Impact of Hypermedia-based Learning of William Wordsworth's Poetries on Descriptive Adjective Development: A Study based on the 'Professional English Course'

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Abstract
Hypermedia-based William Wordsworth's poetry learning; mentions to enable poetries by William Wordsworth containing graphs, images, animation, sound and hypertext with productive learning strategies displays a dominant quantity in the achievement of the students learning English as a second language. This study was handled to identify the productivity of hypermedia-based teaching in the descriptive adjective development tracked in the Professional English (PE) with true-life learning styles: activities and arrangements in recitation with video-based sound method. The term descriptive adjective denotes to a word that modifies or describes a noun or pronoun and expounds the qualities of someone or something freely or in comparison to something else. The study was led with members of PE course at the Sri Lanka Youth Vocational Training Centre of National Youth Services Council. Ninety students from PE – class - A were tied up as an experimental group and equivalent numbers of students from class - B were involved as the controlled group. A pre-test was led for both the groups to discover the prior expertise level of descriptive adjectives of the students and the mean differences were found to be negligible for both the groups from the pre-test. Later, the experimental group used hypermedia-based learning based on selected learning strategies for six months with ninety hours learning while the controlled group was taught without the use of hypermedia-based William Wordsworth's poetry learning. After six months a post-test was conducted for both the groups. When the post-test was conducted the mean (-0.099) was to some extent enriched for the group - B than the pre-test, and the mean (-2.979) was significantly improved for the group - A in the post-test. Therefore, it is found that there is a positive relationship between the hyper-media based learning and the performance in descriptive adjective development. The research results show that hyper-media based William Wordsworth's poetry learning expands descriptive adjective development of the learners of English as a second language.
Keywords: Hypermedia, Recitation, William Wordsworth's Poetry, Video-based Sound, Adjective Development

Introduction

The students' enactment in descriptive adjective development over hypermedia-based learning is an attention in today's language education. Hypermedia conglomerates several types of media messages into teaching and learning preparation. Besides, hypermedia is unique of inventiveness of information construction in listening and writing. Hypermedia permits

learners to confidently mix pioneering knowledge into their original knowledge bases so that learners grow choice making in information handling with their syllabus contents.

It is considered that little level of association of students in hypermedia-based learning is understood as one of the reasons for dissatisfaction in the performance in the adjective development in academic courses (Parastatidis et al.). Throughout the historical period, a number of studies that revealed the joining between hypermedia-based William Wordsworth's poetry learning and the performance in the descriptive adjective development determined that an extremely helpful correlation avails between these two variables (Fan), but there are no research studies done in the context of learning English as Second Language. As per the contextual gap, along with the straight investigation, this study aims at looking into the impact of the hypermedia-based William Wordsworth's poetry learning with selected learning strategies: activities and arrangements in recitation with video and audio-based method in the performance in the descriptive adjective development using data collected from Professional English course at SLYVTC - Sri Lanka Youth Vocational Training Centre – Sainthamaruthu in National Youth Services Council under the Ministry of Sports and Youth Affairs.

The hypermedia-based William Wordsworth's poetry learning has become potential after the existence of the internet and the William Wordsworth's poetries have been chosen in the study in order to uplift the descriptive adjectives as the learners of English as a Second Language can increase several information regarding related descriptive vocabularies, extensive sentences, inspired thoughts, routine writing construction of paragraphs with selection and arrangement of words that are deeply infused with passion and emotion so on from them (Kavcic et al.). Learners are advanced by the hypermedia-based learning of what is touching on around them and region with awareness of morphological capabilities. And also, hypermedia-based learning exposed ways to learners' lives with various considerate supports, search and treasured articles on diverse subjects worldwide (Koch). It is found that learners cannot conquer considerable about variety, reliable conditions and signal on pleasures without a hypermedia (Pathan).

