

Impact of ICT On Learning of English Language In Rural Region

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ABSTRACT - E- Learning comprises all forms of electronically-supported learning and teaching. This study is primarily concerned about how much the multimedia technologies, especially e-learning influence the achievement in English language. The researcher is interested in examining the effectiveness of e-Learning on pupils' achievement in English at high school level. e-Learning Package and Achievement Test in English were the tools used to collect the data for this study. Experimental research method was adopted for the study. 100 students were selected as a sample by using purposive sampling technique. Mean, Standard Deviation and 't' test were the statistical techniques employed to analyse the data. The result indicates that the effectiveness of e-Learning on achievement in English is higher when compared to traditional method.

Today we are in grey revolution. The advancement in science and technology has changed the role of education. The role of teacher has also changed. The teacher was the only source of information; but today, a teacher is one of the sources of information. The invention of internet and World Wide Web opened the source of information for all. The paradigm shift in the field of education is from teacher-centric to learner centric; the paradigm of any teacher at any level of education must adapt their relationship with the learner, switching from dispensing information to helping learners by guiding them rather than molding.

An appropriate educational technology in the hands of competent teachers can ensure a better teaching-learning process. Teaching and learning are the most important processes in our educational system. Learning is the process of changing behavioural tendencies of the learner. The method of teaching differs from teacher to teacher; their aim is to reach the goals. For this purpose, teachers use various techniques, plans and strategies, which can match the objectives of teaching, as well as, those of pupils' learning. The teacher can select and use various techniques whenever and wherever required.

The use of such technology in the institutions will motivate the teaching community and create better learning conditions. Hence, keeping all these in view the researcher attempted an experiment to apply e-Learning in English at high school level.

Keywords – ICT, English, Rural region, Learning.

I. SCOPE OF THE STUDY

The scope of this study is restricted to English at high school level prescribed by board of Secondary Education, government of Chhattisgarh. Study is primarily concerned with how much that the especially e-learning influences the achievement in English.

Objectives of the study

1. To develop instructional design for selected topics in English at high school level.
2. to develop suitable e-Learning package for the selected topics in English at high school level.
3. To develop suitable achievement test for the selected topics in English at high school level.

4. To validate the e-Learning package the selected topics in English high school level.
5. To validate human test for the selected topics in English.
6. To examine the effectiveness of e-learning pupils' achievement in English at high school level.

Hypothesis of the study

1. There is no significant difference between the post-test mean scores of the achievement in English of the experimental group with respect to gender.
2. There is no significant difference between the pre-test and post-test mean scores of the achievement in English of the experimental group and the control group.

3. There is no significant difference between the post-test mean scores of the achievement in English of the experimental group with respect to parents' income.

II. METHODOLOGY

Effectiveness of the evaluation largely depends upon the accuracy of measurement. Accuracy of measurement in turn depends on the precision of the instrument or tool.

The tool is of many types. The researcher has selected the following tools and used them to collect the data for this study.

Achievement test in English was constructed and standardized by the researcher.

Research procedure

In the present study experimental research method was adopted for its suitability and accuracy. Two groups of pupils, namely experimental and control group were taken for the study. The Control group was taught through conventional method of teaching and e-Learning package was used for teaching the experimental group.

Experimental Procedure

To find out the difference in the effectiveness of learning through e-Learning package and through conventional method, the researcher adopted the two groups pretest/treatment: Post test experimental design.

Statistical Techniques

The data obtained were analysed by using appropriate statistical techniques such as mean, standard deviation and t test.

III. ANALYSIS, INTERPRETATION AND DISCUSSION

TABLE NO. 4.01 Test of Significance of Difference between the pretest mean scores of the achievement in English language of the experimental group and the control group.

<i>Pre-test</i>						
<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>df</i>	<i>'t' value</i>	<i>Level of Significance</i>
Control	50	35.24	2.43	9	1.53	NS
Experimental	50	36.88	4.36	8		
NS- Not Significant						

Interpretation

It is inferred from Table 4.01 that the computed value of 't'(1.53) between the experimental group and control group with respect to their Pretest is less than the critical values of

2.63 and 1.98 at 0.01 and 0.05 level of significance. Hence, it is not significant. Consequently, the null hypothesis is not to be rejected and it can be said that there is no significant difference between the Pretest Mean scores of the achievement in English Language of the experimental group and the control group.

