followed for decades cannot be easily abandoned but feeling the reality, change in teaching method is indispensable to develop English language ability of the students of India in general.

Further in this technological driven era, which the whole cosmos is at one’s desktop with just a single mouse click affects and enters into every sphere of life. The advancement in technology has made it quite possible to take advantage of many modern facilities in different facets of communication. The language teaching learning process is not exception, since language in its strict technical sense is a means of communication. Audio visual devices, such as, tape-recorders and video tapes have frequently been used effectively in language classes. However, since both human nature and the language teaching-learning process are dynamic phenomena, the need for the newest techniques and technological devices is felt. As computer is a versatile device with many advantages of storing huge amount of information and processing them as per one’s wish and need, it can be utilized as a complementary device to other audio visual aids in teaching language. During the computer based language activities, learners can observers several structural changes occurring to words, sounds, rules and meanings of the language they are learning. Multimedia package is one the forms of Educational Technology using the potential of computers and following the pedagogy of teaching and learning, which has great impact in field of education. With its unique features like, drill, simulation, animation, tutorial and
gaming, it makes teaching and learning more interesting and encouraging for the students.

At present, day by day classroom is becoming overcrowded due to which there is change in teacher and pupil ratio. It has made the condition of classroom worse due to teacher’s difficulty to give proper attention to the students. This overcrowded classroom can be dealt with the help of Multimedia package. It can be more advantageous to both students and teachers. It allows the teacher to give attention to individual students and teachers. It allows the teachers to give attention to individual students being a facilitator and the students can proceed according to their own pace. It also satisfies the need of the students’ imagination as they can modify the presented content according to their imagination, which can provide them the different situation to use the language differently.

Besides these, VII standard is the initial stage of the students in the secondary education so, it is very important to pay attention in teaching of English subject and guiding them properly to prepare them for the board examination and for better understanding about the subject which makes a strong base for higher education. Teaching them through multimedia package will help them to be familiar with the teaching and learning with the help of computer which will expose them to technology. Teaching at this stage will provide them enough time for the preparation of board examination on which teachers as well as parents give more stress. Another reason for considering this study that English language teaching and computer are complimentary to each other as both hold importance place at present.

The researcher has selected the subject of English grammar, as English language needs special attention in grammar as it provides the base of English language to the students. Even grammar needs different situations for better explanation as many topics are considered to be complex for the students to understand. By putting the students into different situations the base for grammar can be strengthen. In that multimedia package can provide more drilling practice with different situations, which may not be possible for teacher at least at individual level.
From the reviewed literature, the researchers have found that there has been a great concern regarding the learning of English. As many researches have been conducted on this aspect, which can be seen from the studies conducted by Dewal (1973), Jain (1987), Kapadia (1988), Jayshree (1989), Sharma (1989) and Ngangbam (2000). All the six researchers have been related with the topics like, programme teaching, curriculum of English and the resources in schools, course design in English for communicative approach and difficulties in teaching or learning of English and the remediation. Researches by Sabharwal (1978), Joseph (1983), Dubey (1990), Hus (1994), Khirwadkar (1998), Das (1998), Gabrielle (2003), Casonova (2003), Sankey and Nooriafshar (2005), Floyed (2006), Gilbert (2006), Jayaraman (2006), Patil (2006), Shikhara (2007), Patel (2009), Gupta (2010), George (2011), Patel (2011), Booth and Begg (2011) and Rechard (2011) were conducted to see the effectiveness of the different methods to teach different subjects. Those researches have been on Multimedia package, PLM, CALM, CALL, CAI and play way method etc. These researches have been conducted on teaching of English, Listening Comprehension, Hindi, Chemistry, technology etc. It shows that Multimedia package has been effective and it has been positive in the process of teaching and learning with reference to the studies conducted by Khirwadkar (1998), Hsu (1994), Zyod (1999), Das(1998), Gabrielle (2003), Sankey and Nooriafshar (2005), Gilbert (2006), Jayaraman (2006), Shikhara (2007), Patel (2009), Gupta (2010), George (2011), Patel (2011), and Rechard (2011). Even the researcher has found that very few studies have been conducted to teach English language especially at the lower secondary level.

