

CHAPTER – 5

FINDINGS, SUGGESTIONS, EDUCATIONAL IMPLICATIONS AND CONCLUSION

5.1 Introduction

The first section of this chapter focuses on the major findings yielded through this research study regarding the impact of the CAL materials based teaching English for language proficiency.

5.2 Major Findings

The study has yielded some significant findings regarding the impact of CAL materials in real teaching learning environment. The following major findings have been arrived at regarding teaching learning English through CAL.

- I. The computed t value of 33.61 is higher than the table t= value of 2.98 at 0.01 level and 2.14 at 0.05 level. So, the null hypothesis that there will be no significant difference between pre-test and post-test mean is rejected.
- II. In terms of development in grammar competence, the respondents indicated that Pre-Service Teachers had developed grammar understanding and their interest in learning English had increased. Learning grammar through CAL materials had become more enjoyable, meaningful and challenging.
- III. The use of CAL Materials helped Pre-Service Teachers to do more interaction in the classroom. This made the classroom environment friendlier among the Pre-Service Teachers.
- IV. It was observed by the researcher that the use of CAL materials helped the Pre-Service teachers to think and work independently. Pre-Service teachers seemed to be more creative in their thinking, more participatory and showed a sense of responsibility in matters of learning.
- V. In terms of implementation of the CAL package- based plan in real teaching environment the responses indicated that Pre-Service Teachers developed basic skills and competencies.

- VI. Pre-Service Teachers responded that to learn grammar CAL can be more effective and efficient compared to the traditional teaching methods.
- VII. Learning of grammar became more meaningful with interactive CAL Materials.
- VIII. The respondents said that technology integrated teaching addressed Pre-Service Teachers' different learning styles and helped the Pre-Service Teachers to relate the learning with real life situations.

5.3 Educational Implications

In the previous Chapter the data collected are presented in the form of Statistical Technique. Based on the study, the following educational implications can be thought of.

- I. Pre-service teachers should devote time for learning to use the computer and prepare teaching –learning materials with the help of the computer.
- II. They should become more active in classroom interaction. They should involve students in their own learning rather than ‘teach’ them everything and spoon-feed them.
- III. The teacher should use the computer as a teaching aid in the classroom and also encourage students to become efficient users.
- IV. The administrators should appoint qualified computer instructors in each institution to teach computer systematically.
- V. Teachers normally teach more theoretically and less practically. During pre-service training a great deal of exposure needs to be given on practical work and skill development.
- VI. Lack of enough practical exposure results into inadequate language competence. Therefore, teachers need to create a rich classroom climate for their students to learn English.

5.4 Suggestions for Further Research

The following suggestions are intended for further research through the present study.

- Effectiveness of CAL package for academically challenged learners of English (different subjects)
- A Study of the effectiveness of CAI programme in relation to certain socio-economic and psycho factors
- A Study of CAL programs for different standards to teach different subjects
- A comparative study of CAI programme and other methods of teaching English

5.5 Conclusion

This research study was carried out with a view to verify effectiveness of a computer-based package to enhance English language competence of pre-service teachers. It was an experimental research.

On the basis of the analysis of the data presented in the previous chapter, this chapter presented the findings arrived at and discussed their educational implications. Thus, this chapter is a summative view of the investigation in terms of its academic outcome. CAL draws on the empirical and theoretical work in many fields and returns tangible research results, new perspectives, and a deeper understanding of the nature of learning grammar items. CAL materials also produce tools, learning materials, and pedagogical approaches of immediate concrete value in enhancing language learning programs. Virtually every educational institution has taken the initiative of using computer assisted learning materials. The evaluation of pedagogical innovations, development, and research in CAL can be based on objective assessment mechanisms. Such assessment requires an understanding of the particular challenges of CAL that is not yet widespread in language departments and academic institutions. Effective evaluation systems must draw on the current, organized, and demonstrable knowledge of national and international experts in the field.

There are, of course, many unanswered questions about the impact of CAL materials on teaching and learning. However, the present study can play a critical role in answering some of these questions. Policymakers, however, will need to invest more money on research in technology. The findings from this research

suggest that more and better research needs to be conducted by researchers in this area. Although recognition of the uniqueness of each institution and classroom situation will always need to be considered, the accumulation of research evidence over time and across studies may provide consistent findings that enhance our understanding of the role of teaching and learning with technology.