

Enhancing Writing Skills in English through ICT-Integrated Instructional Approach



Education

KEYWORDS : ICT-Integrated, Writing Skill, Instructional Approach

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ABSTRACT

English Language has become as one of the global languages and is mostly used for international communication. It continues to be as the language of trade and commerce, higher education, travel and tourism, employment, research, and technology in the world.

Realizing this status, English is taught at teacher education institutes. However, most PGDE students face difficulties in writing skills in English. To enhance the writing skills of these students, this study was carried out.

In this study, 20 PGDE bottom performers were selected as sample. The objective of the study was to find out the efficacy of ICT-Integrated Instructional Approach in enhancing writing skills in English among PGDE students. It was an experimental study with Single Group design. An ICT-Integrated Instructional Package developed by the investigator was implemented for six months among the sample. From the analysis of data using "t" test, it was found from testing hypotheses that ICT-Integrated Instructional Approach has enhanced the writing skills in English including punctuation and constructing sentences.

INTRODUCTION:

English Language has emerged as one of the global languages and is mostly used for international communication. It continues to reign as the language of trade and commerce, higher education, travel and tourism, employment, research, and technology in the world.

Realizing the need and status of English in the world, the government has taken steps to teach English in all the post-graduate programmes. However, the students following the Postgraduate Diploma in Education are facing many difficulties in acquiring the required competency in English, particularly in written English. This scenario has adversely inflicted on their profession of being a model teacher to their students and hindered their professional developments and higher educational stakes.

To rectify this situation, there required a radical pedagogical change and it should redefine the traditional instructional strategies adopted for teaching writing in English.

As there was no studies found related to ICT- Enabled Instructional Approach, the investigator carried out this study to assess the effectiveness of ICT-Integrated Instructional Approach in enhancing writing skills in English among PGDE students

SCOPE OF THE STUDY:

The study was restricted to:

- PGDE students studying at the Study Centres of NIE at Addalaichenai Government Teachers' College
- the sample of 20 PGDE students
- improving the identified two writing sub-skills in English

OBJECTIVE OF THE STUDY:

To find out the effectiveness of ICT- Integrated Instructional Approach in enhancing writing skills in English

HYPOTHESES OF THE STUDY:

The ICT-Integrated Instructional Approach will significantly improve the performance of the PGDE students in writing sub-skill: Punctuation.

The ICT-Integrated Instructional Approach will significantly improve the performance of the PGDE students in writing sub-skill: Constructing Sentences.

PROCEDURE FOR INVESTIGATION:

Method:

The present study was conducted by adopting single group experimental design (pre-test treatment post-test). The approach of the study was quantitative and qualitative. The implementation of the ICT-Integrated Instructional Package was independent variable while the writing skills in English was the dependent variable.

Population and Sample:

The population of the study constituted all the PGDE students at the Study Centres of NIE. The sample of 20 students was selected by using purposive sampling technique from the NIE Study Centre situated in Addalaichenai Government Teachers' College. They were selected based on the analysis of the performance of the Writing Skills Assessment Test (Diagnostic Test). The sample belonged to the bottom one third of performers studying at the Addalaichenai NIE Study Centre who got the least scores in the Writing Skills Assessment Test.

Tools for the Study:

The following tools were used for the study:

Writing Skills Assessment Test (Achievement Test) for identifying the difficulties in writing skills and selecting sample for the study

Scale for validating the ICT-Integrated Instructional Package developed by the investigator

Pre, post, and progressive tests (Parallel Achievement Tests) for assessing the effectiveness of ICT-Integrated Instructional Approach

Intervention Strategy:

In this study, the ICT-Integrated Instructional Package developed by the investigator as intervention strategy was implemented with the support of ICT tools and appropriate instructional techniques and methods.

Conducting the experiment:

Before the implementation of the package, a validated pre-test was administered for assessing the competency level of the sample in these two sub-skills: punctuation and constructing sentences.

Then, the validated ICT-Integrated Instructional Package was implemented for a period of 06 months. The modules in the package was implemented one after the other. While implementing the ICT-Integrated Instructional Package, a progressive test was administered after 03 months from the implementation of the package.

After completing the implementation of the package, a post-test was administered assessing the competency level of the sample in these two sub-skills: punctuation and constructing sentences,

The scores obtained by the sample of the study were analyzed by employing the following statistical techniques, Test of Significance – ‘t’ test

ANALYSES OF DATA:

Research Hypothesis -1:

ICT-Integrated Enabled Instructional Approach will significantly enhance the performance of PGDE students in writing skills in English with respect to punctuation.

