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AN EXPERIMENTAL STUDY ON ICT INTEGRATION AMONG ENGLISH LITERATURE STUDENTS

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ABSTRACT

Educational Innovation refers to an idea or practice new to a specific educational context that meets specified needs. It is the introduction or promotion of new ideas and methods that are devised in English Learning and Teaching practices which have a substantial effect on changing the existing patterns of behavior of a group or groups involved. Innovative strategies imply the development of new ideas which are disseminated and utilized; these usually occur in response to particular problems. Information and Communication Technology (ICT) refers to the tools used to create, store, retrieve, and disseminate information (using a variety of media, among them computer-based media); data and information systems; networks; interactive telecommunications systems; curriculum software; and some forms of assistive technology.

This experimental study is on ICT Integration among the English literature students. There are seven dimensions of ICT integration skills taught to the English literature students. The primary objective of this study is to improve the basic computer skills among the English literature students and to teach ICT integration lessons with technological and pedagogical perspectives. In this study a pretest and posttest experimental group design is adopted with a sample of 57 English literature students. The collected data were analyzed with a proper statistical methods namely the Mean, Standard Deviation and Percentage Analysis and 't' test were used. Based on the results the findings show that there is a positive effect of ICT integration in English language teaching curriculum.

KEY WORDS:

ICT; Integration; English Literature, Students

INTRODUCTION

There is a growing importance for ICT within the school curriculum. Not only it is used to support

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teaching and learning within other curriculum subjects, but it is also a subject in its own right as a separate discipline. The major objective is that developing skills, knowledge, and understanding in the use of ICT prepares pupils to use such technologies in their everyday lives. ICT tools enable pupils to access, share, analyze, and present information gained from a variety of sources and in many different ways. The use of ICT provides opportunities for pupils to work both collaboratively and independently. As such, the role of ICT within the curriculum is not only to enhance the learning experiences of pupils but also to help them develop the skills essential to participate effectively in the world of affairs. It generates avenues for working in groups developing team spirit, cohesion, and social values.

ICT is basically a tool. It can be hardware (such as computers, digital cameras), software (such as Excel, discussion forums), or both. In the educational context, it mainly refers to various resources and tools (software) presented on the computer. ICT is not particularly reserved for education; it is not a panacea for solving all educational problems either. However, it is "certainly a useful tool that enables us to link various learning communities together in new and different ways" (Taylor, 2000). Research has indicated that the use of ICT can support new instructional approaches and make hard-to-implement instructional methods such as simulation or cooperative learning more feasible (Roblyer, Edwards, & Havriluk, 2004). Moreover, educators commonly agree that ICT has the potential to improve student learning outcomes and effectiveness if it is used properly (cf. Wang, 2001).

Information and communication technology is evolving at an exponential rate. Through ICT, students have access to a wealth of data to support their learning. Students have many ways of learning, understanding, and creating meaning. Learning activities and resources that engage these multiple ways of understanding allow more students to go beyond retaining and reproducing specific facts to develop their learning more fully.

ICT FOR ENGLISH LITERATURE

Although teachers were held in high esteem in the past, during the British period their position was degraded. The reasons for such diminished status of teachers are attributed to deterioration in their service conditions, lowering standard of English learning and teaching, poor impression of the public about sincerity and competence of teachers, unprecedented expansion of education at all levels resulting in its low standards, changes in the value-system in the society etc. The Programme of Action (1986) has rightly pointed out, "The status of teachers has had a direct bearing on the quality of education, and many of the ills of the latter can be ascribed to the indifferent manner in which society has looked upon the teacher, and the manner in which many teachers have performed their functions" (p. 185).

Government of India and many State governments have taken some tangible steps for according adequate recognition and respect to teachers by improving their service conditions, giving national and state awards and providing various facilities. But the quality of English Education has to be improved and teachers' professional growth should be ensured by different programmes. The NPE also emphasizes the teachers' accountability to the pupils, their parents, and the community and to their own professions. The 11th five year plan emphasizes the importance and integration of ICT in higher education.

There are at present several institutions for training of elementary school teachers and for preparing secondary school teachers. But a large number of these institutions suffer from inadequate

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facilities-human, physical and academic to provide good professional education. Curricula of English Education are also felt outdated and teaching practices unsuitable as well as undemocratic. Besides improving these facilities, it is necessary to provide modern media, materials and methods for accelerating the teaching-learning process and energizing the training practices at various levels.

