



CHAPTER-V
SUMMARY

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5.0.0 INTRODUCTION

Introduction and the review of research are presented in chapter 1 and 2 respectively. The methodology employed for the study along with the techniques of sample selection, tools, procedure of data collection and the statistical techniques for the analysis of the data are presented in the chapter 3. The result and discussion are presented in the chapter 4. In the present chapter summary of study has been presented.

5.1.0 Findings

Findings of the present study are as follows:

- 1) There is a significant effect of treatment i.e. collaborative learning on achievement in English Grammar of class VII students.
- 2) Gender has no significant effect on students' achievement in English Grammar of class VII students.
- 3) There is no effect of interaction of gender with treatment i.e. collaborative learning on achievement in English Grammar of class VII students.

5.2.0 Justification of the study

In today's educational setting, Collaborative learning is urgently needed to promote social relationship among students. In most of Indian schools, learning is characterized by intense and unhealthy competitiveness among students. A major challenges which the current educators face is how to enhance learning in the large classes where interaction between students is low. In learning process interaction and participation of the students is pre-requisite. Learning is enhanced when students learn actively, discuss and exchange ideas with classmates keenly. Researcher has emphasized the use of constructivist approach through Collaborative Learning in the teaching of English Grammar which promotes quality of learning experience.

It is a great concern over a long period of time how Grammar should be taught to the students because Grammar is an integral part of any language. It is an important aspect without which a language cannot be said to have been learned. A child learn its Mother tongue naturally but in case of second language learning it is not easy to learn language naturally, without proper learning environment. In present scenario English is a global language so there is a dire need to learn this language so now the focus is on “Communicative Competence” i.e. basic proficiency in that language. So for teaching English where students in a small group get opportunity to learn English is Collaborative Learning Method where students get the opportunity to communicate and perform a certain task for attaining desired goals and through meaningful discussion students will be able to understand meaning and basic form and structure of the grammar and it is helpful for learning of grammar.

Collaborative learning strategy is being used at all class levels in all subject areas across the world but its potential as an alternative to Traditional Teaching strategies has not been fully explored in the schools. Thus, the experimental study was designed to explore the “ The Effect of Collaborative Learning on Achievement in English Grammar of Class VII Students”

5.3.0 Objectives of the Study

The objectives of the study are:

1. To study the effect of collaborative learning on achievement in English Grammar of class VII students.
2. To study the effect of gender on achievement in English Grammar of class VII students.
3. To study the effect of interaction of gender and the treatment (collaborative learning) on achievement in English Grammar of class VII students.

5.4.0 Hypotheses

H_1 The students taught through collaborative learning will gain significantly higher scores as compared to their counterpart in Traditional method of teaching.

H_0 There is no significant effect of gender on achievement in English Grammar of class VII students.

H_0 There is no significant effect of interaction of gender and the treatment on achievement in English Grammar of class VII students.

5.5.0 Delimitations of the Study

Although the research intends to study the whole population, but due to time constraint the following research will be delimited to a particular area. So that the study can be done exclusively on the selected participants and as exact as possible results could be drawn.

1. The study has been delimited to a government school of Bhopal.
2. The study has been delimited to the Demonstration Multipurpose School.
3. The study has been delimited to the students of class VII

5.6.0 Sample

A sample of 54 students of class VII was taken purposively.

GROUP	NO. OF BOYS	NO. OF GIRLS	TOTAL
CONTROL GROUP	15	12	27
EXPERIMENTAL GROUP	17	10	27
TOTAL	32	22	54

5.7.0 Variables under the study

Variables are the characteristics or the conditions that a researcher observes, controls and manipulates in order to carry out the study.

1. Collaborative Learning (independent variable)
2. Achievement in English Grammar (dependent variable)

5.8.0 Tools and techniques

The tool administered for the study is an achievement test to know the understanding of students about the written form, basic structure and use of Tense in Grammar. The tool was self-developed and focused mainly on the written form of Grammar of the students.

5.9.0 Implications of the study

Research is the output of the work which is done by the researcher. Research is very specific and scientific in nature. The contribution of research work in any field provides an insight about the new dimensions in the concern field. The present study has been performed with the intention of contribution of English Language Teaching in India which has a great concern in present scenario when English is Global Language. The educational implications of the study are as follows:

1. **In constructivist classroom:** Collaborative Learning is based on the philosophy of constructivism approach and it proved to have significant effect on the Achievement in English Grammar and this study is supported by other study also. Thus it can be considered that collaborative Learning can be utilized in English Language Teaching and other Language Teaching in case of second language learning in other context.
2. **Useful for social learning:** Ultimate aim of Education is to make the citizen democratic so in Collaborative learning Students learn to work in groups and also learner from different context can be benefited and they learn social skills along with learning of desired objectives .In collaborative learning they feel free and enjoy the learning . In collaborative learning students have a great

space for learning from each other so their interpersonal skills can be improved.

3. **Enrichment of Teacher's Competence:** This method of teaching to the students not only support learning for the students but also improves teacher's competence in their profession and also acquaint teachers to explore themselves.

5.10.0 Suggestions for further researches

- i) The study can be conducted on a larger sample for precise results.
- ii) The technique of collaborative learning can be integrated with ICT and its effect can be observed on student's achievement in different disciplines.
- iii) The study can be conducted for different grade levels so as to compare the effectiveness at different levels.
- iv) A comparative study can be conducted for the other Language learning in different context.
- v) Previous research indicates that collaborative learning results in cognitive and affective growth of students. Therefore, in addition to investigate the effectiveness of Collaborative learning on students' self-esteem, social skills and academic motivation may also be studied.

5.11.0.Conclusion

The present study is unique of its own kind in the field of school education. The study ventured to investigate the effectiveness of collaborative learning on students' achievement in English Grammar. The study conclude with an establishment of an empirically verified proposition i.e. collaborative learning has a positive impact on students' achievement .