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ORIGINAL ARTICLE

EFFECT OF AWARENESS OF ICT AND ITS IMPACT UPON STUDENT TEACHERS TEACHING PERFORMANCE IN ENGLISH RELATED TO READING AND WRITING COMPETENCE

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Abstract:

"The number one benefit of Information Technology is that it empowers people to do what they want to do. It lets people be creative. It lets people be productive. It lets people learn things they did not think they could learn before, and so in a sense it is all about potential."

- *Steve Ballmer*

INTRODUCTION:

It is the age of Information and Communication Technology (ICT). The impact of privatization and globalization in every field of life changed the way of human life. Due to ICT, the whole world is coming together and forms global society. The most striking innovation in the field of education is the integration of ICT in education. The educational institutions and the teachers should cope up with the suddenly increasing demand for information and skills. One cannot depend on only the same big blackboards, an overhead projector and video graphed concepts as either because the transaction of curriculum is poor or the tools used in its transaction lack application and competencies.

The aim of teacher education is to provide competent and commitment oriented teachers to the society. After, independent English is taught as foreign language in Indian Schools. The fact is that even now our students cannot speak English fluently and express their views either in oral or written form. Teachers use different methods, approaches, devices and techniques at their disposal but their attempts were fruitless.

English language from the earlier days of its descent has undergone lots of revisions and re-visions till the present with the inception of information and communication technology. English literature and language learning are two interlinking aspects in the process of reflective thinking. English, as an international language, has many important purposes in different cultural contexts. It could be seen as the language of the indigenous people. English is having a vital role to play as the official or the semi-official language. It is also used for commercial purpose. English is used as a language for commercial and educational purpose by various countries as a boom of ICT.

In Indian school curriculum, English is taught as language, not as a literature. Learning language means getting mastery over fourfold language skills i.e. listening, speaking, reading and writing. In order to develop these skills teacher uses different methods, approaches, devices and techniques of teaching English.

2. ORIGIN OF THE RESEARCH PROBLEM

Shivaji University, Kolhapur has developed B.Ed. syllabus taking into the consideration of

teachers' role in future. In B.Ed. syllabus ICT based practice lessons are included. It is implemented since June, 2008. It is expected that student teachers should select the appropriate topic and enrich it with the help of ICT and present it before the pupils. In order to enhance the quality of education, the teacher must use innovative practices in teaching learning process. He should accept the challenges. Hence, the researcher has undertaken this topic for the study.

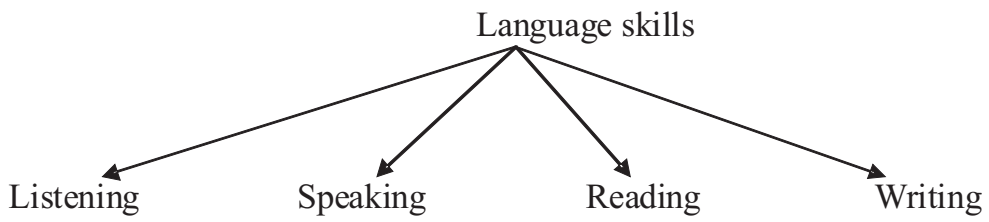
3. CONCEPT OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Gurukul system of Education was in vogue in India. The main characteristics of Gurukul system were dedicated and knowledgeable teachers, individualized and learner centre teaching, and self-motivated students eager to learn. This system changed to increase in number of students. Consequently, the number of teachers increased. Some teachers are born but rests of them have to be given rigorous training so as to develop required competency to become a teacher. Teachers have been conscious about the quality of their teaching. To enhance the quality, some teachers use teaching aids, like charts, models-static and working, specimen, slides etc. because teachers are given training both in preparation and use of audio-visual aids. Due to the scientific and technological development, innovative practices are being used in teaching learning process.

