

## **CHAPTER V**

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## **CHAPTER V**

### **SUMMARY**

#### **5.0 Introduction**

Although English language teaching (ELT) has been in India and overseas for several decades, new notions about language, its ranges of usage, and the growth of educational technology have resulted in substantial changes in its teaching. This is a digital world in which technology pervades every aspect of human life and defines the concept of 'literacy.' To be literate in the modern period requires command of a variety of presentation modes via a variety of technology.

This new era necessitates the growth of multiliteracies. McPherson and Murray (2003, p.4) stated that to achieve progress, it is vital to train emerging young professionals in the language and technology of the Information and Communication Revolution.

According to Warschauer (1999), the language teacher should teach students new reading and writing skills, as the screen has largely usurped the place of printed pages in the modern era. Familiarity with many genres and discourses is critical for the development of an individual's personality, for achieving personal goals, and for contributing to the development of society.

#### **5.1 Rationale**

With a particular interest in English Language teaching, the researcher considered first the aims and objectives of teaching ESL in India and then the practices of teaching ESL in Gujarat, India.

##### **5.1.1 Aims and Objectives**

Aims and objectives of teaching ESL in India's secondary schools are as follows -

In language instruction, NCF 2005 stressed the need of developing autonomous thought, effective and accessible presentation of opinions, and reasonable understanding of current

and historical events. It must inspire pupils to express themselves in their own words, nurture their natural creativity and imagination, and assist them in developing an understanding of their own identity.

According to Somatkar (2012, p. 3), English teaching has four primary objectives. They are as follows:

- i. Semantic – concerned with comprehension;
- ii. Phonetic – concerned with sound, spelling, and pronunciation;
- iii. Graphic – concerned with writing; and
- iv. Phonetic–Cum Graphic – concerned with reading.

### **5.1.2 Practices of Teaching ESL in India**

English language instruction has evolved dramatically in the last two decades as a result of the belief that language is an instrument to be used for a certain goal. This innovative teaching method focuses on motivating students to communicate confidently in the target language.

According to SCERT (2009), the old structure-based curriculum is giving way to an activity-based in the English teaching. It promotes the use of language with ease, suitability, and precision. It also helps pupils improve their LSRW skills. As a result, evaluation techniques have shifted from conventional textbook-based questions towards reading and writing activities, based on real-life events and texts such as extracts from news stories, periodicals, booklets, studies, educational pamphlets, flyers, stories, rhymes, essays, portraits, graphs, charts, as well as other visual resources. Writing assignments have shifted from compositions or paragraphs to cards (emails), notification, reports, and taking notes, as required in real-life situations.

#### **5.1.2.1 Scenario of Teaching ESL in Gujarat State of India**

In Gujarat, ESL is one of the school disciplines. Teachers are paying more attention to Mathematics and Science as a result of requests from parents and pupils.. As Patel (2011)

mentioned, there is a general belief among the parents and the teachers that the study of Mathematics and Science is very important for building a career particularly in getting admissions in the fields like health and technology. Teachers and parents must be made more aware of the fact that studying English is not the same as learning any other subject in school i.e., Mathematics, Social Studies, or Science. It should be taught as a language to make the mass able to communicate. Most universities and colleges administer entrance exams to measure students' proficiency in English, the language of library, media and communication. In the merit list of the successful students of such national level test, very few Gujarati students are seen. Without having good command over English language it will not be possible to achieve good results. All the educationists, policy makers, parents, teachers and learners should achieve this awareness.

#### **5.1.2.1.1 Scenario of Teaching ESL in Vadodara city of Gujarat**

Observations of ESL teaching in 2013 in Vadodara's Gujarati medium schools revealed that the majority of teachers placed a premium on practicing comprehension tasks during their teaching-learning process. The language was taught through reading and translating passages, as well as by answering questions and filling in blanks. This does not imply adequate language instruction. This can only help develop one of the reading sub-skills: skimming and scanning (Position Paper 1.4, NCERT, 2006). This method of instruction failed to foster the development of vocabulary, listening comprehension, writing techniques, as well as speaking and communicating skills. As a result, after completing their secondary education, our students are unable to communicate fluently in English and struggle to pass competitive examinations. The teaching-learning process was more examination-oriented; for example, students were required to answer questions and fill in blanks. Students spent the majority of their time memorizing answers from the study guide. The primary goal of English education in India is not to turn students into 'bookworms,' but to develop students' independence through motivation and awareness of the value of English. This will gradually assist them in achieving their objective (Sindkhedkar, 2012).

Language instruction is quite different from teaching mathematics, science, or social studies. Teaching a language's grammar rules does not constitute teaching the language.

