

Efficacy Of Ict- Assisted Learning Package in Teaching Writing Skills In English Among B.ed Students



Education

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ABSTRACT

Technological advancement has enormous opportunities for redefining the methods and approaches for effective teaching of English. In most of the teacher education institutions, the conventional instructional approaches are still followed instead of the innovative pedagogical methods and approaches capitalizing on the benefits of Information Communication Technology. Against this backdrop, this study focuses on the effectiveness of an ICT-Assisted Learning Package developed for teaching writing skills in English among B.Ed students. The sample constitutes 80 students reading in a college of education. An experimental method was employed in this study. Data were analyzed by using mean, SD, and "t" test. It is proved that the ICT- Assisted Learning Package developed is more effective in improving the writing skills in English among B.Ed students.

INTRODUCTION:

Technological advancement in the new global order has provided us with plenty of new choices, opportunities and perspectives into all walks of life: education, science and technology, management, etc. Educational practices in several countries, as a result, got reshaped and absorbed innovative and new approaches in its modalities and instructional strategies (Warschauer, 1996). This scenario has not only led to a paradigm shift in language teaching and pedagogical mechanisms, but also delivered novel resources and tools for teaching of English as a second language.

Nonetheless, teaching of English as a second language has become challenging in most of the institutions since most of English Language teachers are still exploiting traditional methods and that most of the students find it more difficulties in acquiring the required competency and mastery in writing skills in English than other skills such as reading, listening, and speaking. This scenario adversely impacts on their profession of being a model teacher to their students, and hinders their professional developments and higher educational stakes.

This situation requires radical pedagogical changes and a re-definition of traditional instructional strategies adopted in this country in teaching writing skills in English and trigger to adopt learning opportunities, resources and tools provided by ICT for effective teaching of writing skills in English.

ICT- ASSISTED LEARNING PACKAGE:

The learning package used for this study consists of a set of learning modules and materials for developing writing competencies of the students which is integrated with the tools provided by the instruments of ICT to be used in instruction. This set of modules enveloped the series of activities specifically developed to give required practices and exercises to the students to develop all the writing skills through the mode of simple to complex.

As far as writing skills in English are concerned, the students are expected to learn the following aspects of writing skills to master their writing to an accepted competency level.

- o Forming and joining letters
- o Mastering spelling, punctuation, and sentence construction
- o Linking sentences with connecting words and connecting paragraphs
- o Organizing information logically and clearly
- o Using discourse markers appropriately
- o Using variation in sentence pattern to develop theme clearly
- o Selecting vocabulary to convey attitude and implied meaning

By and large, as for the requirement for the fluency and accu-

racy in the acquisition of written English, an ICT-Assisted Learning Package will make learning more interesting, effective, and lively to B. Ed students .

NEED FOR THE STUDY:

There is a need of an innovative approach in teaching of English, particularly in teaching writing skills in English since the conventional methods which are mostly employed are not effective in teaching English as a second language. Therefore, the investigator evolved an ICT assisted package to enhance writing skills of B.Ed students in English.

OBJECTIVES OF THE STUDY:

The following are the objectives of the study:

1. To find out if there exist any significant difference between the control group and the experimental group in their performance.
2. To compare the pre-test and post-test mean scores of the control group
3. To compare the pre-test and post-mean scores of the experimental group

HYPOTHESIS OF THE STUDY:

1. There exist some significant difference between the control group and the experimental group in the post test performance
2. There exist some significant difference between the pre-test and the post-test mean scores of the experimental group.
3. There exist some significant difference between the pre-test and the post-test mean scores of the experimental group.

METHOD OF THE STUDY:

In this study, an experimental method with randomized pre-test post test control group design was employed. After composing control and experimental group, a pre-test was administered to both groups. After that the experimental group was taught by the ICT-Assisted learning package developed while the control group was taught by traditional method. The experiment lasted for one month. After experiment post test was administered to both group to find out the effectiveness the learning package.

POPULATION OF THE STUDY:

All B.Ed students studying in colleges of education in Sivagangai district, Tamil Nadu constitute the population

SAMPLE OF THE STUDY:

Eighty (80) students studying at Sri Raja Rajan College of Education, Karaikudi, were selected. These students were divided into two groups of 40 students each based on their academic performance. One group was control group and the other was experimental group.

RESULT AND DISCUSSION: For this study, Mean, Standard Deviation, and "t" were used for analysis and interpretation of data. The results are as follows:

The post test scores of experimental group and control group were compared and their values are presented in the tables that follow:

Table -1

Comparison of the post- test scores of control group and experimental group

Groups	N	Mean	Standard of Deviation	"t" value
Control	40	25.2	3.0	22.3
Experimental	40	39.6	3.5	

Significant at 0.01 level

FINDINGS:

1. As indicated by the calculated "t" value, there exists a true difference between the groups. Hence the control group and the experimental group differ in their post-test performance.
2. It is observed that the experimental group excels the control group in its post-test performance.
3. As revealed in the post-test, since the experiment group performed well, the intervention of the ICT assisted learning package developed the writing skills of B.Ed students in English.

Table -2

Comparison of pre-test and post-test mean scores of control group

Groups	N	Mean	Standard of Deviation	"t" value
Control	40	20.3	2.63	6.2
Experimental	40	23.2	3.12	

Significant at 0.01 level

FINDINGS:

1. As revealed by the calculated "t" value (significant level at 0.01 level), there exists significant difference between pre-test and post-test mean scores of control group. The control group performed well in its post test as compared with the pre-test mean score.

Table -3

Comparison of pre-test and post-test experimental group and its values are given below.

Groups	N	Mean	Standard of Deviation	"t" value
Control	40	19.1	2.4	30.4
Experimental	40	39.7	3.7	

Significant at 0.01 level

FINDINGS:

1. As indicated by the "t" value (significant level at 0.01), there exists significance difference between pre-test and post test mean scores of the experimental group.
1. It is also observed that the experiment group performed well in its post-test as compared with its pre-test and this explains the effectiveness of the ICT-Assisted Learning Package developed for teaching writing skills in English among B.Ed students.

CONCLUSION:

The rapid advancement in information communication has led to redefinition of the methods and approaches for effective teaching of English in place of traditional methods (Shah, 2003). Hence, there raised a need for an effective strategy for teaching of English assisted with ICT for teaching English, particularly writing skills in English. In this backdrop, this study focused on the effectiveness of an ICT-Assisted Learning Package developed for teaching writing skills in English among B.Ed students. The investigator developed an ICT - Assisted Learning Package and used to develop the writing skills of B.Ed students in English through experimentation. In his analysis, he proved that his learning packaged is more effective in developing writing skills in English among B.Ed students.

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