RESEARCH PAPERS

INFLUENCE OF USER - FRIENDLY SELF-MOTIVATED LEARNING GADGETIN LEARNING SYLLABLES OF ENGLISH AT STANDARD VI

By

Dr.G.SINGARAVELU,M.A,M.Ed, M.Phil, Ph.D,

Department of Educational Technology,
Bharathiar University,Coimbatore,
South India.

Dr.T.MUTHUKRISHNAN,M.A,Ph.D

Department of Educational Technology,
Bharathiar University,Coimbatore,
South India.

ABSTRACT

The present study illuminates the causes of the learners in identifying and discriminating syllables and syllabic words in English. It displays the ways for eliminating syllables and syllabic words in English by using self-motivated learning gadget. Single group experimental method was adopted for the study. Fifty students studying in standard Vi were selected for the study. Achievement tests (pre-test & post-test) were used for the study. It was concluded that identifying syllables and syllabic words in English by using Self-Motivated-Learning-Gadget is more effective than the conventional method.

INTRODUCTION

The students of elementary level are already aware of the phonetic sounds in their mother-tongue but the sounds in English which do not find corresponding letter to sound equivalent in Indian languages, present a difficulty to the students. They face hurdles to find out the proper sound or auditory sign for the words in English language. Speech can get perfect when the students become aware of the Sounds, words, sentences and structures. The sound system of English occupies perfect pronunciation which promotes the values of higher education. Skill of identifying syllables, different kinds of syllabic words and sound system strengthen the correct and appropriate pronunciation and proper spelling which pave way to written symbols. To eliminate the problem of the students in identifying and discriminating syllables and syllabic words, teachers have to find out the ways and means to help the students. Syllables or sounds and syllabic words are taught in conventional approach like chalk and talk which dissatisfies and discontents the needs of the students. Maximum number of teachers does not heed on activity oriented participatory approach resulting in less involvement of the students. After learning the letters, learners have to familiarize the syllables with facilitation of the teacher, using the contrivances to simplify the

problems in learning and discriminating mono and disyllabic words. Visual perception can be had by practicing user-friendly self-motivated-learning gadget (SMLG) instead of obsolete strategy in teaching syllabic words may enhance the competency of the students in discriminating syllables and learning sound system. This device induces auto-learning, inspiration, creativity, challenge in spelling, learning sound system, enthusiasm in proper pronunciation and learning corner of phonetics. Eminent educationists, John Dewey and Mahatma Gandhi were advocated the technique of learning, and the same principle is adopted in the user friendly gadget.

Statement of The Problem

The main goal of the present study is to identify the problems of the learners in identifying and discriminating English syllables and syllabic words and to simplify their problems by adopting user-friendly Self-Motivated-Learning-Gadget at learners of standard VI.

Operational definitions: Self-motivated refers to learners those who are learning themselves. Learning-Gadget is a device is shown in the fig 1.

Need For The Study

Pupils of standard VI at Municipal Gopalasamudram Middle School, Mannargudi, Thiruvarur district of South India were observed that most of them failed to attain the

competency in identifying syllables and discriminating monosyllabic words and disyllabic words because of the conventional methodology followed by the pupils as per the guidance of the teachers. This method is teacher centered and pupils have no opportunity to involve themselves in activity oriented learning. It does not create the conducive atmosphere and situation related to the competency but to force the pupils to sink in boredom and monotony. Identification of mono syllabic words and disyllabic words is prescribed as competency in English text book for standard VI. Without understanding of syllables, pupils can not pronounce the words properly and committed mistakes in spellings which decrease the value of exposure in spoken and written forms. Most of the learners faced hurdles in attaining the competencies which were the emerging problems of the learners. It can be eliminated in the applied aspects of using opt technology to perceive the knowledge in syllables and syllabic words in their own style. Keeping the above factor in mind, the investigator determined and developed a new strategy of using self-motivated-learning gadget in which each and every student involve and participate themselves in identifying syllables and discriminating syllabic words.

Objectives

The researcher has framed the following as objectives of the study.

1) To find out the problems of the learners in identifying syllables and syllabic words at standard VI.

2) To find out the significant difference between pre-test and post-test in achievement mean scores of the pupils in identifying syllables and syllabic words.

3) To measure the efficacy of user-friendly Self-Motivated-Learning-Gadget (SMLG) in comprehending syllables and syllabic words of English.

Hypotheses of the Study:

The investigator has framed the following hypotheses:

(1) Learners of standard VI have problems in identifying English syllables and syllabic words.

