EFFECTIVENESS OF COMPUTER ASSISTED INSTRUCTION TO TEACH ENGLISH COMPOSITION AT HIGH SCHOOL LEVEL.

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Abstract

Composition helps the student to express his views on what is happening in the world around him, besides expressing personal thoughts, feelings and experiences. Skill of Writing enables one to express his thought, ideas, opinions and viewpoints in an organized way. In thinking, talking, and writing about complex texts, students employ progressively more sophisticated critical skills. As they analyze data and rhetoric, formulate and defend arguments, and integrate outside sources, they participate in a conversation with their peers and instructors that leads them to an increased sense of their own ethos and ability to participate successfully in public discourse. “Computer-assisted instruction” (CAI) refers to instruction or remediation presented on a computer. Computer programs are interactive and can illustrate a concept through attractive animation, sound, and demonstration. This study examined the effectiveness of Computer Assisted Instruction in teaching of English Composition at high school level. Experimental design is adopted by with a CAI package developed by the investigator. The findings revealed that CAI package is more effective than other technique in teaching English composition.

Keywords: Effectiveness, composition, computer assisted instruction and learning.

INTRODUCTION

According to Leonard Bloomfield (1933), the founder of Structural Linguistics, “Each community is formed by the activity of language.” English is the language of the world civilization and so majority of people in the world have English as their second language. Its richness, its flexibility, its elegance and its dignity made it universally popular. English has a privileged position among all the languages because English is a link language. Through the medium of English people carry out their trade, commerce, business relations, day to day state matters, national policies, discussions and similar other activities of common interest.

Since the world has become a global village, English has become necessary for mobility, social and economic success in the world today. It is the language of modern information. In any branch, knowledge is readily available in it. It helps to project our identity and values and promote better human understanding. To go for higher studies in English speaking countries, students have to qualify certain international tests like TOEFL. English cannot be learnt just like riding a bicycle, driving a car etc. Studying the rules of cycling, driving etc cannot develop skills. To learn swimming one must get into a pool of water and learn the skill using his hands and legs just like this, learning is also a skill. The skill of learning a language has to be acquired by imitation and regular practice. Studying the rules of grammar cannot help one to learn to speak, read or write especially at the early stages. But in learning a language just like painting and drawing the ability of or the skill in using the language is more important than acquiring mastery over facts and principles. Hence language learning is acquiring certain skills.

The teaching of a skill subject is different from the teaching of subject. There is a lot difference in 1) the aim 2) the method of teaching 3) the result expected (Rajeswari , 2009).

- Use the capital letters and punctuation.
- Spell the words correctly.
- Write neatly and legibly with reasonable speed.
- Use appropriate words and sentence patterns.

Composition

The word ‘composition’ is derived from the word ‘compose’ which means ‘to put together’. This composition means putting word and sentences together to exhibit one’s own ideas. It requires thinking of ideas and expressing them in the language. It is the expression of thought, ideas, feelings and observations. Writing is very important to an educated person and the art of writing is really a difficult task. It could be cultivated to the students through a phased program of continuous practice. Writing improves ones thinking power. Writing in a higher stage must be learnt as a means to get mastery over the language.

Principles of teaching composition

a. **Principles of proper selection:** Only such topics should be selected as are of interest topics should be meaningful and experience based.

b. **Principle of gradation:** It implies that the selection of topics should be made in accordance with the age, ability and class level of the student.

c. **Principle of utility:** The topics selected for composition should be related to day today life of the students.

d. **Principle of group involvement:** The composition work should involve the whole class. So that group thinking could...
take place. The involvement of all classmates in thinking will help the students to exchange their views and suggest new ideas through mutual discussion.

e. Principle of oral practice: Oral-composition practice should be given to students before asking them to write anything. This will reduce the chances of doing mistake in the written work.

f. Principle of sequence: The subject matter should have some sequence. It should not look disconnected collection of ideas.

g. Principle of timely correction: The written work of statement should be corrected with in resemble time limit otherwise students will carry the mistakes with them till the time of correction.

h. Principle of follow up: After knowing the difficulties and problems of the students, the teacher should find suitable remedial measure to remove their difficulties and mistakes.

Types of composition
In generally composition can be divided into three major parts,
- Controlled composition
- Guided composition
- Free composition

Need and significance of the study
The main aim of teaching English in schools is to enable the student’s comprehension and communication ability. In the 21st era, all the fields are stunned with technology including teaching learning process. So the educational field is forced to use computers. Computers have an important role to play in the present to produce the future citizens of our nation. The National Policy on Education (1986) emphasized the introduction of technology in education.

Computer Assisted Instruction (CAI) is becoming an increasingly popular technique for education. In school, students face a lot of problems in learning English as a second language. It raises the importance of individualizing the instruction and computers to serve this purpose. CAI is proved to be the effective way of providing instruction in language. It is imperative to ascertain whether CAI modes are effective in school setting. There is tremendous excitement among educationists regarding the application of CAI in teaching English and a lot of CAI packages are being prepared for effective teaching-learning process. The major aim of this research was to introduce a CAI package in English composition for effective teaching and learning.

Use of technology in teaching-learning is a new frontier that high school students need to conquer today. A comprehensive, reusable, self-learning Computer Assisted Instructional (CAI) package was developed in this research with the supplementary objective of exposing students to an illustrative use of technology for instruction. If they themselves found CAI to be effective in bringing about learning, they could develop positive attitudes towards its use in their own classrooms. At the same time, certain limitations of CAI and methods of compensating for them need to be understood. A first-hand experience in learning through CAI would help the teachers and students to use CAI effectively in their own teaching-learning process.