Literature Review

The significant aim of this section is to review the connected research studies, and their pivotal consequences, gaps related to the context of this research and limitations of the reviewed studies. Ensslin empirically studies the efficiency of merging hypermedia-based literature into the program to advance terminology achievement among youths. The study found that youths who recognised hypermedia-based literature teaching exhibited notable expansion in their terminology skills compared to those who worked on traditional terminology training methods. The researcher decided that the hypermedia-based training deals youths with sensitive and contextualized exposure to vocabulary, leading to better maintenance and application of new words.

William Wordsworth's literature with poetries can be well-defined as a meeting of published and spoken works about human connections which echo the authors' fancy about human varieties of involvements. Literature chains stories, novels, and poems and plays predominantly those that have reputation of art and not just pleasure. Poetry is the image of different structures of a society and its ethnic documents to realize a country or countries (Hall). Using literary works in the language classroom has treasured assistances to learners of English as a Second Language. It is commented that teaching literature is fundamental to ESL students as it offers a expressive setting to learn the language successfully (Dixon-Krauss). English literature brings learners with attention to a extensive selection of vocabulary, comprising fluent expressions, symbolic language, and nuanced vocabulary usage. According to Dixon-Krauss, reading literature with poetries aids learners to contextualize novel words, appreciate their meanings, and get their usage in consistent contexts. This coverage to miscellaneous vocabulary improves learners' language capability and thoughtful capacities.

Garcia-Reyes and Imad empirically shapes that there are abundant and mixed explanations of hypermedia-based literature with poetries. Hypermedia-based literature with poetries is as demarcated by Oxford English dictionary is a kind of literature in which the words and terms are the chief circumstance and occur together in attractive, energetic and sole manner to bring moods and opinions. Hypermedia-based literature with

poetries is a literary work which deals thoughtful understanding about authors' tempers and other viewpoints in a graceful method. He describes hypermedia-based literature with poetries as "a piece of writing in which words are arranged attractively and musically". "Hypermedia-based literature with poetries is expounded with beat, fine-looking smartness and renowned syntactic constructions. Hypermedia-based literature with poetries is a mode of input experiences, telling histories, expressing moods or ideas. Hypermedia-based literature with poems calls to the fancy through the form, rhythm and term choice that can form bright graphic images for the viewers. Some educationalists and scholars believe that hypermedia-based literature with poetries is a hard sort of world. Trainers understand that hypermedia-based literature with poems is challenging to display in classes, since it is above students' levels', while students claim that literature with poetries is tough to know for it is full of hard descriptive adjectives and terminologies. Ginting et al. considers that hypermedia-based literature with poetries is respected and operative basis in growing English descriptive adjectives and articulation of pupils.

Leila mentions that application of poetry-based literature with modern knowledge such as blog types and hypermedia with hypertexts to students originates with a summary and the vigilance of methods and standards of the language in the literary texts and this cares cause sturdy paths to circulate to students simple engaging creations in the writings and to emulate their parts. Lastly the dialectal customs established over language-based and artistic structures may be used to progress immersed reading which can advance the value of descriptive adjective development in informative technique.

In addition, it is accepted that the learners still experience the difficulties in increasing descriptive adjectives, frequently in speaking as per the current situations. It practices thought-provoking stand for the students to know the words and their usages, because this situation is used in institutes. According to the opinion of Marinellie and Johnson, outlines that the students' descriptive adjective increase is due to poor partaking in authentic circumstances, insufficient backup imaginings and reduced insides. In the meantime the highest number of students develops weariness to new descriptive adjective identification. Also, students have contrary views and opinion towards word formations about descriptive adjectives with prefixes and suffixes.

To overcome these problems, it is essential to track contemporary styles in descriptive adjective development, to share innovations within the lecture hall, to make descriptive adjective-related settings everywhere students will trace straightforwardly by means of their attention, and to alter students to enhance word skills that they will perform all over their lives (Kirana et al.). In this lookout, to resolve the problematic situation, hypermedia-based William Wordsworth's poetry learning ensembles an authentic source for increasing the vastly needed descriptive adjectives among students.

