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USE OF ICT IN LEARNING OF ENGLISH PRONUNCIATION, GRAMMAR AND VOCABULARY OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

In today's world Information and Communication Technology (ICT) in the education sector plays an important role, especially in the process of empowering the technology into the educational activities. Effective use of ICT in English lessons offers the potential to transform teaching and learning. Thus, the chief aim of the present study was to study the Use of ICT in learning of English pronunciation, grammar and vocabulary of secondary school students. The objectives of the study was to find out the difference in learning of English pronunciation, grammar and vocabulary between male and female, rural and urban, low and high achiever students of secondary level. In the present study experimental method of research and stratified random sampling technique was applied. The data was collected from 124 secondary school students of Ludhiana district. Self made achievement test, compact disc and verbal tests for pronunciation, grammar and vocabulary were used as tools. Findings of the study indicate that the use of ICT in learning of English pronunciation, grammar and vocabulary of secondary school students was significantly effective over the conventional instructional strategy in case of male and female, rural and urban and total sample of students.

KEYWORDS

Grammar, ICT, Learning, Pronunciation, Vocabulary.

INTRODUCTION

Gurukul System of Education was in vogue in India. The main characteristics of Gurukul System was dedicated and knowledgeable teachers, individualized learner centre teaching and self-motivated students eager to learn. This system changed due to increase in number of students. Consequently, the number of teachers' increased. Presently, every country in the world is scientifically and communication technologically competitive. By the beginning of new millennium, Information and technology became one of the leading programs in the world. ICT has topped the world's most leading industries in commercial field. In all kinds of industries, government or private entrepreneurs ICT has created vacancies for many job seekers. So, the education by virtue has to advance and manipulate in every aspect to meet present needs and desire of the ever growing society. Teaching aids, etc. programmes offered through television were produced by different State Institute of Educational Technology (SIET) in different languages.

Even the Video Instructional Materials were produced and made available to teachers; still majority of schools did not make use of them. Some of the reasons were no facility of TV and VCR, no electricity, TV and VCR not in working condition, not incorporated in the time table, lack of initiation on the part of teacher and Principal, etc. Along with audio – visual Aids, the print media has to go a long way in improving the quality of teaching and learning. It has opened new avenues, like, Online learning, e-learning, Virtual University, e-coaching, e-education, e-journal, etc. Third Generation Mobiles are also part of ICT. Mobile is being used in imparting information fast and cost effective. It provides e-mail facility also. One can access it anywhere. It will be cost effective. The ICT brings more rich material in the classrooms and libraries for the teachers and students. It has provided opportunity for the learner to use maximum senses to get the information. Use programs like My World, Pages/Text ease or Clicker to sequence a sentence, or do a cloze exercise; children can highlight specified parts of the passage. They can use a speech facility to help them check their work.

REVIEW OF LITERATURE

Hall (2000) studied that students with learning difficulties, who use ICT in reading, increase performance in reading decoding and reading comprehension and concluded that well designed ICT software that is regularly applied in classrooms, has the potential to reinforce teacher instruction, offers students an increase in practice time and can lead to success in reading. Another study on evaluation of Stanford computer assisted instruction program conducted by Fletcher (2001) revealed that reading achievement of students who had not used computer assisted instruction found that computer assisted instruction group made significant gains when compared to non-computer assisted instruction group. Segers (2002) develop a child-friendly computer software program to enhance the early literacy skills of reception-aged children and studied that multimedia activities such as story book reading, communicative writing and language games had an impact on students' oral and written language development, with significant gains in vocabulary development of ethnic minority students. Andrews (2002) conducted a research on elementary school students and explained Learning, understanding of the students can be improved with use of ICT in English. Srivastva (2002) conducted a study on Impact of ICT on learning of English grammar of secondary school students and their achievement in English grammar; found that ICT has a positive impact on learning of English grammar of secondary school students.