The most striking innovation in the field of education is the integration of Information and Communication Technology (ICT). The education institutions should cope up with the suddenly increasing demand for information and skills. Now one can not depend on only the same big blackboards, an overhead projector (OHP) and video-graphed concepts as either because the transaction of curriculum is poor or the tools used in its transaction lack application and skill. It is indispensable to provide digital education through the computer Education through the computer is easy, comfortable, trendy and uniquely interactive, over and above everything else. It is so because the learning process is based on the four key roles of the computer: that of a tool, a tutor, a topic and a thought provider.

4.READING AND WRITING COMPETENCE IN ENGLISH

Language is essentially a skill. It is not a content subject like science, social studies commerce, etc. which aim at imparting information and fill the human mind with knowledge. Language is a complex skill. It involves four sub-skills which are as follows



The study was conducted on IX standard students. The text-book of IX std. focuses only reading and writing skills.

5.NEED AND IMPORTANCE OF THE STUDY

It is important that learning to work with computer and understanding new technologies is assimilated into curriculum and into teaching methods. Students will improve their reading and writing skills with the help of ICT. Student teachers can enrich their content and present it effectively with the help of ICT. Teaching through ICT develops interest in the subject. It helps the pupils to understand the concept more clearly and develops their vocabulary.

The internet is just right place for both the teachers and the students to get in touch with the real – world English. If the teachers use ICT correctly and effectively, it will provide the students with lots of input resources and these will improve the students output ability i. e. reading and writing ability in English.

The investigator is working as associate professor in B.Ed. College at Smt. Putalaben Shah

College of Education, Sangli. It is experience that student teachers are not well acquainted with the ICT. They faced many problems while conducting practice lessons based on ICT. After getting B.Ed. Degree, they will join in different schools as English teacher. The purpose of B.Ed. Course is to provide competent teachers. When the investigator studied the existing position of school teachers, and student teachers teaching English and requirement of the pupils, Certain questions arose in the mind of the investigator.

1.What relationship does exist between conventional methods and ICT based teaching?
2.How does the conventional methods affect the performance of student teachers teaching performance?
3. How does the awareness 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 based teaching develop reading and writing competence in English?
6.How does ICT enhance student teachers teaching performance?
7.Can one achieve the goals with existing system and what changes are to be done with what effect?
Such different questions were lurking in mind on the investigator. In order to find out the answers of these questions, the investigator has decided to undertake this project for study.

6.STATEMENT OF THE STUDY

'EFFECT OF AWARENESS OF ICT AND ITS IMPACT UPON STUDENT TEACHERS TEACHING PERFORMANCE IN ENGLISH RELATED TO READING AND WRITING COMPETENCE.'

7.ASSUMPIONS OF THE STUDY

The study based on the following assumptions.

1.Student teachers are not well acquainted with innovative technology i. e. ICT.
2.Student teachers are well acquainted with different methods, approaches, devices and techniques of teaching English.
3.Student teachers know the objectives of teaching English.
4.Student teacher practiced their lessons by using ICT. It is practicum in B. Ed course.

8.OBJECTIVES OF THE STUDY

The following objectives have been set forth for the present study.

1.To study English text –book of IX std. and locate the topics which can be taught with the help of ICT.
2.To study the existing position of teaching English at secondary stage.
3. To develop ICT awareness training programme for student teachers.
4.To enrich the content of 9th std. with the help of ICT.
5.To develop lesson plans in the form of slides by using ICT.
6.To find out student teachers teaching performance through ICT in peer group (simulated condition).
7.To find out student teachers teaching performance through ICT in real classroom situation.
8.To find out the effectiveness of ICT based teaching performance by student teachers in terms of pupils' achievement.
9.To suggest measures for further improvement in teaching through ICT.

9.HYPOTHESIS OF THE STUDY

The following hypotheses were formulated and tested keeping in view the objectives of the study.