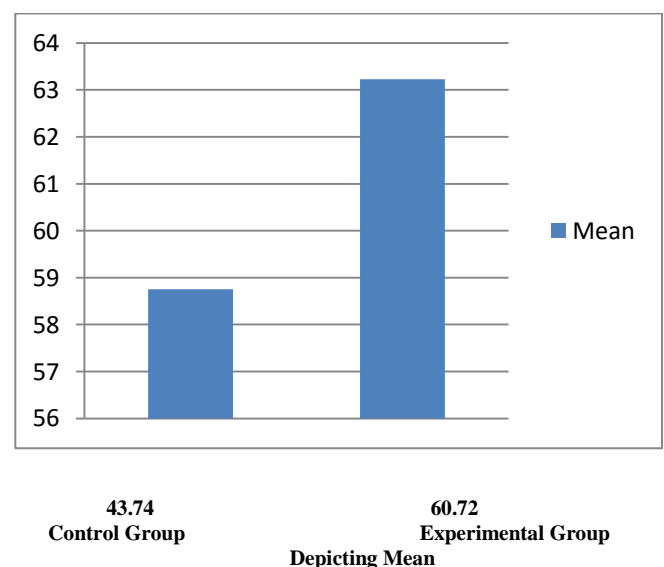
TABLE 4.02 Test of Significance of Difference between the posttest mean scores of the achievement in English language of the experimental group and the control group

<i>Post-test</i>						
<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>df</i>	<i>'t' value</i>	<i>Level of Significance</i>
Control	50	43.74	10.12	9	9.53*	HS*
Experimental	50	60.72	7.11	8		

Interpretation

It is also inferred from the above table that computed value of 't' (9.53) between the experimental group and control group with respect to their Posttest is greater than the critical value of 2.63 at 0.01 level of significance. Hence, it is significant. Consequently, the null hypothesis is to be rejected and it can be said that, there is significant difference between the Posttest Mean scores of the achievement in English Language of the experimental group and the control group. It is also inferred that the effectiveness of ICT on achievement in English Language is higher compared to the traditional method.

GRAPH NO. 4.02



Discussion (Graph 4.01)

Graph No 4.01 clearly indicates that significant difference exist in the mean score of the control and experimental

group it may be due to training in a ICT to experimental group. It may be due to training in a ICT to experimental group.

Similar findings were observed in the students of Bhutak(2004),Badyani (2005),they employed the multimedia package and proved that students of Experimental group scored higher than the traditional instruction group. In the present study **t-test** results proved that mean score of the experimental group were significantly higher than that of controlled group that is normal class room teaching group so far as achievement in English language concern the study show that the computer aided teaching had a positive effect the use of computer aided teaching method enhance the learning attention and power of retention of content material of the student with comparison of those students taught by conventional teaching method.

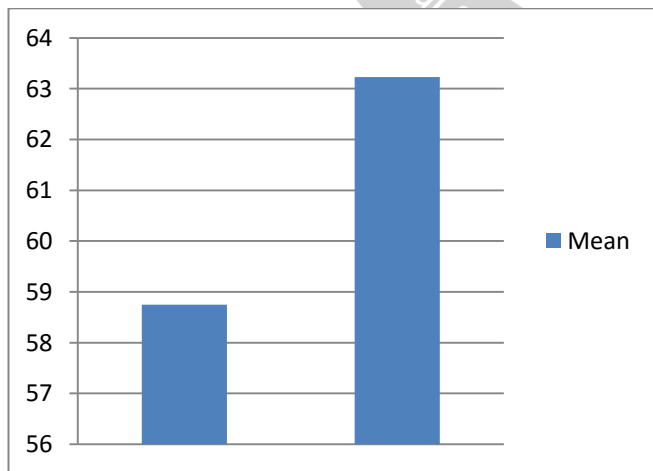
TABLE No. 4.03 Test of significance difference between the posttest mean score of the achievement of the English language of the experimental group with respect to gender