Breese (2002) studied the effects of unlimited access to word processors on students writing and found that students using word processors showed significant improvement over those using pen and paper. Another study showed that ICT can be effective for most students with reading failure in secondary school. Karchmer (2003) found ICT-literate primary and secondary schools perceptions of how the internet has or has not changed the way they taught reading and writing of English in their classrooms. Findings indicated that the students viewed the internet's influence on reading and writing of English as an extension of traditional literacy skills but had difficulties finding internet materials written for a range of reading levels. Similar view supported by Dhamija (2005) conducted a comparative study on the effectiveness of three approaches of instructions-conventional, radio-vision and modular approach on achievement of students in English grammar. The sample was selected on the basis of their intelligence scores. It was found that achievement of students was highest when through radio vision approach. It was also found that retention of knowledge comprehension and total achievement scores were the highest in that group of students who were taught vocabulary and grammar through radio vision approach. Bogenwell (2007) in an experimental research in elementary school that the impact of ICT in learning of English vocabulary. He prepared two groups of students. One group was taught through ICT and another by conventional method and compared them. He found that there is a significant difference between ICT based learning and conventional method. Mullar (2007) Conducted a study on ICT at secondary stage to know their learning achievement in English and found that there is a no significant difference in their learning achievement. Soloway (2007) conducted a study on ICT and it's impact on learning of English grammar and pronunciation at secondary level. He found that there is a positive impact of ICT on learning of English grammar and pronunciation at secondary level

Gupta, P. (2003) In his study explored that for English word learning, research consistently demonstrates that higher scores on various phonological measures (e.g., non word repetition, phoneme manipulation, etc.) are associated with increased retention of foreign vocabulary in both children and adults (Speciale, Ellis, & Bywater, (2004) . McEnery T., Barker A., and Wilson A (1995) investigated the use of computer-based L2 grammar instruction. The results of these studies seem to indicate that computer-based grammar instruction can be as effective as or more effective than traditional instruction Ambra Neri (2007) conducted the study on effectiveness of computer assisted pronunciation training for English learning by children Center for Information Technology ,results show that pronunciation quality of isolated words improved significantly for both groups of subjects, and both groups significantly improved in pronunciation quality of

words that were considered particularly difficult to pronounce and that were likely to have been unknown to them prior to the training. Training with a computer-assisted pronunciation training system with a simple automatic speech recognition component can thus lead to short term improvements in pronunciation that are comparable to those achieved by means of more traditional, teacher-led pronunciation training. Neri, A., Cucchiari, C., & Strik, H. (2008) conducted a study on the effectiveness of computer-based corrective feedback for improving segmental quality in L2-Dutch found that computer-assisted pronunciation training systems can offer abundant, realistic, and contextualised spoken examples from different speakers by means of videos and recordings that learners can play as often as they wish. They can also provide opportunities for self-paced, autonomous practice, by inviting users to repeat utterances or to respond to certain prompts. Bunnell et al., (2000) explored that most advanced systems incorporating Automatic speech recognition technology can also provide feedback at the sentence, word, or phoneme level. Automatic feedback can vary from rejecting poorly pronounced utterances and accepting 'good' ones to pinpointing specific errors either in phonemic quality or sentence accent; Chou, (2005). Eskenazi & Pelton, (2002). Found that feedback can make the learner aware of problems in his or her pronunciation, which is the first necessary step to remedy those problems. Raising issues early on by means of automatic feedback might also prevent learners from developing wrong pronunciation habits that might eventually become fossilized.