1.There is no significant difference in the cumulative performance of student teachers teaching English in peer group using ICT based teaching ('E' Group) and those of using conventional method('C' Group).
2.There is no significant difference in the performance of student teachers teaching English in real classroom situation by using ICT ('E' Group) and those of using conventional method ('C' Group).
3.There is no significant different between the mean achievement of pupils in pre and post test no. 1 taught by the student teachers of group 'E' and those of group 'C'.
4.There is no significant different between the mean achievement of pupils in pre and post test no. 2 taught by the student teachers of group 'E' and those of group 'C'.

5.There is no significant different between the mean achievement of pupils in pre and post test no. 3 taught by the student teachers of group 'E' and those of group 'C'.
6.There is no significant different between the mean achievement of pupils in pre and post test no. 4 taught by the student teachers of group 'E' and those of group 'C'.
There is no significant different between the mean achievement of pupils from group 'E' and that of group 'C' on retention

10.REVIEW OF RELATED LITERATURE AND RESEARCH

The researcher has studded the related literature and related studies in the light of the research objectives.

11.THE EXPERIMENTAL METHOD

The purpose of the study was to find out the effect of awareness of ICT and its impact upon student teachers teaching performance in English. Basically, to ensure such valid casual inferences and verified functional relationship experimental study is the best method of educational research.

12. VARIABLES

Independent Variables

I Awareness of ICT Training Programme to Student Teachers.
II Student Teachers Teaching Through the Integration of ICT.

Dependent Variables

I Student teachers' teaching performance in peer group.
II Student teachers' teaching performance in real classroom situation.
III Student teachers' teaching performance in terms of pupils' achievement.

Attribute Variables

Attribute variables are those characteristics that cannot be altered by the experimenter, (Best, John W., and Kahn, J. V. 7th edition, page 39.) such as chronological age, sex, physical condition, previous achievement, study habits.

13.SAMPLING PROCEDURE

A purposive of 14 student teachers were taken as subject of the study. The researcher selected the population from Smt. Putalaben Shah College of education, Sangli, Tal. Miraj, Dist. Sangli for the reason of convenience and feasibility as the researcher is the associate professor in the same college.

In order to know the student teachers teaching performance in terms of pupils' achievement, the researcher selected the pupils of IX std. from L.G.R. Purohig Kanya Prashala, Sangli. There were 228 pupils learning in IX std. First 14 unwilling pupils were dropped and from rest of 214 students, 60 students were selected randomly. Its percentage is 28.

14.RESEARCH TOOLS

1.A Questionnaire for secondary school Teachers of English.
2.An interview schedule for subject Teachers, Experts and Head of the Institutions.
3.Teaching Analysis Guide (TAG)
4.Pre and Post Tests for measuring Achievement of the students.
5.The Retention Test.

15.THE CONDUCT OF THE EXPERIMENT

PART (I) - ICT Awareness Training Program
Part- (II) Student Teachers' Teaching Performance in Terms of Pupils' Achievement

This part of experiment commenced on 9th December 2011 and lasted for 19 days till 29th Dec. 2011 This particular period was purposefully chosen for the following reasons.

16.ANALYSIS AND INTERPRETATION OF DATA

. The investigator conducted an experiment on the sample under investigation. The researcher gave ICT awareness to the student teachers. They enriched the content and developed instructional material by using ICT. The conventional method was used by control group and experimental group taught with help of ICT. Student teachers teaching performance was measured by using teaching analysis guide (TAG) student teachers teaching performance was also measured by administering achievement test for pupils.

The data thus gathered were analyzed by using descriptive and inferential statistics in the light of research objectives.

17.CONCLUSIONS

On the basis of the results and their interpretation the following conclusions were drawn.

1.Conclusions Related to Student Teachers Teaching Performance in Peer Group (simulated condition)

1.The performance of student teachers teaching through ICT is more effective than the student teachers taught through conventional methods.
2.ICT based lessons motivates the student teachers to teach more effectively and to the point.
3.Teaching through ICT develops confidence among the student teachers.
4.Student teachers provide additional information to the pupils by enriching content with assistance of internet.
5.Composition topics build confidence in speaking fluently among the student teachers.

