

## **CHAPTER V**

### **SUMMARY, SUGGESTIONS AND CONCLUSION**

#### **5.0.0 INTRODUCTION**

The present chapter deals with presenting a bird's eye view of the things done in the whole study and providing gist of approach towards the study, whole process involved, outcome of the study and suggestions.

English is one of the most useful languages. It is the language spoken by maximum number of people in the world. It has been used almost by all the nations of the world as a communicative language. It has made the communication easier among most of the countries of the world. It plays a vital role to have the better view of the world and to have better access of the latest knowledge and information. In another way it can be called as a living stream of knowledge. It plays a vital role in producing changes and accepting new trends in the society. It imparts new knowledge and skills and also provides formal system of living, which is found in most of the advanced countries of the world. The commercial weightage, the technical importance and the cultural content of English also explain the fact of its worldwide acceptance as the medium of intellectual exchange. It is quite indispensable for the students of politics, economics, science, engineering and technology.

Regarding the importance of different languages, the Government of India framed language policy in consideration of the recommendation of different committees and commissions. Both the National Integration Commission (1962) and the Indian Education Commission (1964-66) recommended the three-language formula where English had a major position. The Indian Education Commission also suggested that learning of English should be compulsory as a second or third language for duration of six years and three years in the non-Hindi speaking areas and Hindi speaking areas respectively.

We can understand the importance of English language with its significant use at present time and from the futuristic view of different commissions and committees about this language. Hence the knowledge of English language is very important vital

for the development of self as well as nation. But the teaching and learning of English language is not so proper and scientific in our education system may be due to various reasons for which our students mainly those studying in the schools with vernacular medium of instruction suffer a lot and labeled as poor in English language. There is a need to find out different techniques and approaches to help such students to learn English in a better way. In the present study an attempt is made by the researcher to develop and implement teaching - learning material in English for tribal students of Standard VIII studying in the Adarsh Nivasi Schools for Scheduled Tribe in Gujarat to help them to learn English language in a better way. For this, the researcher reviewed some of the researches.

### **5.1.0 REVIEW OF RELATED LITERATURE**

The researcher reviewed the researches conducted in India by Shah (1979), Joseph (1983), Prabhudane (1984), Jain (1987), Kapadia (1988), Jayashree (1989), Sharma (1989), Dubey (1990), Pradhan (1990), Rajendram (1992), Sevak (1993), Hsu (1994), Das (1998), Khirwadkar (1998), Zyoud (1999), Ngagbam (2000), Panchal (2006), Meghani (2009). As the investigator traversed the educational researches done in India, he could see comparatively only few researches done in the area of educational technology. Though there are only few, these researches brought from the immense wealth of practical knowledge related to classroom teaching and learning in the modern world of science and technology. A careful review of the related researches exhibited the fact that self-learning materials, computer assisted instructional material and programmed learning materials play a vital role for good teaching and better learning.

The researcher also reviewed the researches conducted abroad like, Macdonald (1973), Aqeel (1989), Hatcher (1999), Chang (2000), Manochehri (2001), Bolliger (2002), Buzhardt (2002), Lyson (2002), Munday (2002), Springer (2002), Gabrielle (2003), Casanova (2004), Charsky (2004), Eteokleous (2004), McLaughlin (2004), Chin (2004), Chitiyo (2006), Floyed (2006), Gilbert (2006), Paul (2007). A careful review of related researches done abroad revealed that though most of the Indian researches concentrate on school level, the researches done abroad concentrates on almost all the levels of education. The review of related literature also

revealed that comparatively more researches have been done abroad in the field of self-learning material in instructional technology. The related researches revealed that the findings of the researches done abroad reflected striking similarities with the findings of the Indian researches.

As the investigator searched through the related researches done in India and abroad, no research had been reported in the field of education of the tribal children studying in Adarsh Nivasi Schools run by Tribal Development Department of Gujarat. Therefore the present study is needed and it has its own importance. This study would not only add knowledge of teaching the subject of English for VIII standard tribal students in Adarsh Nivasi Schools, but also to all the subjects at all levels of education to select and develop their own self-learning material on consonance with the content area for a better teaching and learning.

