

A STUDY ON THE EFFECTIVENESS OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) ON TEACHING ENGLISH COMPOSITION AMONG D.EI.ED TRAINEES

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Abstract

In the Modern Era, Information and communication Technology (ICT) is becoming the part of the educational system. The present paper discusses "The effectiveness of Information and Communication Technology on Teaching English Composition among D.El.Ed Trainees". Data for the study were collected using self constructed tool. The investigator used stratified random sampling technique for selecting the sample.

The sample consisted of 48 D.El.Ed Trainees for analysing data Findings were drawn that there was a significant difference between the effectiveness of information and communication technologies on teaching English Composition among D.El.Ed Trainees.

Introduction

"The purpose of teaching the future is to diagnose Where students are, where they want to be, and then provide them with the tools to get there"

- Dwigth.W.Allen

The role of education is the most important factor in the development of a nation. The prime function of education is to draw out the potentialities of the child and develop them to meet the challenging situations in life. Teacher education is providing quality education to the trainees in educational philosophy, education psychology apart from the techniques of teaching.

Meaning of ICT

The information provides a base of our knowledge and understanding about them and the environment surrounding them. For this purpose, the learner must be able to learn the art of getting information, store and make its use as and when desired.

Information and Communication technologies (ICT) are the computing and communication facilities and features that are variously support teaching, learning and a range of activities in education.

Significance of the Study

We are living in a knowledge-based society, and knowledge-based global world. Where knowledge is great power economy and strength of an individual, and of a nation

shall grow. It is also true that there is tremendous explosion in quality as well as in growth. We are in need of new technologies to have, access and proper use of this fast growing knowledge.

ICT Enabled Teacher Education

Technology has entered the classroom as a support system in the form of television literary and computer literary, which includes WIRE, WEB and WINDOWS leading to CONNECTIVITY NETWORKING and APPLICATIONS. ICT includes electric networks embodying complex hardware and software linked by a vast array of technical protocols.

Statement of the Problem

What is the extent of effectiveness of ICT on teaching English Composition among D.El.Ed Trainees?

Composition

Composition is the advanced stage of learning to write and think and skills requisite to any study task which is necessary to define and analyze the topics in an interesting, disciplined and independent way.

Effectiveness of ICT

ICT's can play the same role in information and communication processes and their outcomes as played by other technologies in making our lives in quite comfortable and purposeful. As a result, they have become quite popular in all our life. The modern ICT's, in fact, have brought a revolution in the field of business, industry, insurance, banking, agriculture, medicine, transport, postal, and telecommunication, service, organisations and various other fields affecting our day-to-day activities.

Prospective of D.El.Ed Trainees

Prospective of D.El.Ed Trainees are student-teachers who undergo pre-service training in teaching-learning process that provides experiences for the development towards good teaching.

Objectives

- To find out the differences of the influence of ICT on Teaching of English among the D.El.Ed trainees.
- To find out the significant difference between the experimental group and control group in teaching English composition among the D.El.Ed trainees.

Hypothesis

- 1) There is no significant difference between pre test score of experimental group and control group of D.El.Ed trainees in Achievement in English
- 2) There is no significant difference between post test score of experimental group and control group of D.El.Ed trainees in the achievement in English.
- 3) There is no significant difference between experimental group and control group of male D.El.Ed trainees in the achievement in English.
- 4) There is no significant difference between experimental group and control group of female D.El.Ed trainees in achievement in English.
- 5) There is no significant difference between experimental group and control group of urban D.El.Ed trainees in achievement in English.
- 6) There is no significant difference between experimental group and control group of rural D.El.Ed trainees in achievement in English.

Sample

The sample comprised 48 D.El.Ed trainees, selected through stratified random sampling technique. The investigator has adopted experimental method.

Tools Used

Achievement test in English was used for data collection. Content validity was found through educational experts and reliability of the tool was found through test-retest method.

Data Analysis

Table 1 There is no significant difference between the pre test mean score of experimental group and control group of D.El.Ed trainees in achievement in English.

Pre test	N	Mean	SD	df	't' value	Significant value(0.01)
Experimental group	24	12.15	1.89		0.69	NS
Control group	24	12.75	3.02	46		

Since the calculated 't' value is less than that of the table value the null hypothesis is accepted.

Table 2 There is no significant difference between the post test mean scores of experimental group and control group of D.El.Ed trainees in achievement in English.

Post-test	N	Mean	SD	df	't' value	Significant value(0.01)
Experimental group	24	17.65	1.75	46		S
Control group	24	13.84	2.64	46	5.90	

Since the calculated 't' value is greater than critical table value the null hypothesis is rejected.

Table 3 There is no significant difference between pre test mean score of experimental group and Control group of male D.El.Ed trainees in achievement in English.

Pre test	N	Mean	SD	df	't' value	Significant value(0.05)
Experimental group	12	15.75	1.89	22		NS
Control group	12	14.58	3.02		0.983	

Since the calculated 't' value is less than table value the null hypothesis is accepted.

Table 4 There is no significant difference between the pre test mean score of experimental group and control group of female D.El.Ed trainees in achievement in English.

Pre test	N	Mean	SD	df	't' value	Significant value(0.05)
Experimental group	12	13.83	1.76	22	0.95	NS
Control group	12	12.91	2.85			

Since the calculated 't' value is less than table value the null hypothesis is accepted.

Table 5 There is no significant difference between pre test mean score of experimental group and control group of urban D.El.Ed trainees in the effectiveness of ICT.

Pre test	N	Mean	SD	df	't' value	Significant value(0.05)
Experimental group	9	11.83	2.17	14		S
Control group	7	9.92	1.10		2.29	

Since the calculated 't' value is greater than table value the null hypothesis is rejected.

Table 6 There is no significant difference between pre test mean score of experimental group and control group of rural D.El.Ed trainees in the effectiveness of ICT.

Pre test	N	Mean	SD	df	't' value	Significant value(0.05)
Experimental group	15	15.83	2.97	30	2.46	S
Control group	17	13.91	2.50			

Since the calculated 't' value is greater than table value the null hypothesis is rejected.

Findings

Findings based on the hypotheses and followed by data analysis are given below.

- 1) TABLE 1 shows that there is no significant difference between pre test mean score of experimental group and control group of D.El.Ed trainees in achievement in English.
- 2) TABLE 2 shows that there is a significant difference between pre test mean score of experimental group and control group of D.El.Ed trainees achievement in English.
- 3) TABLE 3 shows that there is no significant difference between pre test mean score of experimental group and control group of D.El.Ed trainees in achievement in English.
- 4) TABLE 4 shows that there is no significant difference between pre test mean score of experimental group and control group of D.El.Ed trainees in achievement in English.
- 5) TABLE 5 shows that there is a significant difference between pre test mean score of experimental group and control group of urban D.El.Ed trainees in achievement in English.
- 6) TABLE 6 shows that there is a significant difference between pre test mean score of experimental group and control group of rural D.El.Ed trainees in the achievement in English.

Conclusion

The research study shows that there is a appreciable influence of the effectives of ICT as well as the development of Teaching English Composition among D.El.Ed Trainees. Educational technology has a bright vision for guiding the path of education of the growing children. The selective students have gained more knowledge on composition through the ICT further; ICT on English Composition is convenient for low achievers and high achievers.