2.Conclusions Related to Student Teachers Teaching Performance in Classroom Situation.

1.There is significant difference between the performance of student teachers teaching English through the integration of ICT and teaching through conventional method.
2.Teaching Performance of 'E' group is better than that of 'C' group. The calculated 't' value 8.12 shows that it is significant at 0.01 level.
3.Through the integration of ICT student teachers able to enrich their content and present it more effectively and economically.
4.ICT based teaching saves the time to write key words and concepts on the blackboard.
5.Power point presentation of the content proves more effective than the conventional presentation of the topic.
6.Students interest in learning is developed through ICT.
7.Teaching through ICT enables the student teachers to involve the pupils more actively in teaching learning process.
8.ICT awareness training program develops teachers teaching performance.

3Conclusions Related to Teaching Performance in Terms of Pupils Achievement

1.Innovative teaching practices i.e. teaching through ICT help pupils to understand the context more easily.
2.Student teachers introduce the topic by showing various pictures, images that helps the pupils to recall their experiences.
3.Presenting images and pictures through ICT enables the pupils to establish direct association between the word / concept and its meaning. Pupils can guess the meaning of words which helps them in their academic achievement.
4.Sound effect and animation of musical instrument helps the pupils to understand the importance of music in life. It also develops learners' involvement and interest in learning.
5.Through ICT teacher can present the picture of vocalists which reduces the difficulty in explaining the concept.
6.Teachers teaching through ICT, pupils understand the grammar topic very easily.
7.Varieties of composition activities provided with the help of ICT enable the pupils to express their ideas in written form and develop writing competence in English.
8.Providing direct learning experiences through ICT helps pupils to learn the language more easily.

9.Teaching through ICT develops pupils' divergent thinking.
10.Through power point presentation of the content, pupils recognize and understand the key words, clauses, events and ideas.
11.Student practiced the language items with the help of ICT.
12.It was noted that pupils develop reading competence through ICT.
13.The topics like Matheran, Vijaydurg-Sindhudurg etc understands very easily and quickly because of direct learning experiences through ICT.
14.It was noted that historical topics make more meaningful and clear to the students.
15.It was found that teaching through the integration of ICT brings liveliness in teaching-learning process.
16.Learning through ICT allows an individual to use his / her multiple cognitive abilities to the fullest extent. It assures lifelong learning.

18.IMPLTCATIONS AND RECOMMENDATIONS

The result and findings of this study would be quite useful for teachers, teacher educators, learners, examiners and educational institutions.

In the present study an attempt was made to know the effect of awareness of ICT and its impact upon student teachers teaching performance in English related to reading and writing competence. The following are the educational implications derived from the main findings of the study.

1.The study has revealed the fact that providing instructions through the ICT to the learners help to maintain and increase their interest in learning English.
2.Teachers should know the importance of ICT in teaching learning process and should use it while teaching his / her subject.
3.The study makes it clear that teaching through ICT is more effective in developing reading and writing competence in English.
4.Presenting images, pictures, charts, with animation stimulate the pupils and develop their interest in learning language abilities.
5.The head of the institute should provide computer and internet facility to the teachers and motivate them to use it in teaching learning process.
6.The institute should organize ICT awareness training program for the teachers.
7.Historical topics, complex content, and activity based instructions must be designed by using ICT.
8.Presentation of content should be made systematic sequential to make it more effective and interesting.

19.TOPICS FOR FURTHER STUDY

In the light of the present study the following suggestions are offered for further study.

1.The study may be replicated on large sample covering other B.Ed. colleges of Shivaji University, Kolhapur.
2.Higher statistical techniques like ANOVA, Co-relation may be used for better analysis and interpretation of data.
3.Similar study can be conducted with English medium and on D.T. Ed. Colleges.
4.Replication of the study may be done at different grade levels and in different subjects.
5.The findings of the study need further cross validation.

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