Table-01

Sl. No.	Performance Test	N	Mean	Standard Deviation	‘t’ value	Level of Significance
1	Pre-Test	20	4.7	1.49032	9.632	Significant at 0.01 level
2	Post-Test	20	12.5	3.300718		

From the table it may be inferred that, since the value obtained is 9.632 more than the table value 2.89 the difference in performance between the Pre-Test and Post-Test is significant at 0.01 level. Thus, the hypothesis of the Study has been confirmed. Hence, the ICT- Enabled Instructional Approach has enhanced the writing skills in English among PGDE students in Sri Lanka with respect to punctuation.

Research Hypothesis-2:

ICT-Integrated Enabled Instructional Approach will significantly enhance the performance of PGDE students in writing skills with respect to constructing sentences.

Table -02

Sl. No.	Performance Test	N	Mean	Standard Deviation	‘t’ value	Level of Significance
1	Pre-Test	20	5.6	1.9029	9.426	Significant at 0.01 level
2	Post-Test	20	16.6	4.8601		

From the table it may be inferred that, since the value obtained is 9.426 more than the table value 2.89 the difference in performance between the Pre-Test and Post-Test is significant at 0.01 level. Thus, the hypothesis of the Study has been confirmed. Thus, the ICT- Enabled Instructional Approach has enhanced the writing skills in English among PGDE students with respect to constructing sentences.

FINDINGS OF THE STUDY:

ICT-Integrated Instructional Approach has significantly enhanced the performance of PGDE students in English writing sub-skill of punctuation

ICT-Integrated Instructional Approach has significantly enhanced the performance of PGDE students in English writing sub-skill of constructing sentences

DISCUSSION:

It is revealed from the analyses of the findings that the ICT-Integrated Instructional Approach has significantly enhanced the writing skills in English among the PGDE students .

The findings of the present study strengthen the results of the

previous researches. Yunus *et al* (2013) found in the similar study conducted in Malaysia Secondary Schools that the use of ICT improved the ESL writing skills. This study also revealed that the students should be given appropriate activities to improve their writings. The writing activities should be student centred and easier. However, the use of ICT for teaching writing skill is relatively low and needs more researches. The finding of the present study endorses these results.

The results of the study carried out by Jazeel *et al*,(2012) showed that the ICT-Assisted Learning Approaches were more effective than conventional methods. Similarly, Geetha et al (2012) concluded that multi-media based approaches were more effective than conventional methods in developing written English for slow learners. The present study has highlighted the same results through ICT-Integrated Instructional Package implemented.

Bartscheret *al* (2001), Bassett *et al* (2001), and Harrington *et al* (1998) designed intervention programmes to improve the components of writing skills through remedial packages. They found the remedial programs enhanced the spelling, grammar, punctuation, and vocabulary of the students. Similarly, Naem (2007) found that ‘A Suggested CALL Program to Develop EFL College Learners’ improved the components of writing mechanics (punctuation, capitalization and spelling) among college learners. The present study strengthens the findings of these studies in developing sub-components of writing skill through the intervention of ICT-Integrated Package.

On the other hand, as regards the use of ICT for teaching, Rad (2012) argued that the potential use of ICT in English teaching depends on how the teachers use ICT tools and design the learning objectives, and not on what they attempt to improve. In defending this contention, Yunus *et al*(2013) argued that most of the teachers seemed to be weak in managing the problems occurred while they were using ICT in teaching of writing skills. The feedbacks given in the study were that if they had problems with the ICT equipment, they would revert to consulting the school technicians or other colleagues who are competent in using ICT. These concerns were wisely taken into account in the present study when selecting appropriate technology in the classroom.

By and large, the various previous studies have strengthened the findings of the present study and vice- versa. Hence, this is an important attempt in search of an appropriate method for teaching writing.

CONCLUSIONS.

The following conclusions have been made from the analyses of the data collected.

The study carried out on PGDE students to find out the efficacy of ICT-Integrated Instructional Approach is an effort in improving English, particularly, the writing skills in English. This kind of innovative intervention will bring a revolution in language teaching and get rid of the hindrances for learning English.

Most PGDE students face a lot of difficulties in writing in English. Specifically they make more errors in using punctuation marks appropriately and constructing meaningful sentences than the other writing skills. The chances for committing these errors could have been attributed to due to the lack of opportunities provided to them for doing enough writing activities in their previous classes.

By using the ICT-Integrated instructional Approach, these difficulties in writing can be minimized. The writing skills of all the students can be enhanced further. Even the writing of bottom performers can be enhanced.

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