Article : THE STUDENT TEACHERS TEACHING PERFORMANCE THROUGH THE INTEGRATION OF ICT

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INTRODUCTION :

Today the whole world is moving towards information based society. After all the information is knowledge and knowledge is wisdom. Wisdom leads us towards vision. The evolution of internet and World Wide Web has affected all part of life. The area of education has not remained untouched.

Education system in India is being changed very rapidly since the Gurukul system of Education. Number of efforts have been made but could not improve the quality of teaching to the level of satisfaction of teachers, students, parents and other stakeholders. Search is on for most effective tools to be used by teachers for quality education.

The ICT brings more rich material in the classroom and libraries for the teachers. It has provided opportunity for the teachers to use maximum senses to get the information. It has broken the monotony and provided variety in the teaching – learning situation.

In this paper the researcher has made one small attempt to know the effect of integration of ICT in teaching English language at secondary stage.

ORIGION OF THE RESEARCH PROBLEM :

English language teachers have number of teaching methods and approaches at their disposal. It is open secret that none of these prove effective and achieve the desired objectives. Shivaji University, Kolhapur has included IT based lessons in B. Ed. course. Here it is expected that student teachers should select the topic and enrich it with the help of TCT and present it before the students. The purpose of B. Ed. Course is to provide competent teachers. When the investigator studied the existing position of teachers in the schools and student teachers teaching English and requirement of the pupils, certain questions rose in the mind of the researcher.

1. What relationship does exist between conventional methods and integration of ICT based teaching methods?

2. How does the conventional method (ways of teaching) affect the performance of student teachers teaching performance?

3. How does the integration of ICT affect on student teachers' teaching performance?

4. What extent is it possible to integrate content with ICT for developing language skills?

5. How does ICT enhance student teachers teaching performance?

In order to find out the answers of these questions, the investigator has undertaken this topic for the study.

SIGNIFICANCE OF THE STUDY :

It is well known fact that not a single teacher is capable of giving up- to- date and complete information in his own subject. The ICT can fill this gap because it can provide access to different sources of information.

It will provide correct information as comprehensive as possible in different formats with different examples. ICT provides variety in the presentation of content which helps learners in concentration, better understanding, and long retention of information which is not possible otherwise.

OBJECTIVES :

1. To know the existing position of teaching English at secondary stage.

2. To provide awareness training programme for the utilization and integration of ICT in teaching English language.

3. To develop the ability among the student teachers to enrich the content with the help of ICT.

4. To develop competence among the student teachers for preparing slides, using internet, Ms- Word etc.

5. To measure the student teachers teaching performance through the integration of ICT.

HYPOTHESIS :

There is no significant difference in the performance of student teachers teaching English through integration of ICT and those through conventional ways (methods) of teaching.

SAMPLE :

The sample used in the experiment was purposive. For the present study, the researcher has selected 16 student teachers from S.P.S. College of education, Sangli. The size of the sample was 100%. Two groups were formed (control and experimental) having eight students in each group.

TOOLS :

1.   Teaching   Awareness   Programme.   (TAP)
2. Lesson Observation Tag. (LOT)

• METHOLOGY :

Experimental   method   was   used.
Experiment was conducted with two groups. Group 'C' was given guidance of teaching English through conventional methods and Group 'E' was given ICT awareness and also guided for preparation of lesson plans through the integration of ICT. Student teachers lessons were observed on the basis of LOT. The data obtained through the observation were analyzed by using descriptive and inferential   statistics   in   the   light   of   objectives.
TABLE   1
MEANS, SDS AND 't' VALUE OF BOTH THE GROUPS SHOWING THE PERFORMANCE OF TEACHING ENGLISH.

Group	N	Mean	SD	DF	't' value	Level of significance
C	08	72.75	15.61	14	3.96	0.01- **S**
E	08	83.75	13.71			

S= Significant

Observation and Interpretation :

1. The mean of group 'E' is greater than that of group 'C'.

2. The calculated 't' value 3.96 is significant at 0.01 level. Hence, the stated hypothesis was rejected.

Conclusion :

On the basis of the result and their interpretation, the
following conclusions were found.

1. Comparatively the performance of the student teachers teaching English through the integration of ICT was better than that of the student teachers teaching through the conventional methods.

2. ICT helps the student teachers to enrich their content and presents it more easily and effectively.

3. ICT enables the teachers to transfer the knowledge speedily.

4. Teaching with the integration of ICT brings liveliness in teaching – learning process, helps upgrading language skills and for building constructive knowledge.

5. Sound effect and animation create interest and helps them to introduce new words, ideas, events and concepts more easily.

6. Teaching through the integration of ICT provides direct learning experiences which help the learner to retain the content for longer time.

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