(2) There exists no significant difference between pre-test and post-test in achievement mean scores of the pupils in identifying syllables and syllabic words in English.

(3) Identifying syllables and syllabic words by using the user-friendly Self-Motivated-Learning-Gadget (SMLG) is more effective than traditional approaches

Method of Study

Single group experimental method was adopted for the study. Achievement tests were administered for the study.

Sample For The Study

The sample consisted of fifty students of standard VI from municipal Gopalasamudram Middle School at Mannargudi in Thiruvarur district of South India.

Tools

Achievement tests were used as tools for the study

I) Pre-test

ii) Post-test

Pre-test and after treatment, post-test were administered to the pupils

Construction of Tools

Tools were prepared by the investigator and administered pilot study was shown to experts and retired teachers to establish reliability. After establishing validity and reliability, final tool was prepared with few changes in the pilot study as per advice of experts. The investigator's self-made question paper was used for the pre and post-test which evaluated skills of pupils in identification of syllables and syllabic words and listed them out separately under the heading of mono-syllabic and disyllabic words from fifty words, which carried one mark of each word and contained 50 marks. The pupil could answer themselves by using the self-motivated-learning-gadget (SMLG) in the post-test.

Procedures of the Study

Step 1   Tools preparation pilot study and Final study

Step 2   Identification of the difficulties of learners of standard VI in achieving mastery in identification of syllables and discrimination of mono-syllabic and disyllabic words through administering pre-test.,

Step 3	Orientation of teacher on user-friendly self-motivated-learning-gadget (SMLG) to facilitate pupils in identifying syllables and discriminating syllabic words.
Step 4	Flash cards were used to teach syllables in words
Step 5	User-friendly SMLG were operated and demonstrated how to handle by the pupils to find out the syllables and discriminate the syllabic words.
Step 6	Group activity and individual activity were given to the pupils by using new SMLG.
Step 7	Evaluation activities were given to the pupils by using the Self-Motivated-Learning Gadget (SMLG)
Step 8	Post-test was administered to the pupils by using user friendly SMLG
Step 9	Data analysis, findings and educational implication were made.

Data Collection

After administering of pilot study validity and reliability was established and final tool was prepared.

The investigator administered pre-test to the pupils with help of the teachers. The question paper and response sheet was given to individual pupil, collected and evaluated. Difficulties of the pupils were identified and the causes of low achievement were found out that using the traditional method of learning syllables through chalk board. User-friendly SMLG was operated and data were collected

User Friendly Self-motivated-learning - Gadget (SMLG)

An user-friendly self-motivated-learning-gadget was designed and prepared by the researcher and it was implemented in the class-room. It appeared more effective than traditional approach in identifying syllables and syllabic words of English. The researcher prepared twenty new gadgets (SMLGs) which were demonstrated to the teachers and the pupils at standard VI in Municipal Gopalasamudram Middle School, Mannargudi. The

newly devised SMLG became friend to the fifty students of the class and it was operated and handled by each and every student of the class. Pupils identified the monosyllabic words by a vowel sound in one RED letter of the word and disyllabic words by two vowels sounds in two RED letters of the words. By operating the gadget, pupils can identify the syllables and syllabic words in pressing the letter through the window of the SMLG and when it is pressed, it opens between the letters corresponding to the sounds of words as mono syllabic words and di-syllabic words. After one week, post-test was administered by the investigator and evaluated. Their scores in the post-test were higher than the pre-test.

Procedure For The Preparation Of User Friendly Gadget (smlg) For Identifying English Syllables And Syllabic Words
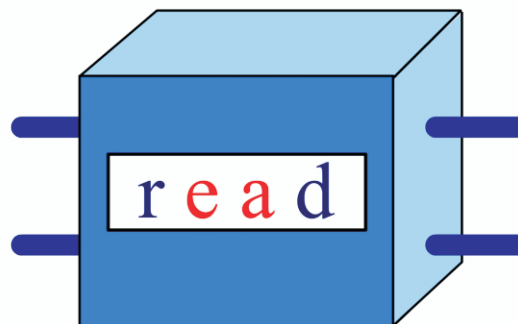
Picture of the Friendly Self-motivated-learning-gadget.

I.   RAW MATERIALS NEEDED

a)   Waste box or one inch straw board 1

b)   Long Cloth   ½ meter

c)   White paper   10

d)   Blue sketch   1

e)   Black sketch   1

f)   Sticks   2

g)   Colour paper 4

II.   COST OF MATERIALS   Rs.20/-(approximately)

All the raw materials are available and the SMLG can be prepared in low cost.

