Article : Efficiency of using computers in Teaching English

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ABSTRACT :

The objective of the study was to find out the effectiveness of using computers in teaching English among primary students. The study dealt was an experimental one, with pre-test, post-test, equivalent group design. Usual traditional method of teaching was adopted to control group. For experimental group teaching was made through computer and activities. Mean standard deviation & t-test were used to analyses the data. It was found that experimental group students, due to the usage of computer in English teaching.learnt effectively.

INTRODUCTION :

Education is a life long process & it permeates every aspect of an individual's life. Education is process to shape the quality of life of an

Which, intern enhances the quality of the society and the universe as a whole. Activities and direct experiences are the key notes in primary teaching. It has been recognized that students grasp ideas better through concrete aids like pictures, models, demonstrations and field trips. Even among them, there are quite a lot of aids which appeal to more than one sense simultaneously. The use computers for teaching should be definitely be highly effective. Computers will secure immediate attention   and   will   serve   as   motivator.

Need   for   the   study:-
In regular teaching students hear and forget. When one is engaged in practical activity, all the senses are used to perceive the concept. psychological

Studies of effective learning emphasize the importance of first hand concrete experiences involving sensory contacts as the starting point of learning.
a)   Teaching   through   computers   provides   direct   experience.
b)   Computers   secure   the   attention   of   the   students.

c)   Computers   motivate   the   students.
d)   Computers   cover   the   accuracy   of   concepts.
e) Use of computers ensures permanent retention of the gained knowledge.

Though teachers import different strategies of classroom teaching, no attempt was made to assess the impact of the strategies. The teacher Educators of DIET, make periodical visits to Elementary schools in the district. So they made an attempt to study the impact of using computers in teaching English among the students studying in std.v.

Objectives of the study :

1) To measure the previous knowledge of the students of both control & experimental groups in the selected lesson of unit 2 activity no 10 page 43
2) To measure the achievement of students in the selected lesson of unit 2 activity   no   10   page   43
3)   teaching   through   computer   over   traditional   method.
4) To compare the achievement of gain score of experimental group over control group.

Study Design :

The experimental group comprises of pre-test, post –test equivalent group design. Giving pre test to both control & experimental group gave the previous knowledge of each group. Traditional method was used to the control group & teaching with computer was imparted to the experimental group. After the post test was conducted for both the groups with the same tool.

Sample :

The school under the study was selected randomly from the list schools in solapur District. The sample for the present study consist of 25 students in each group with similar learning capacities, studying in std-v in Z.P .primary school, Akkalkot ,Solapur District, Maharashtra.

Tool :

Self made questionnaire was used as a tool. Since the standardized tool was not available for the selected lesson, the researcher developed a questionnaire there were 14 items in multiple choice mode. After the security by practicing teacher & English lectures, the final standardized achievement test consisted of 10 items.

Treatment among Groups :

The control group students were taught through usual traditional method of teaching. Experimental group students were taught through computer with activities.

Statistical Techniques Used :

The data were scrutinized before applying the statistical techniques. Mean & standard deviation were calculated for the pre & post tests scores of the control & experimental groups. Using t-test, significance of difference between the means of the pre & post test were calculated for both the control & experimental groups separately.

Analysis :

The data collected through the experimental were processed & reported in the form of tabular columns.

Table – 1

Significance of difference between the mean scores of the pre-test scores of control & experimental group.

Sr.No	Types of groups	N	M	S.D	't'- values
1	Control	25	11.9	0.862	**
2	Exprimental	25	12	0.852	0.23

** - not significant

In   table-1 't' value is 0.23 which is less than the table value. This reveals that no significant difference at the 0.05 level. It is understood that both the control & experimental group student are having similar previons knowledge on the selected content before the treatment.

Table – 2

Significance of difference between the mean scores of the post-test scores of control & experimental group.

Sr.No	Types of groups	N	M	S.D	't'- values
1	Control	25	60	0.81	**
2	Experimental	25	90.17	1.11	79.45

 * - significant

        't' value is 74.95 found in table -2 greater than the table value. It shows, that there was significant difference at 0.05 level. It is to be noted that experimental group students scored significantly more than the control group students, which is due to the treatment given to them.

Table – 3

Significance of difference between the gain scores of control & experimental group.

Sr.No	Types of groups	N	M	S.D	't'- values
1	Control	25	47.69	0.75	**
2	Experimental	25	78	0.85	94.21

The 't' values 94.21 in table-3 is greater than the table value, which reveals that there was significant difference on the gain score achievement favouring the experimental group students. It is understood that the higher achievement of Experimental group is due to the usage of computers in teaching English.

Findings :

1) Both control & experimental group students were having similar previous knowledge in the selected lessons of English.

2) The experimental group students scored significantly more than the control group students in the selected lesson of English.

3) The experimental group students scored more gain score than the control group students.

Conclusion :

Control & Experimental group students were having similar previous knowledge, which was known from the pre-test. The significant difference on the post - test score as well as gain score achieved by the experimental group students favor of use of computer in teaching English among the students of std-v based on the result, it is concluded that the use of computer improves the learning efficiency of the students. The computers are stimulating the students to learn the concepts concrete & retention of the knowledge gained.

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