The National Seminar on Educational Television as an Alternate System of Education (CIET, New Delhi, February 24-27, 1986) has rightly suggested, "A teacher should realize the importance of ETV programmes. These programmes enrich him. A textbook is mere skeleton; these programmes provide flesh to the skeleton" (p.22). The following types of programmes will help to enrich it.

1. Programmes on difficult concepts and topics along with methodology.
2. Programmes that expose them to innovative practices in real situations. Duplicating these methods by teachers may fetch good dividends.
3. Programmes that expose them to places where actual field trips are difficult to arrange.
4. 'Programmes that develop parents'. Concern in child's development, importance of activities like games, exploratory and experimental activities etc.
5. Programmes that will illustrate that time spent in such activities is really useful in life is not a waste.

Besides media and materials, both the teacher and students of today is to acquaint himself with and acquire adequate skills in various modern methods like micro-teaching, programmed learning, computer assisted education, multimedia packages, e-content, SLOs, e-learning materials and so on. Education should be "child-centered" or "pupil-centered" in true sense of the term in place of "teacher centered" as it is today. Emphasis should be more on "how" than on "what" of the teaching-learning process. Learning is to be given more importance than teaching. The science of teacher's behavior is called "pedagogy" and that of pupils' behavior is known as "mathetics." Now more stress is to be laid on mathetic principles in contrast to pedagogic principles.

The teacher is thus required to restructure his environment for promoting effective learning and utilizing educational technology in an integrated manner. Educational Technology seeks to integrate the relevant principles of psychology, sociology, linguistics, communication and other allied fields. It also attempts to incorporate the management principles of resource development, systems analysis and cost-effectiveness. Thus, the teacher should master educational technology in order to use it as a means of bringing about improvement in all aspects of his transaction teaching, class management, school organization and so on. It has to be realized that teachers are not always born, they are often made. For "making" teachers, various media, methods and materials should be utilized appropriately "in right place, in right time and in right manner." Educational Technology should be rightly regarded as the handmaid of the teaching profession.

The National Policy on Education (1986) emphasizes "in order to avoid structural dualism, modern educational technology should reach out to the most distant areas and most deprived sections of beneficiaries simultaneously with the areas of comparative affluence and ready availability"(1986, p. 22). This approach would intrinsically favor the use of broadcasting both radio and TV with their inherent advantages of greater reach, cost effectiveness, convenience of management and attractiveness. These media can effectively be used both for enriching as well as supplementing the teaching-learning processes.

The POA (1986, pp. 182-3) has rightly mentioned, "Education requires media support which is related to the curriculum as well as enrichment. Curriculum-based education also requires materials

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which the teacher can draw upon in the course of his teaching. This could be provided in the form of charts, slides, transparencies ICT offers considerable potential for improving the quality of education especially at higher levels". It has also added that educational technology offers the means to reach large numbers in remote and inaccessible areas remove disparity in educational facilities available to the disadvantaged and provide individualized instruction to learners conveniently suited to their needs and pace of learning. However, all technologies require supporting infrastructure like adequate physical facilities, trained manpower, competent and committed teachers. Unless all these are ensured, success would be a too far cry.

OBJECTIVES

The objectives of this study are broadly aiming at bringing ICT enhanced class room in English Education program. The objectives specifically as following;

1. To improve the basic computer skills among the English literature students.
2. To introduce and take ICT integrated lessons in ELT curriculum.
3. To help the English students to learn from the ICT integrated lessons.
4. To clarify the ICT integration with technological and pedagogical perspectives.
5. To develop ICT integrated model lessons in English learning and teaching program.
6. To assess the basic computer skills among the English literature students.
7. To assess the ICT integration skills among the English literature students.
8. To find the difference in their improvement of skills.

HYPOTHESIS

There is no significant difference between the pre test and post test among the English literature students with respect to gain scores in pre and post test in the seven dimensions ICT Integration.

- I. Preliminary Skills
- ii. Word
- iii. Excel
- iv. Handling Files
- v. Power Point
- vi. Internet
- vii. Mixed Media



METHODOLOGY

Experimental research provides a systematic and logical method for answering the question, "if this is done under carefully controlled conditions, what will happen?'. Experimenters manipulate certain stimuli, Treatments, or environmental conditions and observe how the condition or behavior of the subject is affected or changed. Their manipulation is deliberate and systematic. They must be aware of factors that could influence the outcome and remove or control them so that they can establish a logical association between manipulated factors and observed effects (Best, 2005). In this study a pretest and posttest experimental group design is adopted. The sample of this study is 57 English literature students from the Immaculate College for Women, Viriyur affiliated to Thiruvalluvar

University, Vellore.