Particularly in Gujarati medium schools, where the majority of students come from Gujarati-speaking families and the opportunity to practice communicating in the English language at home is almost non-existent. Students are exposed to the English language only during the school's English period, as English is not their native tongue. Thus, language teachers should emotionally engage their students in the learning process, help them develop a positive self-image, and encourage their creativity. Language teaching should include exposure, motivation, and opportunities for spontaneous language use. Krashen (1999) discovered that the language we subconsciously acquire comes out more spontaneously in conversation than the grammar or other language items. Additionally, his theory states that the learned language serves as a monitor for spontaneous language use.

Many study attempts have been made to evaluate English teaching methods in schools, according to Lightbown (1990), and they reveal that many conventional language-teaching methods are impractical. It is widely acknowledged that pedagogy focused solely on teaching linguistic forms, and that does not prepare students to use the second language accurately and fluently. Instead, the learner should always be provided chances to improve the second language for communicative objectives to become proficient in it (Ellis, 2002).

According to Vijayalakshmi, M., and Manchi Sarat Babu (2014), effective learning occurs when a learner can interact proficiently in writing and speaking, as well as utilize English for library uses. However, as a 'Library language,' if English is being studied, it would not have been helpful in generating employment opportunities because these learners found less proficient than those who procured expertise in each of the English language's four skills (Indira, 2003).

Hence, the researcher felt the need to develop a strategy, considering the objectives of ELT, which can lead to provide opportunity to teach- learn each of the English language's four skills and thus to improve the instruction of the English language at Gujarati medium school of Vadodara. This resulted in developing the ICT based strategy to teach English at 9<sup>th</sup> standard Gujarati medium school of Gujarat.

in the development of an ICT-based strategy for teaching English in Gujarat's 9th standard Gujarati medium schools.

## **5.2 Statement of the Problem**

Current study's statement of the problem is as under-

Developing an ICT based strategy for teaching English as a Second Language at Secondary school level in Gujarat in India.

## **5.3 Objectives**

Current study's objectives were as under -

1. To develop ICT based strategy to teach English as a Second Language for standard IX students of Gujarati medium school.
2. To implement the developed ICT based strategy to teach English as a Second Language for standard IX students of Gujarati medium school.
3. To study the effectiveness of the implemented ICT based strategy to teach English as a Second Language for standard IX students of Gujarati medium school.
4. To confirm the effectiveness of the components of the ICT based strategy through the eyes of the learners of the experimental group on which the experiment was conducted.

## **5.4 Hypothesis**

Null hypothesis and the hypothesis of the study were as under -

H<sub>0</sub>: Null hypothesis- There will be no significant difference between the achievement scores of the Experimental group and the Control group students.

H<sub>1</sub>: There will be a significant difference between the achievement scores of the Experimental and the Control group students.

## 5.5 Explanation of Terms

- **ICT** “... generally relates to those technologies that are used for accessing, gathering, manipulating and presenting or communicating information. The technologies could include hardware, software applications; and connectivity” (Toomey, 2001, para. 3).
- **ICT based Strategy** – A strategy of teaching with the help of internet enabled computers, OHP, YouTube, Tape recorder and LCD TV with different combination of teaching contents of respective units.
- **Reflection of Students** – Preferences (likes/dislikes) of the learners on the efficacy of each of the components of the ICT based strategy implemented to the experimental group.

## 5.6 Operationalization of Terms

- **Effectiveness** – A significant difference in achievement level on English tests (formative and summative) between experimental and control groups would indicate the effectiveness of the researcher's developed ICT-based strategy.

## 5.7 Delimitation of the Study

The current study was delimited to Gujarati medium students in grade IX and examined just the first term units of the English textbook for the academic year 2013-14.

## 5.8 Methodology

### 5.8.1 Design of the Study

The current study is a developmental-cum-experimental type study that aims to determine the relative efficacy of the ICT-based strategy developed for teaching ESL.

### 5.8.2 Population of the Study

This study included all Gujarati Medium pupils in Standard IX.

### **5.8.3 Sample of the Study**

Experimental and control group's students of standard IX Vidyut Board Vidyalay Gujarati Medium School in Vadodara formed the sample for the study.

The researcher approached Gujarati Medium schools in Vadodara city that had computers, tape recorders, and projectors and also had at least two groups of IX standard students. The researcher chose the school that met these two criteria and was the first to grant permission to conduct the experiment. Vidyut Board Vidyalay Gujarati Medium School in Vadodara met both of the aforementioned criteria and was also the first of such schools to grant consent to conduct the experiment, which is why the researcher chose this school. Thus, the sample for this study was made up of students from two groups of the standard IX at Vidyut Board Vidyalay Gujarati Medium School.

## **5.9 Tools for Data Collection**

**1. Scholastic Achievement tests** - The researcher developed the scholastic achievement tests viz. formative and summative tests (written and oral) to evaluate the experimental group's and control group's achievement and these tests were revealed to the experts (test papers are attached in the appendix III). The researcher administered the formative and summative tests (written and oral) on the experimental group 'E' while the regular English teacher of the school conducted the same tests on the control group 'C' at the same time.

