

# **CHAPTER - V**

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

- V.1 INTRODUCTION
- V.2 SUMMARY
- V.3 CONCLUSIONS
- V.4 RECOMMENDATIONS
- V.5 SUGGESTIONS FOR FURTHER STUDY

## CHAPTER - V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### V.1 INTRODUCTION:-

The purpose of the present study was to know the effect of media on students' learning English. The investigator used the experimental method and experiment was conducted in two groups namely experimental and control. The scores obtained through the tests were analysed and interpreted in the previous chapter.

The present chapter deals with the brief summary, conclusions of the study, recommendations and suggestions for further study.

#### V.2 SUMMARY :-

The chapter I deals with the need and importance of the study, importance of media in teaching-learning process. Media, its meaning, characteristics and classification. It also consists statement of the problem, stating the problem, definition of the terms used, scope and limitations of the study, objectives of the study, assumptions of the study and hypotheses stated by researcher are also given in this chapter.

The chapter II throws light on the importance and need of review of related literature. It also includes review the related studies in educational technology. The review is done of the several studies classified in six

categories.

- i) School Broadcasts and school television programme.
  - ii) Use of Visual Aids and Audio-visual Aids in Teaching school subjects.
  - iii) Multi Media programmes.
  - iv) Instructional Media.
  - v) The use of Mass Media.
  - vi) Miscellaneous studies and
- concluding remarks are also given in this chapter.

The third chapter deals with the procedure of the study. This chapter is composed of the method under which the problem comes that is experimental method. It also describes the experimental design which suits to the study and sampling procedure. It also includes control of validity and variables. This chapter also covers the preparation of the study, analysis of the syllabus, nature of the text book of std IX, determination of media according to the content, development of the tools for the study and conducting the experiment. This chapter also gives the idea about measuring tools.

Chapter IV deals with the analysis and interpretation of the data obtained on previous test and actual data obtained from the tests after using various media packages. The means and standard deviations are calculated and in order to test hypotheses the ANOVA is used. Findings are drawn on the basis of observation. It also explains the calculations of coefficient of

correlation of tests of both the groups.

V.3 CONCLUSIONS :-

The following conclusions were drawn from the study.

- i) Demonstration of the format of letter using transparencies favourably affects students' ability of writing letters.
- ii) Explaining incidents about 'Chipko Movement' using transparencies affect of students' ability to comprehend the passage clearly.
- iii) Displaying the pie-chart regarding the different uses of wood through transparencies affected the learners' ability to interpret and understand the passage.
- iv) Demonstration of the pie-chart to show the effect of coffee on various parts of the body, drinking at different times of the day, using transparencies favourably affected the students' ability to identify and describe the effects of coffee on various parts of the human body.
- v) By using transparencies and flannel board students recognized noun clauses because of demonstration of past participles used as adjectives and nouns which followed them.
- vi) Displaying some facts about T.B. using transparencies favourably affected learners' ability to understand the T.B. as infectious disease and precautions about it.

- vii) Flash cards and flannel board proved very helpful to develop the learners' ability to recall the words of the meanings.
- viii) It was found that flash cards and flannel boards were quite useful to develop the vocabulary. That is to develop the ability of analysing, suggesting, guessing and matching.
- ix) Considerably the skill of synthesis and transformation, were developed due to transparencies, flash cards and flannel board.
- x) The context was made clear and idea vivid due to maps.
- xi) It was noted that students could locate the countries and compare the vanishing areas by observing the maps.
- xii) Graphs were found effective in developing learners' interpretative ability.
- xiii) Substitution tables help learners to construct new sentence patterns and use vocabulary naturally and with ease.
- xiv) Explanation with charts and flannel board proved very useful to the learners to develop the ability to synthesise and apply the same in the new situation.
- xv) Displaying some proverbs, idioms and instructions through the chart considerably affected the students' ability to learn the comparative language and transfer the appropriate idea into

mothertongue.