Poetry is a piece of literature in which words are time-honoured pleasurably and caringly (Neuman and Dwyer). In exact, Liaw considered poem as a literature lettering which awards the writer's relations, dreams and approaches over a self-referential routine of language that harvests an advanced thought of the script for the hearer and utterer. Essentially defined, poetry is a real literacy writing that set likably and progressively to direct practices, thought and strategies. Writing poetry itself is a ground-breaking and thoughtful enthusiastic method (Ozen and Mohammadzadeh). When incorporating in language lecture rooms, poetries could compact probabilities for youths to design their humours and feelings, accordingly educating personal suggestion in students since they compact with world-wide focuses and human anxieties.

Coll arranged assured teaching systems such as poetry-based explanation training and dynamic achievement. Those specialists applaud that learning literature with poems over technology based training transports well-meant supports for youths and it was certainly completed. It means that youths' capability for their linguistic accomplishment can be extended from learning literature with poetries. Harmon et al. allied learning poetry-based literature with students' learning style progress. Eliot stated that literature guides an important part of its sentiment through the sound organization and sound of words including descriptive adjectives.

It states that a number of studies have surveyed the relationship between hyper-media based William Wordsworth's poetry learning with recitation positioned method with video and audio and the performance in the descriptive adjective development reaching to the conclusion that there occurs a positive correlation between these two variables. Hypermedia exhibitions a significant part in the field of education, which chiefly indicates to ease the learning development through the controller of graphics, images, animation, sound, video and other multimedia information with the facility of hypertext. Hypermedia is a blend of many types of media messages into teaching and learning practice. Also, hypermedia is characteristic of freshness of information performance and writing. It permits learners to totally contain diverse knowledge into their original knowledge bases so that learners mature choice makers in information processing with their syllabus contents. In this line of argument the hypermedia based William Wordsworth's poetry learning with recitation positioned method with video and audio can be successfully used for the expansion of descriptive adjectives of students in higher educational institutions too.

Methodology

The determination of the study was to find the connection between the hypermedia-based William Wordsworth's poetry learning with preferred learning strategies and the performance of the students in the descriptive adjective development. As the total population was 1800 students with the same age group from Sri Lanka in the course, two groups of students were taken with random sampling from PE course with the directed subject comprehensive reading and vocabulary development from the Sri Lanka Youth Vocational Training Centre - Sainthamaruthu under NYSC under the Ministry of Sports and Youth Affairs. 90 students from Professional English – class - A were used as the experimental group and the equivalent numbers of students from Professional English – class - B were taken as the controlled group.

A pre-test was led for both the groups in descriptive adjective development and the mean differences were tested. When the pre-test was led for both the groups in descriptive adjective development, the mean differences statistically were tested. Later, the experimental group was educated to follow hypermedia-based William Wordsworth's poetry learning on learning strategies such as Recitation: a digitalized system to recite the exact pronunciation of the words from the poetries and Video-Audio: a digitalized monitor to articulate descriptive adjectives in the lines of the stanzas with sounds and video clippings for six months with ninety or more hours of learning practices and the classes for the controlled group were led with usual leaning practices. After six months a post-test was led for both the groups with parallel difficulty level of descriptive adjective related questions in adjective development and the data were statistically analysed for comparison of any changes as a result of the introduction of hyper-media into teaching and learning activities.

Hypothesis

In order to realize the goal of this research the following hypotheses were established.
- H_0: There is no impact of hyper-media based William Wordsworth's poetry learning with learning strategies on the performance in the descriptive adjective development.
- H_1: There is an impact of hyper-media based William Wordsworth's poetry learning with learning strategies on the performance in the descriptive adjective development.

Results and Discussion

The data analysis and results take out the representation of data which were collected through pre and post-test for both groups. In this analysis, significant p value and mean difference were principally measured with the support of Statistic Package for Social Science – version 23.