Hence a study on “Effectiveness of Computer Assisted Instruction to Teach English Composition at high school level” is found to be significant.

Objectives of the study
1. To find out the level of performance of the control group students in their gain score
2. To find out the level of performance of the experimental group students in their gain score
3. To find out the difference in achievement between the control group and experimental group.

Hypotheses of the study
1. There is significant difference between the pre-test scores of the control and experimental group of secondary level students.
2. There is significant difference between the post-test scores of the control and experimental group of secondary level students.
3. There is significant difference between the gain scores of the control and experimental group of secondary level students.
4. There is significant difference between the gain scores of the control and experimental group with regard to gender.

RESEARCH DESIGN

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Type</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nature of the experiment</td>
<td>Pretest - Posttest equivalent group design</td>
</tr>
<tr>
<td>2</td>
<td>Variables</td>
<td>Independent variable C.A.I package</td>
</tr>
<tr>
<td>3</td>
<td>Tools used</td>
<td>a) Self-made tool Achievement test in English composition prepared by the investigator b) C.A.I package in English composition prepared by the investigator</td>
</tr>
<tr>
<td>4</td>
<td>Sample selected for the study</td>
<td>R.C Higher Secondary School, Konamkadu in Kanayakumari district a)Control group: 15 students b) Experimental group: 15 students</td>
</tr>
<tr>
<td>5</td>
<td>Duration of the experiment</td>
<td>45 minutes ×15 days = 7 hours 15 minutes</td>
</tr>
<tr>
<td>6</td>
<td>Statistical techniques</td>
<td>Mean, Standard Deviation, t-test</td>
</tr>
</tbody>
</table>

Statistical technique used
The investigator used the following statistical techniques for analysis of the study
a) Descriptive Analysis: Mean, SD, ANOVA
b) Correlation Analyses: Pearson’s Product Moment Correlation
c) Differential Analysis: ‘t’ – test

ANALYSIS
Hypothesis – 1
There is no significant difference between the pre-test scores of the control and experimental group of secondary level students.
Difference between the pre-test scores of the control and experimental group of secondary level students.

<table>
<thead>
<tr>
<th>Group (N=15)</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>Remarks at 5% level of Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>12.93</td>
<td>1.95</td>
<td>0.20</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Experimental</td>
<td>12.67</td>
<td>1.49</td>
<td>2.05</td>
<td>Significant</td>
</tr>
</tbody>
</table>

An analysis of the table shows that the calculated t-value is less than the table value at 0.05 level of significance. Hence the null hypothesis is accepted.

Hypothesis – 2

There is no significant difference between the post-test scores of the control and experimental group of secondary level students.

Difference between the post-test scores of the control and experimental group of secondary level students.

<table>
<thead>
<tr>
<th>Group (N=15)</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>Remarks at 5% level of Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>15.53</td>
<td>2.45</td>
<td>4.48</td>
<td>Significant</td>
</tr>
<tr>
<td>Experimental</td>
<td>21.60</td>
<td>2.33</td>
<td>2.05</td>
<td></td>
</tr>
</tbody>
</table>

An analysis of the table shows that the calculated t-value is greater than the table value at 0.05 level of significance. Hence the null hypothesis is rejected.

Hypothesis – 3

There is no significant difference between the gain scores of the control and experimental group for secondary level students.

Difference between the gain scores of the control and experimental group.

<table>
<thead>
<tr>
<th>Group (N=15)</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>Remarks at 5% level of Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>3.27</td>
<td>1.06</td>
<td>4.17</td>
<td>Significant</td>
</tr>
<tr>
<td>Experimental</td>
<td>8.80</td>
<td>1.33</td>
<td>2.05</td>
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</tr>
</tbody>
</table>

An analysis of the table shows that the calculated t-value is greater than the table value at 0.05 level of significance. Hence the null hypothesis is rejected.

FINDINGS

The finding of the study states that, there is no significant difference in pre-test scores of the control and experimental group of secondary students. It shows homogeneity of the two groups so they are equal in their performance. There is significant difference between the post-test scores and gain scores of the control and experimental group for Secondary level Students. The mean value of the experimental group is higher than the mean value of the control group for secondary level students. It shows that the performance of the experimental group students excels than the control group students in their post test scores. This may be due to the CAI is superior to traditional method. The study also reveals that when the computer is used to its full potential, it can help the gender has been achieved more in learning composition with different IQ, motivation and attitude. It promotes independent responding during generalization training and also students benefit from intensive practice in basic writing skills as provided by CAI support.

Educational implication

Teacher of middle schools and high schools can be give orientation as to how to develop CAI packages especially Low Technology Instructional Media (LTIM) materials making use of the resources locally available to teach English subject to low achievers. Keeping the result of study in mind the NCERT and SCERT should take up the work of producing modules. Different CAI packages can be developed and supplied to all school. If it is not possible a central library may set up at District Headquarters to lend The High Technology Instructional Media (HTIM) packages to the aspiring schools. The student’s teachers should be given training on development of text book based CAI packages. The educational administrators and directors must accept this kind of effective learning. The teacher must be given sufficient training in developing modular packages. It is recommended that this approach be given wide publicity so that many more modules can be developed for high and higher secondary students on different subjects units, which are difficult to learn. Packages can be developed and practiced on school subjects for making the class room instruction more effective and interesting to curb the growth of private tuition centers and make the modular approach, an effective innovation in education.

CONCLUSION

Hence it can be conclude that the stimulus model is significantly superior to the tutorial, drill and practice mode with regard to achievement scores. CAI packages were found effective in raising students’ achievement in unit ‘composition’ of English grammar. Thus CAI package was effective in evoking positive reactions towards the use of them in learning English composition.

Reference