II.   PREPARATION OF GADGET

Iii.   The user-friendly SMLG can be easily designed and

prepared in low-cost. A card board waste box size of 25 cm length and 18 cm of breadth was got from cloth stores or one inch straw board was cut into the size of 28 cm length and 22 cm breadth and it was made as a box in the size of 25 cm x 18 cm. Fifty words were prepared from the text book of standard VI and written on a long paper in black letter except vowels. Vowel sound letters were written in RED colour for easy identification of syllables from the words. Written words in a long paper was pasted on a 2 meters long cloth, and one side of the cloth was stitched with a 30 cm size of a stick, one side of the stick was penetrated into the box of the upper side with rolling of the strip of the words and another side of the strip was stitched with the stick which was penetrated and fixed in the bottom of the box. A size of 2 cm long x 10 cm breadth of a window was opened in the mid of the box, then the two sticks were put into the box for moving the strip. If one stick is moved, another stick loosens the strip so as to display the words, in the screen of the box. Pupils can press the necessary words in the SMLG, it will appear in cutting of the strips of letter corresponding to sound to identify syllables and syllabic words.

Instructions To Use The SLMG

The gadget can be easily handled by the pupils at standard VI.

The following instructions are given to handle the device.

a) Pupils can rotate the upper and bottom side of the stick in the gadget to identify the syllables.,

b) Pupils can rotate any one stick in a time

c) Pupils can observe and identify the syllables from words given in a strip, which has the facility of rotation

d) Rotation of stick should be adjusted in the screen to get the view of the words.

e) Pupils should count the letter in blue colour

f) If one letter is in blue colour of a word it can be a monosyllabic word and

g) If two letters are in blue colour in a word, the word will be disyllabic word.

h) If there is any confusion in identifying and discriminating syllables, pupils should press the letter

of the strip without much strain. The strip will give gape according to the number of syllables because the cuts have been made in between syllables of a word accordingly.

i) Teacher should facilitate to handle the SLM

Significance of the Gadget

The gadget an improvised aid and encourages to involve each and every students in identification of syllables and syllabic words themselves. Teacher is only the facilitator to the pupils when the SMLG is used. By using the gadget the responsibility of the teacher is reduced. It can be extended to high schools and higher secondary schools. Slow learners can attain competency of using the new strategy.

Data Analysis

Statistical technique.

't' test was used to analyse the collected data for the study.

Hypothesis

Learners of standard VI have problems in identifying English syllables and syllabic words

Achievement mean score in the pre-test is 20.60 and in the post test 37.70. Hence it is found that the learners of standard VI have problems in identifying Syllables and syllabic words in English.

Hypothesis - 2

There exists no significant difference between pre-test and post-test in achievement mean scores of the learners in identifying syllables and syllabic words in English.
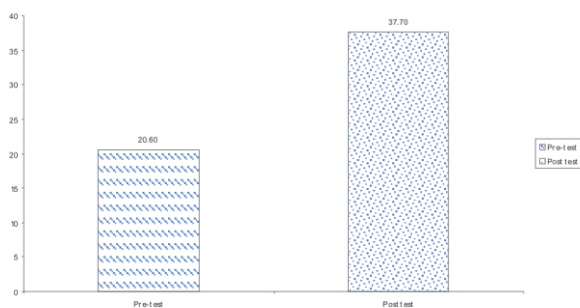
Table showing the achievement mean scores between pre and post test in identifying syllables of English words.

The calculated 't' value is 10.49 greater than table value 1.98. Hence null hypothesis is rejected at 0.05 level. So there is significant difference between pre-test and post-test in achievement mean scores of the pupils in identifying syllables and syllabic words in English.

Test	Mean	SD	N	t	df	L.S
Pre-test	20.60	9.20	50	10.49	98	P<0.05 significance
Post-test	37.70	6.97	50			

Hypothesis 3

Identifying syllables from words of English by using self-learning gadgets are more effective than traditional approach. Achievement mean scores of the post-test 37.70 is higher than pre-test 20.60. Hence it is found that user friendly gadgets are more effective than traditional approaches in identifying syllables and syllabic words of English at Standard VI.

Bar Diagram Showing The Achievement Mean Scores Between Pre And Post Test

The above Bar diagram shows the achievement mean scores of the pre-test 20.60 in identification of syllables from English and effectiveness by using user-friendly self-motivated learning- gadgets in post test 37.70.