At this point, from the pre-test, the Table 1 below displays that mean value of the marks of group A was 10.1717 with the standard deviation of 2.02611 and group B took the mean of the marks as 11.2321 with the standard deviation of 3.22021. The mean difference between Group A and B is -0.844 in the independent

sample test. The t statistics is -1.122 and associated p value was as 0.064. It means that the value is more than 0.05 and, therefore the null hypotheses H0 is not rejected and it shows that the mean differences (- 0.84444) were found as to be negligible between both the groups.

Table 1 Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	A	90	10.1717	2.02611	.21706
	B	90	11.2321	3.22021	.32996

Independent Samples Test (Pre-Test)

Levene's Test for Equality of Variances			t-test for Equality of Means							
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	13.28	.000	-1.122	178	.064	-.8444	.3949	-1.6238	-.0650
Equal variances not assumed			-1.138	154	.064	-.8444	.3949	-1.6246	-.0642

The Table 2 below displays paired sample t test of group – B (pre and post). The mean of the marks is as 11.3321 with the standard deviation of 3.13863 in the post-test. The mean of the marks is as 11.4311 with the standard deviation of 3.13143 in the Pre-test. The mean deference between pre and post-test of groups B is - 0.0990 and standard deviation is 3.6338 in the paired sample t test. The t statistics is -0.203 and associated p value was as 0.840. It means that it is more than 0.05 and, therefore the null hypotheses is not rejected and it shows that the mean differences were found as to be negligible between both the test and expound as there is no considerable improvement in the performance.

Table 2 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
group – B	PreTest	11.3321	90	3.13143	.32996
	PostTest	11.4311	90	3.13863	.33094

Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
PreTest - PostTest	-.091	3.638	.3835	-.8399	.6843	-.203	89	.840	-.0650

The Table 3 below displays paired sample t test of group – A (pre and post). The mean of the marks is as 11.3662 with the standard deviation of 2.0483 in the pre-test. The mean of the marks is as 14.3452 with the standard deviation of 1.9287 in the post-test. The mean deference between pre and post-test of groups A is – 2.979 and standard deviation is 1.8733 in the paired sample t test. The t statistics is -14.585 and associated p value was as 0.000. It means that it is less than critical alpha value 0.05 at 95% confidential level. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It means that there is an impact of hypermedia-based William Wordsworth's poetry learning with learning strategies on the performance in the descriptive adjective development including positive adjectives, superlative adjectives and comparative adjectives.

Table 3 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
group – A	PreTest	11.3662	90	2.04830	.21706
	PostTest	14.3452	90	1.92877	.20223

Paired Samples Test									
	Paired Differences					t	df	**Sig. (2-tailed)**	
	Mean	Std. Deviation	Std. Error Mean	**95% Confidence Interval of the Difference**					
				Lower	Upper				
PreTest – PostTest	-2.871	1.873	.1972	-3.269	-2.4858	-14.585	89	.000	-.0650

Conclusion

The students who sustained hypermedia-based William Wordsworth's poetry learning with proper learning strategies, as designated in the methodology section show a positive impact on the performance in the descriptive adjective development. However, the students who followed usual learning practices, described in methodology section do not show an impact on the performance in the descriptive adjective development.

Significance of the Study

This research grants empirical evidence of the relationship of hypermedia-based William Wordsworth's poetry learning and the performance in the descriptive adjective development backing to the body of current literature. Further, the result of the research will create the learners intensely consider the usage of the hypermedia-based William Wordsworth's poetry learning in the classroom actions as it supports the learners' thinking and will carry the actual life involvement to the learners. When the learners are aware of the practicality of the hypermedia-based William Wordsworth's poetry learning, the receptive skills and the productive skills of the learners will upturn with the enclosure of standard level of attending, acknowledged level of understanding, recognized level of communication and familiar level of writing.

With the straight examination, the formation of a correlation between the hypermedia-based William Wordsworth's poetry learning and the performance in the descriptive adjective development assists in relating diverse strategies in terms of English language learning in Sri Lanka and it will obligate a broader outcome in apprising the policy makers in the educational field.

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