EXPERIMENTAL DESIGN

Pretest and Posttest Experimental Group Design was adopted in this study. An experimental group (without a control group) is given a pretest, exposed to a treatment, and then given a posttest to measure the effects of the treatment. This can be diagrammed as in figure down, where O refers to some process of observation or measurement, X represents the exposure of a group to an experimental treatment, and the X and Os in the row are applied to the same specific group. Here, the effects of the treatment can be obtained by measuring the difference between the posttest and the pretest ($O_2 - O_1$).

Group	Pretest scores	Treatment	Posttest scores
Experimental group	O_1	X	O_2

$$\text{Treatment effect} = (O_2 - O_1)$$

PHASES OF EXPERIMENTATION

Phase	Nature of Experimentation
I	Collection of opinions from the lecturers and experts.
II	Pre assessment of ICT Skills and ICT integration skills.
III	Teaching the Basic Skills and ICT Integration Skills.
IV	Development and delivery of ICT Integrated Model lessons.
V	Post assessment of ICT Skills and ICT Integrated Skills.

DATA ANALYSIS

The collected data were analyzed with a proper statistical methods namely the Mean, Standard Deviation and Percentage Analysis and 't' test were used. The table shows the difference between pre and post tests assessment in Dimensions of ICT Integration Skills.

Table Shows Paired 't' test for Significant Difference between Pre- Post Assessment in Dimensions of ICT Integration Skills			
<i>N = 57</i>			
Dimensions of ICT Integration skills	Pre Test	Post Test	't' Value
Preliminary Skills			
Mean	16.0175	15.7544	0.675
SD	2.79343	2.57932	
Word Skills			
Mean	24.7368	23.6667	1.389
SD	5.57906	4.81936	
Excel			
Mean	21.2105	19.6491	1.895
SD	5.90622	4.74150	
Handling Files Skills			
Mean	14.2807	13.9649	0.624
SD	4.10032	3.29483	
Power Point Skills			
Mean	7.4386	8.4561	-3.719
SD	2.15487	2.30737	
Internet Skills			
Mean	22.8070	27.0526	-5.172
SD	6.40992	5.30640	
Mixed Media Skills			
Mean	21.3333	41.1930	-13.632
SD	4.46548	11.84036	
Total Skills			
Mean	127.8246	149.7368	-5.548
SD	25.93889	33.53065	

SD – Standard Deviation: p < .001

RESULTS

Result indicate a significant difference in post assessment (M=, 15.7544, SD=2.57932) than the pre assessment (M = 16.0175, SD = 2.79343), t = 0.675, p>.001 in the dimension of ICT Integration with respect to Preliminary Skills.

Result indicate a significant difference in post assessment (M=23.6667, SD= 4.81936) than the pre assessment (M = 24.7368, SD= 5.57906), t = 1.389, p>.001 in the dimension of ICT Integration with respect to Word Skills.

Result indicate a significant difference in post assessment (M= 19.6491, SD= 4.74150) than the pre assessment (M= 21.2105, SD= 5.90622), t = 1.895, p>.001 in the dimension of ICT Integration with

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respect to Excel Skills.

Result indicate a significant difference in post assessment (M= 13.9649, SD= 3.29483) than the pre assessment (M= 14.2807, SD= 4.10032), $t = 0.624$, $p > .001$ in the dimension of ICT Integration with respect to Handling Files Skills.

Result indicate a significant difference in post assessment (M= 8.4561, SD= 2.30737) than the pre assessment (M= 7.4386, SD= 2.15487), $t = -3.719$, $p > .001$ in the dimension of ICT Integration with respect to Power Point Skills.

Result indicate a significant difference in post assessment (M= 27.0526, SD= 5.30640) than the pre assessment (M= 22.8070, SD= 6.40992), $t = -5.172$, $p > .001$ in the dimension of ICT Integration with respect to Internet Skills.

Result indicate a significant difference in post assessment (M= 41.1930, SD= 11.84036) than the pre assessment (M= 21.3333, SD= 4.46548), $t = -13.632$, $p > .001$ in the dimension of ICT Integration with respect to Mixed Media Skills.

Result indicate a significant difference in post assessment (M= 149.7368, SD= 33.53065) than the pre assessment (M= 127.8246, SD= 25.93889), $t = -5.548$, $p > .001$ in the dimension of ICT Integration with respect to Total Skills.

FINDINGS

The following is the finding of this study based on the quantitative analysis of the data obtained from the experimental study.