#### **5.2.0 RATIONAL OF THE STUDY**

For successful teaching learning process, a teacher should explore a wide variety of materials to find it suitable for instruction, to supplement what the text book provides, to add some extra information, to broaden the concepts and to arouse interest of students. The selection, the improvisation and the use of the proper instructional material play an important part in the realization of the instructional objectives of the subject. The text book, though very important among the instructional aids is not adequate in itself, to help the students to acquire expected learning in terms of set forth objectives. It needs to be supplemented by other aids such as, a work book, test items, charts, pictures etc. Being one of the devices of technology, Teaching-Learning Material has a great importance in the field of education. And with its uniqueness of giving motivation, information, self practice through illustration, it makes teaching and learning more interesting and encouraging. For the better learning mainly for slow learners, there is a need of teaching learning material according to the need of the learners. In the present study an attempt is made by the researcher to prepare and implement teaching learning material in English for standard VIII students of Adarsh Nivasi Schools for ST in Gujarat.

Language is the most important aspect of human life because it makes human beings different from the other animals. And the universal language which opens the window of the world information is the English Language. English language enjoys the status of universal language because it has been the most important language of the world. It is called the library language as a vast amount of world information and literature is available in English. It is considered as a link language as it connects one country to the other. It is also considered as the language of trade and commerce as a very large portion of the world trade and commerce is done through this language. It is also one of the web languages. At present the impact of the English is so much that the teaching-learning of English language plays an important role in the society at large and the secondary schools as particular. Considering the importance of English language, the researcher has decided to undertake the present study to contribute something to enhance English language teaching-learning process.

As the English language is so much important, it is very necessary for the tribal students also to learn it. But the tribal students studying in Adarsh Nivasi Schools for S.T. in Gujarat were not good at English. Even some of the students of standard VIII are not able to read English text books properly may be due to the reasons that the lack of competent teachers and the use of traditional method of teaching-learning by their teachers. Adarsh Nivasi Schools for S.T. are situated mostly in villages, and there is a scanty of the availability of resources and technology in these schools. Hence the researcher tried to find out whether the printed Teaching Learning Material would be beneficial for these students. Standard VIII is the beginning standard in Adarsh Nivasi Schools. Students after completing standard VII took admission in standard VIII in Adarsh Nivasi Schools. Standard VIII is considered as the backbone of the students at Adarsh Nivasi Schools which is needed to be strengthened. Hence, the researcher considered standard VIII as the standard for the experimentation.

From the review of related researches, the investigator found that there has been a great concern regarding the teaching learning of English. It was also found that a large number of studies are conducted related to teaching-learning process of English and most of them have been conducted to see the effectiveness of different methods of teaching English like, CAI, PLM, CALL, etc. like, Karandikar (1996)

used video-instructional package, Rathore (1984) compared two instructional methods – modular and peer tutoring, Chaudhary (1985) and Kapadia (1988) prepared programmed learning material, Chaudhary (2000) studied on the effect of joyful learning, Jayashree (1989) studies the difficulty in teaching and learning English as a second language etc. Many studies conducted in foreign countries were also found based on multimedia and CAI, modules and programs related with computer and technology. Most of the studies are found relating to self-learning packages. But all those packages are related with computer or some other technology. No study was found directly related to development of some material for rural or tribal students which they can use easily for their English language learning. Therefore, there is a felt need for present study to develop printed teaching learning material with the tribal context and environment to teach English to the tribal students of Adarsh Nivasi Schools in Gujarat.

### **5.3.0 STATEMENT OF THE PROBLEM**

Development and Try-out of Teaching Learning Material on English for Standard VIII Students of Adarsh Nivasi Schools for Scheduled Tribe in Gujarat

### **5.4.0 OBJECTIVES OF THE STUDY**

The present study was conducted with the following objectives.

1. To develop the Teaching Learning Material to teach English to standard VIII students of Adarsh Nivasi Schools for S.T. in Gujarat.
2. To study the effectiveness of the developed Teaching Learning Material in terms of students' achievement in English.
3. To study the effectiveness of the developed Teaching Learning Material in terms of students' reaction.

### **5.5.0 DELIMITATION OF THE STUDY**

In the present study Standard VIII English Syllabus is delimited to five Units of Standard VIII English text-book, i.e. A Quiz, Let's Go Shopping, A Fireman's Day, Bamboo – A Wonderful Plant and The Prince and His Friends.

### 5.6.0 RESEACH METHODOLOGY

The present study is a developmental cum experimental study. Quasi Experimental research design was used for the present study. Details about the research methodology are as follow.

#### 5.6.1 Research Design

The present study was a developmental cum experimental research where a teaching learning material in English was developed by the researcher to make the teaching learning of English easier and effective for standard VIII students. Teaching learning material in English was implemented on the experimental group. Experimental and control group design was used to study the effectiveness of the implemented teaching learning material. 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. The design of the study is presented as follow.

$$\begin{array}{ccc} O_1 & X & O_2 \\ O_3 & C & O_4 \end{array}$$

Where,  $O_1$  and  $O_3$  are pretest

$O_2$  and  $O_4$  are posttest

X stands for Experimental Group and

C stands for Control Group

Following this design, the achievement of students in English was measured of the experimental group before and after the experimentation. The similar procedure was followed for control group. The experimental and the control groups were made equivalent on the basis of their pre-test score in English.