Al-Qumoul (2005) conducted a study to investigate the effect of an instructional software program of English language functions on tenth graders' achievement. The results reveal that the students who studied the English language functions through CAI lessons performed better than those who learnt by the traditional method. Eskenazi, (1999). Investigated that as teachers have very little time to perform pronunciation evaluation and provide individual feedback in traditional language teaching contexts, the possibility to automate these tasks is considered one of the main advantages of ASR-based system CAPT (Eshani & Knodt, 1998; Neri et al., 2002). Not surprisingly, research into these systems has grown too. Some of the studies conducted have shown that children do seem to enjoy training pronunciation with Automatic Speech Recognition based Computer assisted language learning and Computer assisted programming tools (Chou, 2005). Abu-Seileek, A(2004.) Investigated the effect of using computers in the teaching of English composition on the writing performance of learners. The findings revealed that there are considerable differences for using computers as an effective writing tool. Alsouk, i S.(2007) Conducted a study comparing the computer-based grammar instruction and the teacher-directed grammar instruction. The results showed that for all levels of English proficiency, the computer-based students scored significantly higher on open-ended tests covering the structures in question rather than the teacher-directed instruction. The results indicate that computer-based instruction can be an effective method of teaching L2 grammar. Nutta J (2001) Conducted a study to explore the effect of a CALL program on students' writing ability in English by teaching the program cooperatively and collectively. The findings of the study revealed that there were statistically significant differences between the experimental group, who studied via computer, and the control group, who studied in the traditional method. The difference was in favor of the experimental group who studied via computer. Shang, H (2007) Examined the overall effect of using e-mails on the writing performance of Taiwanese students in English. The major findings demonstrated that students made improvements on syntactic complexity and grammatical accuracy. The results also revealed that the e-mail writing was a positive strategy that helped improve their foreign language learning and attitudes towards English.

SIGNIFICANCE OF THE PROBLEM

The extraordinary advances in the field of technology have greater impact in the field of education. It is creating immense opportunities in the field of education and has profound effect on the way teachers teach and how learners learn. Introduction of digitalized materials is utmost important to the teachers and learners for creating conducive learning culture, and for the improvement of teaching and learning environment. Although subject matter can be taught in infinite ways, the teacher because of their effectiveness is extensively using ICT instructions. However, no mode of presentation can be stated as the best or the only means through which knowledge can be imparted for any subject. As the tremendous growth of ICT has given a new outlook to the modern world and this has to some extent influenced the way education is being imparted? There is an argument that norms amount of money has been expended on ICT in institutions. A more contentious issue is the educational effectiveness of its integration into the normal classroom as a teaching learning tool. The effectiveness of ICT needs to be evaluated. Indicators are needed to show the relationship, between technology use and educational reforms empowerment of teachers, changes in teaching and learning processes and student learning. There is also needed to show that education should be seen as using technology not only as an end in itself but as a means to promote creativity, empowerment and equality and produce efficient learners and problem solvers. Moreover parents and teachers, school boards and administrators, governors and congress all want to know if the nations' investment in technology is providing a return in student achievement. Indeed if resources are to be expended on technology it is becoming a political, economic and public policy necessity to demonstrate its vital effectiveness. So investigator took this topic to realize the tremendous importance of ICT in learning pronunciation, grammar and vocabulary of English at secondary stage.

OBJECTIVES OF THE STUDY

1. To study the use of ICT and Conventional method in learning of English pronunciation, grammar and vocabulary between male and female secondary school students.
2. To study the use of ICT and Conventional method in learning of English pronunciation, grammar and vocabulary between rural and urban secondary school students.
3. To study the use of ICT and Conventional method in learning of English pronunciation, grammar and vocabulary between low and high achiever secondary school students.

HYPOTHESES OF THE STUDY

1. There will be no significant difference in using ICT and Conventional method in learning of English pronunciation of male and female secondary school students.
2. There will be no significant difference in using ICT and Conventional method in learning of English grammar between male and female students.
3. There will be no significant difference in using ICT and Conventional method in learning of English vocabulary between male and female secondary school students.
4. There will be no significant difference in using ICT and Conventional method in learning of English pronunciation between rural and urban secondary school students.
5. There will be no significant difference in using ICT and Conventional method in learning of English grammar between rural and urban secondary school students.
6. There will be no significant difference in using ICT and Conventional method in learning of English vocabulary between rural and urban secondary school students.
7. There will be no significant difference in using ICT and Conventional method in learning of English pronunciation between low and high achiever secondary school students.
8. There will be no significant difference in using ICT and Conventional method in learning of English grammar between low and high achiever secondary school students.
9. There will be no significant difference in using ICT and Conventional method in learning of English vocabulary between low and high achiever secondary school

