# Chapter 5

# Conclusion And Recommendations

## Introduction

Using modules as self-instructional materials in a classroom has helped the sample to improve their writing skills, particularly writing letters of invitation. These modules can be used to help students in a particular topic which is a problem to the students as modules are meant to facilitate learning and to overcome learning difficulties.

Self-instructional materials such as modules have their own distinct features. Some of the features are like explicitly defined learning objectives, instructions in small sequenced steps, feedback and others. All this have helped the slow-learners to facilitate their own learning process and they are able to work at their own pace.

According to Gagne (1974),

> ... individualized instruction is often not only more effective and more efficient than group instruction but is also more responsive to the needs of the learner. It is therefore may also be characterized as more human than group methods, because it:-
>
> i) allows realistic goals to be set for each learner.
> ii) provides various materials for a given goal thus adapting to individual competencies and backgrounds.
> iii) Provides privacy when difficulty is encountered.
> iv) Permits the learner to work, at his own rate
> v) Provides consistent individual feedback.

The findings of this study have indicated that module can be a great help to students in improving their writing skills. The analysis of this study have proven the effectiveness of using modules in writing letters of invitation by comparing the results of the students in the pre-test and the post-test as well as the assignment. Koh (1977) in his study has also stated that modules are effective as compensatory materials for teaching specific skills to low ability pupils.

**Implications of using Modules In An English Lesson**

Modules can be used in English lessons as supplementary aids to help the students to facilitate their learning process. Students work at their own pace and are more independent. By using the module students will have a one to one relationship with it and this will lessened the burden of teachers in giving individual attention to every student in the class.

The students are given feedback on their performance and the progress achieved helps to boost the students confidence and motivates them to further learning. Teachers have to designed modules according to their students ability in a particular topic. The contents of the module have to be arranged according to the students need. It should also capture the students' attention to proceed with the module. All these processes are time-consuming nevertheless effective.

Teachers should have some knowledge in designing self-instructional materials in order to produce good and effective teaching materials. This implies that, there is a necessary to include the development of self-instructional materials in all teacher-training programmes. This was also mentioned by Koh (1977, pp.125) in his study where he stated:

> ... it is necessary to include the development of self-instructional materials as an integral part of pre-service and in service teacher training programme.

**Recommendations For Further Study**

This study is focused on the effectiveness of using modules in writing letters of invitation among secretarial students in a private institution. It is recommended that self-instructional materials such as modules should be used widely in schools as well as in other higher institutions of learning. More studies should be carried out in developing and self-instructional materials in other pedagogical situations such as in other private colleges or universities. It would be beneficial if researchers could explore into other areas of writing which permit the use of modules to help students improve their writing skills.