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A STUDY ON THE EFFECTIVENESS OF COMPUTER ASSISTED ENGLISH LANGUAGE LEARNING AMONG IX STANDARD STUDENTS

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Abstract:

Computer Assisted English Language Learning is the application of computers in the field of language learning in the light of cognitive, pedagogical, psychological skills and theories. Working with computers in a field like English Language Teaching and Learning is a process of endless experimentation. The potential use of computers in educational settings beyond the provision of direct instruction and which has been very well used in the teaching-learning process in the developed countries. But in India which is in an embryonic stage particularly in field of English Language Learning. Therefore this study was made to assess the effectiveness of Computer Assisted English Language Learning over conventional method of teaching grammar. A three group experimental method was followed. The study revealed that the computer with teacher support group has the most significant effect on the pupil's achievement in grammar.

KEYWORDS:

Computer Assisted English Language Learning, IX Standard Students.

INTRODUCTION:

The emerging trend all over the world is towards more individualized and flexible forms of learning with an emphasis on the individual learning. The NPE (1986) has emphasized the application of educational technology to improve the quality of education at all levels. It has also laid a special emphasis on using computers in the teaching learning process. The rapid development in computer technology, together with the use of computers in language teaching and learning, Six studies investigated how technology could be used to promotes speaking skills Borrás (1993), Coniam (1998), Derwing, Munro & Carbonaro (2000), Gonzalez-Edfelt (1990), Johnson & Milne (1995) and Liaw (1997) research described a group of students using computer books and the conversations that took place as they read them. These studies found that as the students become more prolific readers, their discussions are shifted from dealing with technological difficulties to the content of the books. Furthermore the studies suggested that for meaningful discussions to take place. Learners must have something to talk about. Computer books could provide the content on which discussions could evolve. The present study was taken up to find out the effectiveness of CAELL in relation to the conventional method of teaching.

OBJECTIVES

- To study the significant difference in the effectiveness of Computer Assisted English Language Learning of IX standard students in terms of parental education and parental occupation.

HYPOTHESES

1. There is no significant difference in the effectiveness of Computer Assisted English Language Learning of IX standard students based on parental education.
2. There is no significant difference in the effectiveness of Computer Assisted English Language Learning of IX standard students based on parental occupation.

RESEARCH METHOD & SAMPLE

The three groups in each school were assigned to three different treatments at random. One group was taught by computer with teacher support system, another group was taught with the computer and third one, by the conventional method of teaching. Data on the pupil's attitude towards computer were collected during the experiment in each of the three schools. The groups were tested for their achievement level at the end of the experiment. A sample of 330 IX standard students was selected from three schools.

ANALYSIS OF DATA

Hypothesis 1: There is no significant difference in the effectiveness of Computer Assisted English Language Learning of IX standard students based on parental education.

Table 1: Effectiveness of Computer Assisted English Language Learning of IX Standard Students based on Parental Education

Treatments	Parental Education	N	df	F	Result
Computer with Teacher Support	PGs/Professional	19	(3,106)	4.31	Significant
	UGs/Diplomas	30			
	SSLC/H.Sc./ITI	38			
	Below SSLC	23			
Computer	PGs/Professional	13	(3,106)	9.22	Significant
	UGs/Diplomas	26			
	SSLC/H.Sc./ITI	41			
	Below SSLC	30			
Conventional	PGs/Professional	12	(3,106)	10.60	Significant
	UGs/Diplomas	29			
	SSLC/H.Sc./ITI	44			
	Below SSLC	25			

From Table-1, the obtained F-values values 4.31, 9.22 and 10.60 which are significant at 0.01 level for df (3, 106). Hence the hypothesis-1 is rejected. Thus it is concluded that the parental education causes the significant differences in the mean gain scores of all the three treatment groups.

Hypothesis 2: There is no significant difference in the effectiveness of Computer Assisted English Language Learning of IX standard students based on parental occupation.

Table 2: Effectiveness of Computer Assisted English Language Learning of IX Standard Students based on Parental Occupation

Treatments	Parental Occupation	N	df	F	Result
Computer with Teacher Support	Businessman	16	(3,106)	5.14	Significant
	Agriculture	32			
	Professional	18			
	Others	44			
Computer	Businessman	22	(3,106)	2.96	Significant
	Agriculture	26			
	Professional	11			
	Others	51			
Conventional	Businessman	26	(3,106)	6.93	Significant
	Agriculture	24			
	Professional	14			
	Others	46			

From Table-2, the obtained F-values values are 5.14, 2.96 and 6.93 found to be significant at 0.05 level for degree of freedom 3, 106. Hence the hypothesis-2 is rejected. Thus it is concluded that the parental occupation causes the significant differences in the mean gain scores of all the three treatment groups.

CONCLUSION

The research has proved beyond doubt that the Computer Assisted English Language Learning method to teach English grammar is more effective and particularly when it is used with the assistance of a teacher. The presence of the human elements has better impact in the teaching-learning situation.

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