METHOD AND PROCEDURE

The present study was experimental type. A pre-test and post-test experimental design has been used to determine the use of ICT in learning of English pronunciation, grammar and vocabulary of secondary school students. The study involves an experiment that needed continuous engagement of 9th class students for 30 days. Two schools, S. S. Public School and S. S. Greenfield Public School Ludhiana were selected through stratified random sampling technique the investigator selected four sections of 9th grade for experimental as well as control group. In section A, number of male students were 31 and in section B number of female students were 31 and in section C number of male students were 31 and in section D number of female students were 31. Section wise composition of male and female students is given in the table. Section A and B were taught through ICT and section C and D were taught through traditional method for 30 working days at a stretch.

TOOLS USED

- a) Achievement test in English on Present tense for class 9th.
- b) Instructional tool- Compact Disc

STATISTICAL TECHNIQUES

Mean, Standard Deviation & t-test were used to know the difference between means

RESULTS, DISCUSSIONS & INTERPRETATIONS

TABLE I: PRE-TEST SCORES OF LEARNING OUTCOMES OF ENGLISH PRONUNCIATION, GRAMMAR AND VOCABULARY OF BOTH GROUPS

Sr. No.	Area	Group	N	M	SD	df	t-value	Remarks
1	Pronunciation	Experimental Group	62	13.52	2.98	118	1.00	significant
		Control Group	62	13.00	2.82			
2	Grammar	Experimental Group	62	6.70	2.30	118	0.00	significant
		Control Group	62	6.70	2.30			
3	Vocabulary	Experimental Group	62	11.41	3.14	118	0.17	significant
		Control Group	62	11.51	3.17			

Thus it may be concluded that the experimental and control group have same level of learning outcome in English pronunciation, grammar and vocabulary before the experimental set up and hence the effectiveness of the use of ICT in learning of English pronunciation, grammar and vocabulary of secondary school students can be done on their scores in post tests.

TABLE II: DETAIL RELATED TO DIFFERENCE IN USING OF ICT IN LEARNING OF ENGLISH PRONUNCIATION BETWEEN MALE AND FEMALE SECONDARY STUDENTS

S.No.	Category	Group	N	M	S.D	DF	t-value	Remarks
1.	Male	Experimental Group	31	32.42	2.31	60	10.79	significant
		Control Group	31	23.23	4.14			
2.	Female	Experimental Group	31	33.10	1.56	60	10.26	Significant
		Control Group	31	22.84	5.34			

As mean scores of experimental group is higher than that of control group, it is concluded that the use of ICT is an effective strategy in learning of English pronunciation for male students as compared to the conventional instructional strategy. This revealed that a significant difference exists between scores of learning outcomes of English pronunciation of experimental and control group female students

TABLE III: DETAIL RELATED TO DIFFERENCE BETWEEN USING OF ICT IN LEARNING OF ENGLISH GRAMMAR BETWEEN MALE AND FEMALE SECONDARY STUDENTS

Sr.No.	Category	Group	N	M	S.D	DF	t-value	Remarks
1.	Male	Experimental Group	31	17.23	1.54	60	10.46	Significant
		Control Group	31	10.77	3.07			
2.	Female	Experimental Group	31	17.39	1.63	60	10.58	
		Control Group	31	10.97	2.96			

As mean scores of experimental group is higher than that of control group, it may be further concluded that the use of ICT is an effective strategy of learning English grammar for male and female students as compared to the conventional instructional strategy

TABLE IV: DETAIL RELATED TO USING OF ICT IN LEARNING OF ENGLISH VOCABULARY BETWEEN MALE AND FEMALE SECONDARY STUDENTS

S.No.	Category	Group	N	M	S.D	DF	t-value	Remarks
1.	Male	Experimental Group	31	22.00	2.07	60	10.58	Significant
		Control Group	31	14.26	3.51			
2.	emale	Experimental Group	31	19.61	1.56	60	10.23	
		Control Group	31	12.71	12.71			

As mean scores of experimental group is higher than that of control group, it is further concluded that the use of ICT is an effective strategy of learning English vocabulary for male and female students as compared to the conventional instructional strategy.