**2. Opinionnaire** - Additionally, the researcher developed an opinionnaire using a 5-point Likert scale with the assistance of experts in this field to examine the experimental group's reflections, likes and dislikes, on a specific component of the developed ICT-based strategy. This opinionnaire was distributed at the end of the experiment, without informing them in advance, in order to elicit their candid responses to each item on the scale. Additionally, all students in the group were given the same amount of time to collect their responses to the items on this Opinionnaire. Additionally, the purpose of this Opinionnaire was explained to the students prior to their completion. (An opinion questionnaire is included in Appendix III.)

### **5.10 Data Analysis**

The scholastic achievement scores of students in both groups on formative and summative tests were analysed and interpreted using statistical measures such as percentage, mean, SD, degrees of freedom, t-value, and P-Value. These values were obtained through the use of an online calculator.

The researcher classified all 32 statements into five categories, including internet-enabled computers, OHP, YouTube, tape recorders, and LCD T.V., to determine the effectiveness of each component of the developed ICT-based strategy through the eyes of the experimental group's students. Each statement on the 5 point Likert scale was independently calculated. The percentage of each statement's total score was calculated, and then each statement's analysis, both positive and negative polarity statements, was interpreted separately.

### **5.11 Major Findings and Conclusions**

1. As discussed in the preceding chapter, the experimental group scored higher on all formative and summative tests than the control group. This demonstrates that the researcher's ICT-based strategy to teach ESL to Standard IX Gujarati medium school students was significantly effective. As a result, the null hypothesis H<sub>0</sub> is rejected.
2. In units 2, 3, and 1, experimental group's scholastic achievement scores were much higher than the control group. In addition, these scholastic achievement scores of units 2, 3, and 1 were higher than the scholastic achievement scores in the rest of the formative tests of units 4, 5, 6, 7, 8, and 9. Here it is very important to mention that the researcher had implemented the combination of two components i.e. internet enabled computers and OHP of the developed ICT based strategy in the teaching-learning process of units 1, 2, and 3 in the experimental group. Hence, it implies that the combination of the components internet enabled computers and OHP (of the developed ICT based strategy) was the most effective combination of the strategy compared to the other combinations of the

components of the developed strategy as well as the use of a single component of the strategy during the teaching-learning process of ESL over nine units.

3. The analysis of the 32 statements on the 5-point Likert scale revealed that internet-enabled computers (a strategy component) received the highest total scores on positive and negative polarity statements. This indicates that Internet-enabled computers were the most popular component of the developed ICT-based strategy among the experimental group's students. It was possible because of the large number of computers available in their computer lab.
4. The O.H.P. (component of the strategy) received the second highest total score on positive and negative polarity statements, according to the analysis of the 32 statements on the 5-point Likert scale. As a result of this, it can be concluded that O.H.P. was the second most preferred component in the eyes of the experimental group's students.
5. Analysis of the 32 statements of the 5 Point Likert scale indicted that YouTube was the next most enjoyed component by the experimental group.
6. When the 32 statements on the 5-point Likert scale were analyzed, it was discovered that the tape recorder and LCD television had the lowest total scores for both positive and negative polarity statements. The tape recorder and LCD television were the least popular items among the experimental group's students, according to this analysis. It is possible that due to time constraints and the size of the group (large number of students -75), the researcher was unable to provide individual interaction with these gadgets to the experimental group's students during her teaching-learning process.
7. Each component of the developed ICT-based strategy contributed significantly to the experimental group's higher scholastic achievement scores than the control group on the formative and summative tests for units 1 to 9. As a result, each component of the developed ICT-based strategy was effective in teaching ESL.

### **5.12 Suggestions for Further Studies**

The current study was conducted in 2013 to develop an ICT-based strategy for teaching ESL in Gujarati medium schools. Teachers were initially hesitant to include ICT tools in their classroom, but in recent years, many teachers have received technology advancement training and many have begun to include ICT in their classrooms.

The researcher makes the following suggestions for further research in the field of teaching ESL.

- Future researchers in ESL utilizing ICT can select content not covered in this study for additional investigation. .
- The future researchers can select the components of the ICT based strategy which were not selected in the present study for further investigation for ESL in India.
- The future researchers can develop ICT based strategy to teach other subjects at the Secondary level school.
- ICT based strategy can be developed to teach ESL at Primary and Higher Secondary levels of school by the future researchers.
- The ICT based strategy can be developed using the same components viz internet enabled computer, OHP, YouTube, tape recorder and LCD TV to be implemented in small groups of standard IX to teach ESL for further investigation on the effectiveness of each component in the small groups with less number of students by the future researchers.