Sex	N	Mean	Standard Deviation	df	't' value	Level of Significance
Male	25	64.76	8.92	48	7.11	HS*
Female	25	55.16	4.07			

Interpretation

Table 4.03 shows that the computed value of 't' (7.11) is greater than the critical value of 2.68 at 0.01 level. Hence, it is significant. Consequently, the null hypothesis is to be rejected and it can be said that, there is a significant difference between the Posttest Mean scores of the achievement in English Language of the experimental group with respect to gender. It is concluded from the above table that the male students have achieved more than the female students.

GRAPH NO. 4.03



64.76 Male
55.16 Female
Depicting Mean

Discussion (Graph No. 4.02)

Graph No. 4.02 clearly indicates that significant difference exist in the mean scores of the achievement on English language of the experimental group with respect to gender. Similar findings were observed under Sharma and Sansanwal (2002) compared the mean scores of achievement in English language of the experimental group with respect to gender. It is concluded from the above graph that the male pupil have achieved more than the female pupil .

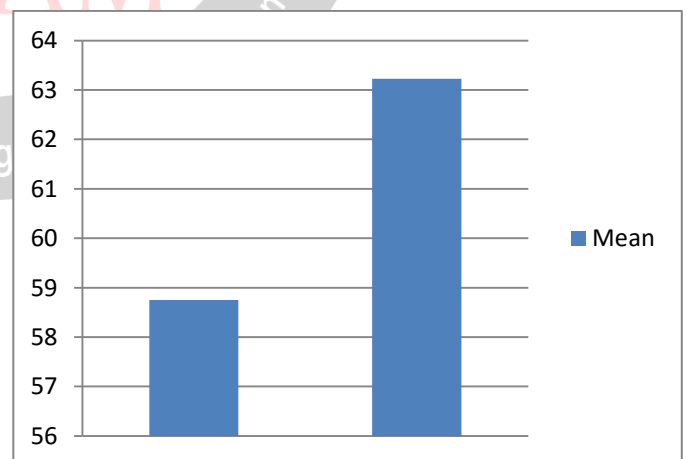
TABLE NO. 4.04 Test of significance difference between the posttest mean score of the achievement of the English language of the experimental group with respect to parent's income

Parents' income	N	Mean	Standard Deviation	df	't' value	Level of Significance
Below 60,000	28	58.75	7.360	48	2.23	0.05
60,000 and above	22	63.227	5.892			

Interpretation

Table 4.04 shows that the computed value of 't' (2.233) is less than the critical value of 2.68 at 0.01 level and greater than the critical value of 2.01 at 0.05 level. Hence, it is significant at 0.05 level. Consequently, the null hypothesis is to be rejected and it can be said that there is significant difference between the Posttest Mean scores of the achievement in English Language of the experimental group with respect to parents' income. It is concluded from the above table that the pupils whose parents' income is 60,000 and above achieved more than the pupils whose parents' income is below 60,000.

GRAPH NO. 4.04



58.75 Below 60,000
63.227 60,000 and above
Depicting Mean

Discussion (Graph 4.03)

Graph No. 4.03 clearly indicates that significant difference exist between the positive mean scores of the achievement in English language of the experimental group with respect to parent's income. Similar findings were observed by Singh and Pandey (2004) who conducted a study on the introduction of computers in school to find out the effectiveness of e-learning on students achievement. There is no significance difference between the posttest mean scores of the achievement in English language of the experimental group with respect to parent's income.

IV. RECOMMENDATIONS

In the light of the findings of the study, the following areas can be suggested for further investigations.

1. Teaching methodologies using e-learning can be introduced.
2. Pupils may also be involved in the preparation of e-Learning package along with teachers. The present study had investigated the effectiveness of turning on pupils achievement in English at high school level and it was found that the effectiveness and utilisation were very high in the case of achievement in English introduction of e learning should be encouraged at high school level.

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