TABLE V: RESULTS PERTAINING TO USING OF ICT IN LEARNING OF ENGLISH PRONUNCIATION BETWEEN RURAL AND URBAN SECONDARY STUDENTS

S.No.	Category	Group	N	M	S.D	DF	t-value	Remarks
1.	Rural	Experimental Group	20	32.65	1.76	39	9.96	Significant
		Control Group	21	22.90	4.02			
2.	Urban	Experimental Group	42	33.05	1.61	39	14.19	
		Control Group	41	23.07	4.25			

This revealed that a significant difference exists between scores of learning outcomes of English pronunciation of experimental and control group rural and urban students. Hypothesis stating that there will be no significant difference in learning of English pronunciation of rural and urban students when taught through using ICT and conventional instructional strategy is not accepted.

TABLE VI: RESULTS PERTAINING TO USING OF ICT IN LEARNING OF ENGLISH GRAMMAR BETWEEN RURAL AND URBAN SECONDARY STUDENTS

Sr.No.	Category	Group	N	M	S.D	DF	t-value	Remarks
1.	Rural	Experimental Group	20	17.35	1.69	39	9.40	Significant
		Control Group	21	14.24	3.46			
2.	Urban	Experimental Group	42	21.19	2.31	39	3.98	
		Control Group	41	13.34	3.55			

Hypothesis stating that there will be no significant difference in learning of English grammar of rural and urban students when taught through using ICT and conventional instructional strategy is not accepted. As mean scores of experimental group is higher than that of control group, it is further concluded that the use of ICT is an effective strategy of learning English grammar for rural and urban students as compared to the conventional instructional strategy.

TABLE VII: RESULTS PERTAINING TO USING OF ICT IN LEARNING OF ENGLISH VOCABULARY BETWEEN RURAL AND URBAN SECONDARY STUDENTS

S.No.	Category	Group	N	M	S.D	DF	t-value	Remarks
1.	Rural	Experimental Group	20	22.10	2.53	39	8.26	Significant
		Control Group	21	14.24	3.46			
2.	Urban	Experimental Group	42	21.19	2.31	39	11.98	
		Control Group	41	13.34	3.55			

This revealed that a significant difference exists between scores of learning outcomes of English vocabulary of experimental and control group rural and urban students. Thus the hypothesis stating that there will be no significant difference in learning of English vocabulary of rural and urban students when taught through using ICT and conventional instructional strategy is not accepted. As mean scores of experimental group is higher than that of control group, it is further concluded that the use of ICT is an effective strategy of learning English vocabulary for rural and urban students as compared to the conventional instructional strategy.

TABLE VIII: RESULTS PERTAINING TO USING OF ICT IN LEARNING OF ENGLISH PRONUNCIATION BETWEEN LOW AND HIGH ACHIEVER SECONDARY SCHOOL STUDENTS

S.No.	Area	Group	N	M	S.D	DF	t-value	Remarks
1.	Pronunciation	Low Achiever	9	29.00	1.66	17	11.48	Significant
		High Achiever	10	35.00	0.00			

This revealed that a significant difference exists between scores of learning outcomes of English vocabulary using ICT of low and high achiever secondary students. Thus the hypothesis stating that there will be no significant difference in learning of English pronunciation using ICT of low and high achiever secondary students stands rejected.

TABLE IX: RESULTS PERTAINING TO USING OF ICT IN LEARNING OF ENGLISH GRAMMAR BETWEEN LOW AND HIGH ACHIEVER SECONDARY SCHOOL STUDENTS

S.No.	Area	Group	N	M	S.D	DF	t-value	Remarks
1.	Grammar	Low Achiever	11	14.73	0.65	17	21.52	Significant
		High Achiever	15	19.20	0.41			

This revealed that a significant difference exists between scores of learning outcomes of English vocabulary using ICT of low and high achiever students. Thus the hypothesis stating that there will be no significant difference in learning of English grammar using ICT of low and high achiever students is not accepted.