The researcher has found the few studies were based on the teaching of English. They were for the students having English as the second language i.e. L2. Because of these reasons the researcher had taken up the present study in English medium schools affiliated to CBSE where English is considered to be the first language. Besides this the researcher also felt that sometimes the students of English medium do make common errors in grammar while communicating so as to provide them the experiences of different situation and structures the researcher had taken the study on English Medium students.

Besides this, the school teacher- centered approach while teaching English and due to that the teaching learning becomes teacher dominated, boring and therefore the
researcher made an effort to develop the package with which the students can learn the presented topic with their own pace and interest. The researcher also develop the package with which the students can learn the presented topic with their own pace and interest. The researcher also developed the package for standard VII students because they need to improve their fundamental and basic English at this stage to have prepared for the X standard board examination. Hence the present study is an attempt in this direction for development and finding effectiveness of a multimedia package to teach English grammar to standard VII CBSE students.

5.7.0 RESEARCH QUESTIONS

Being an English teacher, the following researcher questions were in the mind of the researcher and tried to find out the answers of these research questions through the present study.

- Whether Multimedia Package can be used for effective teaching of English Grammar at standard VII?
- Whether students studying English grammar through Multimedia Package can perform similarly to the students studying the same through traditional method?

5.8.0 STATEMENT OF THE PROBLEM

DEVELOPMENT AND EFFECTIVENESS OF MULTIMEDIA PACKAGE TO TEACH ENGLISH GRAMMAR

5.9.0 OBJECTIVES OF THE STUDY

The researcher completed the present study with the help of the following objectives.

1. To develop the multimedia package to teach English Grammar to Standard VII English Medium CBSE students.
2. To study the effectiveness of the developed multimedia package in terms of achievement of standard VII English medium CBSE students in English grammar.

3. To study the effectiveness of the developed multimedia package in terms of the reactions of standard VII English medium CBSE students.

5.10.0 HYPOTHESIS OF THE STUDY

Following null hypothesis was formulated to achieve the objectives of the present study which will be tested at 0.01 level of significance.

$H_0$: There will be no significant difference between the mean achievement scores in English grammar of the standard VII English medium CBSE students of control group those studied through traditional way and that of experiment groups those studied through multimedia package.

5.11.0 EXPLANATION OF TERMS

The following terms are explained as per the contextual meaning related to the specific need of the present study.

**Multimedia Package:** For the present study multimedia package for teaching grammar is the package developed by the researcher with the help of power point presentation, Flash 0.8. taking the topics of standard VII English Grammar viz. Types of Sentences, Tenses, and Article.

**Traditional Method:** For the present study, traditional method of teaching English grammar means teaching of English grammar to standard VII students with the help of the chalk and talk method by their teachers.
5.12.0 OPERATIONAL DEFINITION OF TERMS

The following terms were defined operationally for the present study.

Achievement in English Grammar: The marks scored by the students in the test constructed by the researcher on the topics selected were considered as the achievement of the students in English grammar for the present study.

Reactions of Students: The scale value of the preferred belief of the students regarding the component on a five point-scale. The aggregate qualitative scale value was considered as the reaction of students towards the developed Multimedia package.

5.13.0 LIMITATIONS AND DELIMITATIONS OF THE STUDY

Followings were the delimitations and limitations of the present study.

- The present study was limited to pre-test post-test equivalent quasi experimental design. The study is also limited to the tools i.e. achievement test in English grammar and reaction scale prepared by the researcher.

- The present study was delimited to three topics of standard VII English grammar syllabus of CBSE i.e. Types of Sentences, Tenses, and Articles.

5.14.0 METHODOLOGY

As the present study was experimental in nature, the methodology of experimental research was followed to achieve the objectives of the present study. Detailed methodological procedures including research design, population, sample, tools of data collection, development of multimedia package, procedure of data collection and procedure of data analysis are given as follow.
5.14.1 Design of the Study

The present study was experimental in nature. As the sample of the present study was taken purposively, quasi-experimental design was used. The Pretest-Posttest Equivalent-Controlled group design was followed in this research.

5.14.2 Population of the Study

All the students studying in Standard VII English Medium CBSE schools of Gujarat will constitute as the population for the present study.