#### 5.6.2 Population Of The Study

All the students of Standard VIII studying in all 43 Adarsh Nivasi Schools for S.T. in Gujarat constituted the population for the present study. Hence the population

of the present study comprises of nearly 1550 students of standard VIII of Adarsh Nivasi Schools for S.T. in Gujarat.

### **5.6.3 Sample of the Study**

The sample for the present study was selected purposively. As per the convenience of conducting the study, the researcher selected standard VIII students studying at two Adarsh Nivasi schools for ST of Surat district namely Adarsh Nivasi School for ST, Surat and Adarsh Nivasi School for ST, Tarsadi-Kosamba as the sample for the present study. Further, standard VIII students studying at Adarsh Nivasi School for ST in Surat were considered as experimental group and standard VIII students studying at Adarsh Nivasi School for ST in Tarsadi-Kosamba were considered as the control group. These two schools were selected with the purpose of getting all the required facilities for data collection. There were 35 and 37 students in the experimental and control group respectively. On the basis of the pre-test achievement in English, the experimental and control groups were made equivalent. After making the groups equivalent, 30 students from Adarsh Nivasi School for ST, Surat and 30 from Adarsh Nivasi School for ST, Tarsadi-Kosamba were considered as the sample for the present study.

### **5.6.4 Tools for Data Collection**

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

**Achievement Test in English:** The Researcher constructed an achievement test in English for the pre-testing and post-testing purposes. Five units (1 to 5) of English viz. - A Quiz, Let's Go to the Shopping Centre, The Fireman, Bamboo – the Wonderful Plant and The Prince and His Friends of standard VIII English text book prescribed by Gujarat Secondary and Higher Secondary Education Board, Gandhinagar were selected for the purpose of research work. Hence the achievement test in English was prepared with these selected topics. A blue print was prepared for the construction of the achievement test in English considering the type and level of questions. Following the prepared blue print, the achievement test in English was

constructed by the researcher. Following the proper procedure the English achievement test was standardized

**Reaction Scale:** A Likert type three point reaction scale was prepared by the researcher to measure the reaction of the students of the experiment groups about the developed teaching learning material.

Apart from these two tools, researcher took the help of observation to observe the students during the process of experimentation.

### **5.6.5 Development of Teaching Learning Material**

Development of teaching learning material was done in the form of printed material. Teaching learning material was consisted of two parts – pre-stage learning material and current learning material for the selected topics. Pre-stage learning material was developed in such a way that it helped the students to understand the selected topic in a better way. It was developed to provide the pre-requisites to the students to learn the present units easily. The current learning material was prepared in such a way that the students could have the clear-cut idea to understand the present topics. Lots of pictures, charts, examples, quiz, games, exercises etc. were used to increase the interest of the students in learning English as well as in using the teaching learning material. Most of the pictures and examples in the teaching learning material were related to the context and environment of the students.

### **5.6.6 Procedure of Data Collection**

The required data were collected with the help of pre-test, post-test achievement test in English and reaction scale which were constructed by the researcher. In the beginning the researcher administered the achievement test in English as the pre-test on both the experimental group and the control group students. Then the researcher implemented the teaching learning material for teaching English for 60 days @ 40 minutes 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 60 days @ 40 minutes per day. After the implementation of the teaching learning material, the researcher administered the same achievement test in

English as the post-test on both the experimental group and the 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 teaching learning material. The researcher also observed the experimental group students during the experiment.

#### **5.6.7 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 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. The non-parametric Mann Whitney U-test was used to analyze the data as the sample was taken purposively as it is considered as the most powerful non parametric equivalent of t-test of parametric family. Data collected through reaction scale was analyzed quantitatively with the help of percentage and Intensity Index (II).

#### **5.7.0 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 teaching learning material was found to be stochastically (significantly) effective in terms of enhancing students' achievement in English in comparison to the traditional approach.
2. The developed teaching learning material to teach English was also found to be effective in terms of the reaction of students towards the package.
3. The developed teaching learning material was found to make the students interested in learning English, having cooperative learning among students and considering the teaching learning material as a self study material.

