LEARNING OUTCOMES IN TEACHING OF ENGLISH GRAMMAR WITH THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY.

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In the era of changing technologies knowledge is expanding at lightning speed. To keep track of the advancement the teachers need to learn more, better and faster which is possible only with the help of Information and Communication Technology. This expansion demand teacher also to use new technologies in their classroom which is core of education.

Technology based learning can be viewed as an innovative approach for delivering well designed learner centered interactive and facilitated learning environment to anyone at any place, anytime by utilizing the attributes and resources of various digital technologies along with other forms of learning materials suited for open and distributed learning environment. With the emerging new technology, the teaching profession is evolving from teacher centered, lecture based instruction to student centred, interactive learning environment. For India to reap the benefit of ICT in learning and to employ it as a prime tool to become a knowledge economy it is considered as essential that both pre and in-service teachers are able to effectively use these new tools for learning.

MAIN ADVANTAGES OF USING ICT IN EDUCATION

- Through ICT, images can easily be used in teaching and improving the retentive memory of students.
- Through ICT, teachers can easily explain complex instructions and ensure students' comprehension.
- Through ICT, teachers are able to create interactive classes and make the lessons more enjoyable, which could improve student attendance and concentration

MAIN DIS ADVANTAGES OF USING ICT IN EDUCATION

- Setting up the devices can be very troublesome.
- Too expensive to afford
- Hard for teachers to use with a lack of experience using ICT tools

COMPUTER ASSISTED INSTRUCTION

The term CAI refers to the system of providing online direct interactive instruction,testing and prescription.The students can be presented with assignments,problems exercises etc.with the help of CAI. Diagnosis and remedy can be in built ingredients of CAI.It can be developed in different modes based on nature of the content and level of students.The different modes of CAI can be:

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1)   Drill and Practice
2)   Tutorial
3)   Simulation
4)   Modeling
5)   Interactive Knowledge Based Systems
6)   Information Seeking

NEED FOR THE STUDY

Education to fulfill its role must keep pace with this new paradigm and equip students to be a productive part of the world, they are growing up in. It is imperative to see education as a unifying force in the coming years, with the process of globalization occurring at a fast pace and availability of information in nanoseconds through electronic media, the world is getting narrow day by day. It has been proved scientifically that one learns better by utilizing maximum senses. Use of programmed learning by computers is based on the principles of small steps, learning at one's own pace and immediate feedback in order to motivate the learner. The learning process based on the above principles can be used in learning of various subjects like Maths, English, English Grammar, Languages, Social science etc. So the effort was made to find out If the students will be taught by CAI then whether they will gain or learn all the English grammar rules clearly. Also the investigator realizes that it will be interesting and effective to teach the subject of English Grammar with the help of CAI in relation to cognitive development.

STATEMENT OF THE PROBLEM

The topic of the study is:

"Learning outcomes in teaching of English Grammar with the use of Information and communication Technology".

OBJECTIVES OF THE STUDY

1)   To teach English grammar through computer assisted instruction to elementary and secondary school students.

2)   To study the feasibility and use of CAI in schools of Punjab.

3)   To study the difference among male and female students in their achievement after teaching through CAI.

4)   To study the difference in any between two levels of cognitive development i.e. concrete operational and formal operational stage in understanding concept through CAI.

HYPOTHESES OF THE STUDY

1)   There will be significant difference in their achievement scores when they learn through CAI at concrete operational stage. (class 5th).

2)   There will be significant difference in their achievement scores when they learn through CAI at formal operational stage.(class 10th).

3)   There will be significant difference in their achievement scores of male and female

students at concrete operational stage.

4) There will be significant difference in their achievement scores of male and female students at formal operational stage.

DESIGN OF THE STUDY

The present study adopted an experimental design at the levels of cognitive development i.e. concrete operational stage (class 5th) and formal operational stage (class 10th) teaching English grammar concepts through CAI

SAMPLE

The study included two class i.e. class 5th and class 10th from rural government school situated in district Jalandhar. The class 5th comprises 25 male and 25 female students and also class 10th comprises of 25 male and 25 female students.

TOOLS

Achievement Test

The achievement test in English Grammar were developed by the investigator one for class 5th and other for class 10th students. It contains 50 objective questions for class 5th and 60 objective type questions in grammar for class 10th.The questions were designed from the content, which were taught through CAI

PROCEDURE

A sample of 50 students from 5th and 10th class were given the pre test which was developed by the investigator itself from their English grammar book of each class separately.

After performing the pre test the class 5th students were asked to go to computer room where computers are arranged by the investigator itself. Students were allowed to sit in front of the computer, some instructions were given to the students regarding the presentation through computer before starting teaching through CAI. All these concepts were taught to the students and then asked to attempt the post test. Same procedure was followed for class 10th students also.

ANALYSIS AND INTERPRETATION OF DATA

TABLE-1

T-value between Pre-test and Post-Test mean scores of class 5th students

	Pre-test scores	Pro-test scores
N	50	50
M	22.98	33.18
S.D.	5.573	5.6116
T	9.08	

TABLE-2

T-value between gain scores of male and female of class 5th students

	Male	female
N	25	25
M	10.12	10.28
S.D.	4.97	4.29
T	.12	

TABLE-3

T-value between Pre-test and Post-Test mean scores of class 10th students

	Pre-test scores	Pro-test scores
N	50	50
M	33.84	40.90
S.D.	5.29	4.78
T	7.03	

TABLE-4

T-value between gain scores of male and female of class 10th students

	Male	female
N	25	25
M	7.24	6.88
S.D.	5.069	4.393
T	.18	

The data were analysed and interpreted separately for each of the item and objectives. Interpretation was done carefully, logically and critically, examining the result obtained after analysis considering the limitation of the sample chosen the tools selected and used in the study. As indicated in table-1t value found to be 9.08 which is significant at .01 and .05 level which shows that there is significant improvement in the English Grammar achievement. Since 5th class students was taught through CAI it may be said that improvement is due to positive effect of CAI. Table -2 reveals that both the groups of male and female students of class 5th were equal in English grammar achievement through CAI. Table -3 shows t value to be 7.03 which is significant at .01 and .05 level which shows that the occurred significant learning through CAI. Similarly table-4 shows that both the groups of male and female students of class 10th were equal in English Grammar achievement.

MAJOR FINDINGS OF THE STUDY

1)   CAI method of teaching is effective method of teaching at concrete operational level at class 5th.

2) CAI method of teaching is effective method of teaching at formal operational level class 5th.

3) There is no difference in level of achievement of male and female of class 10th and class 5th students.

EDUCATIONAL IMPLICATIONS

Students learn material faster with CAI

Students retain better what they have learned through CAI

The use of CAI leads to more positive attitude towards computers, course content, quality of instruction and self learner

CAI is more beneficial for younger students than older ones.

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