Findings

The followings are the findings of the study

1) Learners of Standard VI have problems in identifying the syllables and syllabic words of English

2) There exists significant difference between pre-test and post-test in achievement mean scores of the pupils in identifying syllables and syllabic words of English.

3) Identifying syllables and syllabic words by using SMLG is more effective than traditional approaches.

Educational Implications

1) Sound system of English can be improved by using the user friendly SMLG

2) The user-friendly gadget (SMLG) can be extended up to high schools and higher secondary schools.

3) It can be introduced and implemented in Alternative Innovative Education, EGS (Educational Guarantee Scheme) and child labour schools.

4) It can be extended to rural schools to eliminate the difficulties in identifying the syllables and the syllabic words in English.

5) By implementing the innovative practice in teacher training schools, it will be valuable for their future.

6) It may be useful for the working teachers to prepare Teaching Learning Materials by providing fund from S.S.A. Scheme

7) Slow learners can be improved by using the self motivated- learning gadget.

8) Pronunciation and spelling of the pupils can be developed by using it.

Conclusion

Pupils of standard VI at Municipal Gopalasamudram Middle School, Mannargudi faced difficulties in identifying syllables and syllabic words in English is the revelation of the study. It is concluded that identifying syllables and syllabic words in English at standard VI by using user-friendly self-motivated-learning-gadget (SMLG) is more effective than traditional approaches. Hence the user-friendly SMLG may be utilized in all the upper-primary schools of India and it may intensify the promotion of Sarva Siksha Abiyan in gross-root level in India.

References:

[1]. Byrne, Donn, Teaching Oral English, Longman Handbooks for English Teachers U.K.: Longman, 1982

[2]. Romiszowski, A.I., (1986) Developing Auto Instructional Materials, New York: Kogan page London Nicholas publishing

[3]. Kohli A.L. and Sharma, L.M., Techniques of teaching English, New Delhi: Dhanpat Rai Publishing (P) Ltd.

[4]. Krashen, S. (1981) Second Language acquisition and second language learning Oxford: Pergamon press

[5]. Wenden, A. (1988) A curricular frame work for promoting learner autonomy. The Canadian modern Language Review, 44(4), 639-652.

Identifying Syllabic words (Pre-test and Post-test)

Name of the student :

Standard   :

Sex   :

Write 1 in given box for monosyllabic words

Write 2 in given box for Disyllabic words

Write 3 in given box for Polysyllabic words

1.   Before   [   ]

2.   National   [   ]

3.   Wish   [   ]

4.   Pencil   [   ]

5.   Service   [   ]

6.   Bless   [   ]

7.   Wash   [   ]

8.   Horror   [   ]

9.   Peacock   [   ]

10.   Grave   [   ]

11.   Read   [   ]

12.   Countable   [   ]

13.   Bus   [   ]

14.   Range   [   ]

15.   Service   [   ]

16.   Hope   [   ]

17.   Articles   [   ]

18.   Day   [   ]

19.   Resin   [   ]

20.   News   [   ]

21.   Behave   [   ]

22.   Attack   [   ]

23.   Beauty   [   ]

24.   Place   [   ]

25.   Cup board   [   ]

26.   Better   [   ]

27.   Passenger   [   ]

28.   Engine   [   ]

29.   King   [   ]

30.   Think   [   ]

31.   Welcome   [   ]

32.   Nothing   [   ]

33.   Able   [   ]

34.   Commit   [   ]

35. Success ☐

36. Day ☐

37. Make ☐

38. Coffee ☐

39. Light ☐

40. Attach ☐

41. Monday ☐

42. Well ☐

43. Try ☐

44. Beautiful ☐

45. Comfortable ☐

46. Recommendation ☐

47. Murder ☐

48. Resign ☐

49. Sin ☐

50. Pollution ☐

Distribution of Sample in Standard VI

Number of Male students involved   : 29

Number of Female students involved   : 21

Five teachers were involved to practice the gadgets in the classroom

---

ABOUT THE AUTHORS

Dr. G. Singaravelu is a lecturer in the Department of Educational Technology, Bharathiar University, Coimbatore, Tamil Nadu. He is specialized in primary education. He got NCERT award for his innovative gadgets used in mathematics and trained more than two thousand teachers in Activity Based Learning

Dr. T.Muthukrishnan, some time Full-Professor of English & Linguistics, in China, who is a lecturer now in the Department of Educational Technology, Bharathiar University, Coimbatore, Tamil Nadu, is an exponent of enigmatic thoughts of both core and hyphenated Linguistics