### **5.8.0 IMPLICATION OF THE PRESENT STUDY**

Text books are designed considering the average learners. Even text books are found to be quite difficult to the students due to difficult content, unattractive content presentation, monotonous way of content presentation and many more reasons. Text books are found to be quite difficult to the rural students, students belongs to backward classes studying in government schools. These students need different supplementary materials for better understanding and clarity. In such situations, the present study is an effort to make the students interested in extra reading in English through teaching learning material. It is just to find out an innovative way of teaching English to students belong to backward classes. The present study has huge implication for such students related to different subjects. Further the following implications could be drawn from the present study.

- To increase the effectiveness of teaching of English, the teachers could prepare and make use of such teaching learning material so that the students get interest in learning.
- Apart from the topics those were taught through the developed teaching learning material, other topics can also be taught with the help of this kind of teaching learning materials.
- Using of teaching learning material for teaching English in the present study showed positive result of students. Hence similar materials can be prepared by the authorities to bring these students at par with other students.
- Likewise, similar teaching learning materials can be developed in other subjects and for other standards to make their learning easier and fun.

#### **5.8.1 Implication for Policy Maker**

- Some policy can be made to inspire teachers to develop teaching learning material according to the need of the students as per the need of the local situation.
- Teachers should be awarded for developing the best kind of teaching learning materials.

- Some policy can be made to provide training to the teachers in this regard to develop teaching learning material as per the need of the students.
- Policy could be made to prepare such type of materials for tribal students which can be used as self learning materials for them.

### **5.8.2 Implication for Curriculum Designers and Text book Writers**

- Curriculum designers should made an attempt to incorporate such materials in the curriculum of English that can promote a habit of reading through the use of such teaching learning materials.
- Curriculum designers can give a scope to the teachers to develop such kind of teaching learning material.
- While preparing the text book, text book writers can include variety of pictures to define the term or matter more clearly.
- Supplementary reading book can be prepared in such a way that the content of the unit becomes more expressive.
- Text book writers can provide various kinds of tricks or suggestions to develop such kind of teaching learning material.

### **5.8.3 Implication for School Administrators**

- School administrators can provide better facilities to the teachers and the students to use such kind of teaching learning material.
- School administrators can inspire the teachers to develop such kind of teaching learning material by awarding and motivating them.
- School administrators can create an atmosphere for the teachers to develop such kind of teaching learning material and also for using it in a proper way.

### **5.9.0 SUGGESTIONS FOR THE FURTHER STUDY**

Followings could be the suggestions for the further researchers related to the present study.

- Since in the present study the developed teaching learning material was limited to five units of Standard VIII English text book, the similar materials could be developed taking all the units of standard VIII English text book and the experiment could be done for the whole year.
- In the present study one school was taken for experimentation as the sample. Some 4-5 schools can be taken as the sample for the purpose of experimentation and a similar number of schools can be taken as the control group for more generalization.
- Similar kind of teaching learning material can also be developed and tested for the other standards in the subject of English.
- Much more advanced teaching learning materials can be developed with the help of multimedia and computer applications for teaching same or similar topics of English in Adarsh Nivasi Schools.

### **5.10.0 CONCLUSION**

Adarsh Nivasi Schools for ST in Gujarat and Tribal schools (may be in different names) in different other states are created with the collaboration of state government and the central government as an equity measure to bring the tribal people of our country as par with the general caste people. This measure for making these people equal is a noble Endeavour and for that the government provides free education to the tribal students in a residential and educational environment. Equity measures are given in all the aspects except in the teaching learning process for example, the tribal students are provided with the text books free but the content and books are same as the general students. Though general students avail the help of other facilities like, practice books, supplementary books and the extra tuition from good teachers, the tribal students are deprived of these facilities due to their poor socio economic status. For their better learning there is a felt need for supplementary

materials in all the subjects that can help in delivering the content of their study in a better way considering their special needs. Teaching and learning of English for these tribal students seems to be quite difficult for these tribal students studying in the Adarsh Nivasi Schools for ST. English language teaching is a very important aspect for them. Therefore, the tribal students studying in Adarsh Nivasi Schools for ST should be provided with proper measures for the learning of English language. The present study was an attempt to prepare a low cost teaching learning material in English to help the tribal students in their learning of English. The findings of the present study indicated that these type of developed teaching learning materials can be very much useful for the students of Adarsh Nivasi Schools for S.T. in Gujarat. This needs the attention of planners, policy makers and educationalists while preparing curriculum for these socially backward people and their learning. The similar type of materials can be well designed and printed which may cost quite less and can be provided to these students of weaker sections along with their text books that can bring cheer on the face of these tribal students as they would like to learn easily through these materials. This is a humble attempt in this direction and lot more can be done as equity measures in the world of technology for the benefit of these disadvantaged section of our own people.