- xvi) Display of the advertisement by using chart related to coffee and tea increased learners' participation in lesson and giving additional information.
- xvii) It was noted that epidiascope brought concreteness and assisted retention to the greater extent.
- xviii) Various pictures affected the performance of the learners in developing ability to understand the meaning of the stanzas of the poem.
- xix) Use of epidiascope, graphs favourably affected the learners' ability to enlarge images of matter, illustrate the matter effectively. It was also proved that these media played important role in introducing the subject matter.
- xx) Students understood the concept of Sputum Smear Test by using slide projector.
- xxi) Tape recorder played vital role to recall the main ideas and events in the passage clearly.
- xxii) Tape recorder strengthened learners' listening ability that resulted in learners' progressive performance.
- xxiii) Tape recorder played very important role to develop the ability to recite the poem to enjoy its music and also to understand and enjoy the rhyme and rhythm of the poem.
- xxiv) Tape recorder increased the comprehension of the passage to the greater extent.

- xxv) Finally it was found that the performance of the learners from group 'A' is better than the group 'B' after using media packages.

V.4 RECOMMENDATIONS :-

The following recommendations are made.

- i) This study is supposed to add to the existing stock of knowledge in the field of education. This study has an important bearing on education, where students are taught through the chalk and talk method. It demonstrates that students can be taught better through using media like the flash cards, flannel board, charts, maps, pictures, transparencies, slides and tape recorder. The findings of the study show that teaching through media have their effect not only on achievement and retention of students but also increase their self-confidence as well as their involvement in the classroom.
- ii) The findings of the study, detailed out in this chapter, have their recommendations for teachers, teacher-educators and administrators too. The study shows that media approach proved to be the most effective for teaching English because students were highly involved in the classroom when taught through the media approach. It should rather encourage the English teachers to use this media approach.



- iii) Teachers should use the above media for developing the abilities in English.
- iv) It is recommended that the teachers of English and the administrator should aware and know the importance of these media and should apply in their day to day teaching English.
- v) The institution should provide the necessary facilities, and encourage the teachers to use more and more media in teaching English language.
- vi) There should be English Committee or Club in the school. This club must guide for the preparation of useful good charts and pictures.
- vii) Above all, this study cautions all persons who are enamoured of educational technology that each technique of teaching should be used with the utmost care. The determination of teaching strategy depends upon the subject-matter, the nature of the students and the nature of the teaching material. It is the teacher's cautious choice of the strategy which can help his students to gain more at knowledge or comprehension level and can make them more self-confident as well as to create more interest and involved in the classroom. The teacher of English should bear in mind the nature of the subject matter and objectives of teaching while making his choice of using media for teaching English as a second language at secondary level.

- viii) All the headmasters must try to purchase good visual aids, audio aids and audio-visual aids useful for teaching English.
- ix) Useful and attractive visual aids must be prepared by institutions or headmaster's association and those must be provided to the school with minimum price.
- x) There should be workshop in preparation of media according to the content at the beginning of each term.
- xi) To inspire the teachers to use the visual aids in their teaching, some model lessons be arranged frequently in the school.
- xii) Some charts, pictures, which are not easily prepared by the teachers, must take prepared by the artists.
- xiii) A discussion should be held on the appropriate use of instructional materials in teaching a particular unit.
- xiv) New instructional materials such as television, computer must be used in teaching English language.

#### V.5 SUGGESTIONS FOR FURTHER STUDY :-

While conducting the present study, the researcher came across some problems which he feels need further elaborate exploration through research. These problems were not directly related to the problem under

investigation and hence the researcher has not explored them any further. However, for the benefit of researchers in this field the following suggestions are made for further research.

- i) Replication of the study by selecting rural students separately.
- ii) A similar study may be conducted in other units of the same standard.
- iii) During the experiment it was observed that the gains in scores for each ability were not identified. That media combinations were not equally effective for the students in acquiring abilities in English language. Ability wise and media-combination wise comparison can be a subject for further study.
- iv) A similar study may be conducted in other standards from V to XII std.
- v) This type of study may also be carried out in convent and public schools.
- vi) A similar study may be conducted in various areas like Marathi, Hindi and Science.