5.14.3 Sample of the Study

As the present study was experimental in nature and considering the feasibility of data experimentation and data collection, the sample of the present study was selected purposively. For this purpose researcher selected Om International School, Mota Chiloda, Ahmedabad as the sample school. 25 standard VII students of the academic year 2010-2011 from two different sections from this school made equivalent on the basis of their pre test score and considered as sample for experimental and control groups.

5.14.4 Tools for Data Collection

To achieve the objectives of the present study, an achievement test in English grammar and a reaction scale were constructed by the researcher. Detailed procedure followed for the construction of tools is given as follow.

Achievement Test: The Researcher constructed an achievement test in English grammar for the pre-testing and post-testing purposes. The English grammar topics viz. Types of Sentences, Tenses, and Article of standard VII CBSE English Medium curriculum were selected for teaching with the help of multimedia package. Hence the achievement test in English grammar was prepared with these selected topics. The prepared achievement test in English grammar was shown to ten subject experts in English language teaching for the purpose of validation. After determining the content
validity of the English grammar achievement test, the test was administered to 120 standard VII English medium CBSE students and the reliability of the achievement test was determined using split-half method. The reliability coefficient using split-half method was found to be \( r = 0.92 \).

**Reaction Scale:** A Likert type five point reaction scale was prepared by the researcher to measure the reaction of the students of the experiment groups about the developed Multimedia Package. 21 statements related to the development and implementation of the multimedia package were stated in the reaction scale where the students were asked to show their reaction in the form of putting a tick mark \( \checkmark \) in the appropriate box for each statement where the range of reactions were Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. All the 21 statements were positive statements. The reaction scale was shown to ten teacher educators having expertise in construction of educational tools and their suggestions were also duly incorporated in the reaction scale.

**5.14.5 Development of Multimedia Package**

The researcher developed the Multimedia package to teach English grammar, after analyzing standard VII English text book of English medium school following the prescribed syllabus of CBSE. The Flash was prepared taking three topics like, Types of Sentences, Tenses and Article from the English Syllabus of standard VII of CBSE English medium. Presentation was also included giving explanation of each topic with enough examples so that the students will be clear about the concept of each topic. Graphics in the forms of animation and simulation were also added with the presentation. Branching style of programmed learning was followed while preparing the multimedia package. Provision of testing was there after each topics added with reinforcement and fun. The concept of play way method was also added in the prepared multimedia package. The developed Multimedia Package has scope for the teacher to be the facilitator and guide wherever one wants to get involved in the process of teaching. It included the examples related to each topic with theoretical and structural aspects during the explanation. The pictures used in the developed package were related to the life like situations that children come across in their life or they have the direct or indirect experiences of thereby. The developed package was shown
to the experts in the field of education technology as well as the English language teaching. The suggestions from these subject experts were duly incorporated time to time by the researcher which resulted into present form of Multimedia package. The pilot study of the package was done with the standard VII CBSE English medium students of another school and on the basis of the reaction of the students, necessary modifications were done for the package.

5.14.6 Procedure of Data Collection

The required data were collected with the help of pre-test, post-test achievement test in English grammar and reaction scale which were constructed by the researcher. In the beginning the researcher administered the achievement test in English grammar as the pre-test on both the experimental group and control group students. Then the researcher implemented the multimedia package for teaching English grammar for 30 days @ 1 hour per day on the experiment groups and control group was taught the same topics by their respected English Teacher using their traditional method for the same 30 days @ 1 hour per day. After the implementation of the multimedia package researcher administered the same achievement test in English grammar as the post-test on both the experimental group and control group students. During the same time the prepared reaction scale was administered on the experimental group students to know their reaction on the implementation of the multimedia package. The entire study was conducted in three phases like, pre-testing, Implementation of Multimedia Package and Post Testing

5.14.7 Procedure of Data Analysis

The collected data obtained through pre-test and post-test were analyzed by employing quantitative data analysis techniques. Pre-test achievement data related to English grammar was used to make control and experimental groups equivalent. Mean, Standard Deviation, Standard Error of Mean and Mann-Whitney U-test were used to analyze the quantitative data collected through post-test. Data collected through reaction scale was analysed quantitatively with the help of percentage and Intensity Index (II).
5.15.0 MAJOR FINDINGS OF THE STUDY

Following Major findings were drawn for the present study on the basis of analysis and interpretation of the data.