There is a significant difference between the pre test and post test among the English literature students with respect to mean scores in Skills of dimensions of ICT Integration. The Result indicate a significant difference in post assessment (M= 149.7368, SD= 33.53065) than the pre assessment (M= 127.8246, SD= 25.93889), $t = -5.548$, $p > .001$ in the dimension of ICT Integration with respect to Total Skills. Since the results shows that the mean scores of post test are higher than the pre test mean scores it is said that there is a positive effect of ICT integration in English learning and teaching curriculum.

USAGE OF ICTS IN ENGLISH LITERATURE

ICTs lead to access to educational resources from outside the institution on a global basis at less cost. ICTs help the teacher for the best Lecture / Demonstration with Audio-Visual Presentation through the use of Multimedia Pc/Laptop. Individual Self-Paced Learning can be enhanced with the help of e-books, Virtual Laboratories, Multimedia Aids, Flow of Diagrams of Pictures and Animations. Through electronic mail, communication between teacher and student can be held by way of access of Staff, discussion and chat, feedback and advice, submission of Assignment and notice instruction. Teaching Competency can be increased by recording self / peer feedback and self testing through Digital Video Camera and other ICTs.

For some students, ICT provides access to previously inaccessible curriculum. ICT also affords all learners sophisticated, cross-curricular learning opportunities when supported by changes in pedagogy and access to rich information. ICT offers a unique opportunity to adapt curriculum delivery to students' learning strengths and preferences; to meet the needs of students with diverse cultural backgrounds; and to support the development of all students through unprecedented access to the diversity of human experience.

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When Used Properly, ICT,

1. Facilitates students' communication, problem solving, decision making, and expression
2. Helps students to manipulate information so as to discover patterns and relationships and to construct meaning
3. Helps students formulate, in the pursuit of knowledge, both conclusions and complex questions for further research
4. Provides students with more immediate and broader access to a wider range of learning resources in support of the curriculum than can be offered by more conventional means
5. Provides students with special needs improved access to the learning environment
6. Develops in students multiple literacies for both the deconstruction and construction of a broad range of traditional print and new media texts
7. Allows more students to engage in research and to represent their learning in authentic ways.

POLICY SUGGESTIONS FOR EFFECTIVE ICT INTEGRATION IN ENGLISH EDUCATION

Teachers can easily use ICTs to improve their teaching. Hence, there is a need for proper integration of ICTs in English Education. Some of the suggestions to promote education are:-

1. The course of Educational Technology should be a compulsory component in the English Education.
2. Collaboration programmes between Colleges and Universities and Technical Institutes should be started so that the benefit of the expertise can be shared.
3. ICT lab should be established in every college apart from language lab.
4. Refresher courses on the use of ICTs in education must be organised by National and State Authorities.
5. The State Government and UGC should make it mandatory that a paper on computer application must be included in the curriculum of English literature students.

CONCLUSION

ICTs are electronic means of capturing, processing, storing, and communicating Information, consist of a broad, range of technologies, from the internet, to libraries and mass media such as audio & television. ICTs have played a fundamental part in the changes that have resulted in a global economy. ICTs have the potential to connect the world so that people are free to, and free to be, informed regardless of frontless. ICTs are the best tool for the job. Concerns have been raised that global inequalities in ICT use are setting the rich and poor further apart. ICT initiatives often make sensational claims about the power of few technologies to benefit the developing world by helping them to step into the 21st century (Srivastava, 2004).

In the education sector, curriculum review efforts are geared towards modernisation, including the incorporation of important ICT components. However, even the reviewed curricula tend to treat ICT as a subject rather than as an application tool that can be used in all other subjects, in teaching and learning. Very recent discourse indicates that future curriculum reviews may consider a fully fledged ICT mainstreaming process. English Education institutions and programmes have the critical role to provide the necessary leadership in adapting pre-service and in-service English Education to deal with the current demands of society and economy. They need to model the new pedagogies and tools for learning with the aim of enhancing the teaching-learning process. Moreover, English Education

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institutions and programmes must also give guidance in determining how the new technologies can best be used in the context of the culture, needs, and economic conditions of their country.

No technology can fix bad educational philosophy, policy or practice, nor can it compensate for a lack of political commitment. The decisions about what to use, how and when, are political and educational decisions that must be made consciously and daringly (UNESCO, 2004).

1. Provide Training Programmes for both students and teachers
2. Make ICT a Priority
3. Modernize ELT and the Curricula
4. Mainstream ICTs in all Subjects
5. Professional Development of Subject Teachers

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