TABLE X: RESULTS PERTAINING TO USING OF ICT IN LEARNING OF ENGLISH VOCABULARY BETWEEN LOW AND HIGH ACHIEVER SECONDARY STUDENTS

S.No.	Area	Group	N	M	S.D	df	t-value	Remarks
1	Vocabulary	Low Achiever	11	17.82	0.40	20	15.20	Significant
		High Achiever	11	24.18	1.33			

This revealed that a significant difference exists between scores of learning outcomes of english vocabulary using ICT of low and high achiever secondary students. Thus the hypothesis 9 stating that there will be no significant difference in learning of english vocabulary using ICT of low and high achiever secondary students is not accepted.

CONCLUSIONS

- The hypothesis that there will be no significant difference in learning of English pronunciation of male students when taught through using ICT and conventional instructional strategy was not accepted. As mean scores of experimental group was higher than that of control group, it may be further concluded that the use of ICT was an effective strategy of learning English pronunciation for male students as compared to the conventional instructional strategy.
- The hypothesis that there will be no significant difference in learning of English pronunciation of female students when taught through using ICT and conventional instructional strategy was not accepted. As mean scores of experimental group was higher than that of control group, it may be further concluded that the use of ICT was an effective strategy of learning English pronunciation for female students as compared to the conventional instructional strategy.
- The hypothesis that there will be no significant difference in learning of English grammar of male students when taught through using ICT and conventional instructional strategy was not accepted. As mean scores of experimental group was higher than that of control group, it may be further concluded that the use of ICT was an effective strategy of learning English grammar for male students as compared to the conventional instructional strategy.
- The hypothesis that there will be no significant difference in learning of English grammar of female students when taught through using ICT and conventional instructional strategy was not accepted. As mean scores of experimental group was higher than that of control group, it may be further concluded that the use of ICT was an effective strategy of learning English grammar for female students as compared to the conventional instructional strategy.
- The hypothesis that there will be no significant difference in learning of English vocabulary of male students when taught through using ICT and conventional instructional strategy was not accepted. As mean scores of experimental group was higher than that of control group, it may be further concluded that the use of ICT was an effective strategy of learning English vocabulary for male students as compared to the conventional instructional strategy.
- The hypothesis that there will be no significant difference in learning of English vocabulary of female students when taught through using ICT and conventional instructional strategy was not accepted. As mean scores of experimental group was higher than that of control group, it may be further concluded that the use of ICT was an effective strategy of learning English vocabulary for female students as compared to the conventional instructional strategy.

- The hypothesis that there will be no significant difference in learning of English pronunciation of rural students when taught through using ICT and conventional instructional strategy was not accepted. As mean scores of experimental group was higher than that of control group, it may be further concluded that the use of ICT was an effective strategy of learning English pronunciation for rural students as compared to the conventional instructional strategy.
- The hypothesis that there will be no significant difference in learning of English grammar of urban students when taught through using ICT and conventional instructional strategy was not accepted. As mean scores of experimental group was higher than that of control group, it may be further concluded that the use of ICT is an effective strategy of learning English pronunciation for urban students as compared to the conventional instructional strategy.
- The hypothesis that there will be no significant difference in learning of English vocabulary of urban students when taught through using ICT and conventional instructional strategy was not accepted. As mean scores of experimental group was higher than that of control group, it may be further concluded that the use of ICT was an effective strategy of learning English pronunciation for urban students as compared to the conventional instructional strategy.
- The hypothesis that there will be no significant difference in learning of English pronunciation of rural students when taught through using ICT and conventional instructional strategy was not accepted. As mean scores of experimental group was higher than that of control group, it may be further concluded that the use of ICT was an effective strategy of learning English pronunciation for rural students as compared to the conventional instructional strategy.
- The hypothesis that there will be no significant difference in learning of English pronunciation using ICT of low and high achiever secondary students stands was not accepted.
- The hypothesis there will be no significant difference in learning of English grammar using ICT of low and high achiever secondary students was not accepted.
- The hypothesis that there will be no significant difference in learning of English vocabulary using ICT of low and high achiever secondary students was not accepted.

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