1. The developed multimedia package was found to be stochastically (significantly) effective in terms of enhancing students’ achievement in English Grammar in comparison to the traditional approach.

2. The developed multimedia package to teach English grammar was also found to be effective in terms of the reaction of students towards the package.

5.16.0 IMPLICATIONS OF THE PRESENT STUDY

“The illiterate of the future will not be the person who cannot read. It will be the person who does not know how to learn and change themselves according to the time.”

-Alvin Toffler, Future Shock, 1999

In line with above words, it can be elicited easily that the teacher and teaching should be changed as per the context and with the passage of time. Presently if one notices the use of technology, then one may find the students much more advanced than the teachers in its use. The technology has shown its great effect on the mind of the students so the present study is an effort to make use of computer in teaching of English grammar and the effect of that on the learning of the students. It was just an attempt to find out an innovative way of teaching grammar and to check the effectiveness. The following are some of the suggested implications of the present study on the basis of the major findings.

- To increase the effectiveness of teaching of English Grammar the teachers should make use of computer or other technology so that the students get interest in learning.
- Not only the topics which were taught through the developed Multimedia Package by researcher but other topics also should be taught with the help of this kind of packages.
- The teaching through this kind of Multimedia Package effects more senses of the students and they make use of the learnt concepts in their real life.
Using of Multimedia Package for teaching learning has showed positive result as well as views in past but it can be used with discussion for better understanding of the students.

Multimedia Package proved to be reducing the burden of the students as well as the teachers by increasing the capacity of both of them.

5.17.0 SUGGESTIONS FOR THE FURTHER STUDY

Since the present study was delimited to few topics of English grammar, The researcher would like to suggest some more topics for the further research.

- The same Multimedia Package can be used with some other modes.
- Other topics of English grammar can also be taught with the help of Multimedia Package.
- Multimedia Package based on prose or poetry aspect can also be prepared to teach literary aspects in much more interesting way.
- Much more advanced package can be developed for teaching same or similar topics of English grammar for future research.
- The effectiveness of the same Multimedia Package can be tested by taking some other variables like in different modes and settings.
- True experimental design can be considered if feasible for better generalization.
- Multimedia Package can be prepared using other software like flash, Max for better clarity and animation.
- Similar study can be conducted for the student of other board like GSEB & ICSE.

5.18.0 CONCLUSION

Multimedia is a boon to the application of commuter in related fields. It has changed the styles of presentation. Added with the pedagogy of teaching and principles of learning, it has revolutionized the field of education in different developed countries. Its presence is also felt in India in the forms of research endeavour related to teaching learning and the scope of it is quite huge. In this present study it is an attempt by the researcher to develop a multimedia package and to see its effectiveness. The
developed multimedia package to teach English grammar to standard VII CBSE English medium students was found to be effective in enhancing achievement of students in English grammar in comparison to the traditional method of teaching. The multimedia package was also found effective in terms of the liking of students towards the package that was revealed from the favourable reaction of students towards the developed package. It can be called as the direct application of multimedia technology for the teaching of English at school education. This technology has huge potential today as many CBSE affiliated English medium schools are well equipped with the hardware and software technology. Now multimedia packages are also available in the market in different subjects. There is only a need to see that those packages follow sound pedagogy of teaching and proper principles of learning. Attempts are needed by the technocrats working in the software fields and the educationists to develop meaningful multimedia packages to cater the need of different types of learners. These multimedia packages can consider the learning styles of the learners rather the teaching styles of teachers. With the help of these packages, it can be visualized one day to see the concern of teachers and the educators towards the effective and efficient learning of students. According to the learning style of the learners, different multimedia packages could be available to the learners for excelling in different subjects like, packages for visual learners, packages for kinesthetic learner, packages for auditory learners and the multi sensory learners. This technology blended learning will see the better future of students mainly in the field of language learning. Ultimately the researcher feels that teachers are slowly realizing that traditional method of teaching are no longer capable of providing foundation that is strong enough to withstand the pressure of present scenario. Hence, the teachers need to be motivated for the use of multimedia whenever available in their respective subjects and the capable teachers also need to be empowered to develop such multimedia packages.