

IMPACT OF COMPUTER ASSISTED LANGUAGE ON LEARNER'S ACHIEVEMENT IN 'SOCIAL SCIENCE' THROUGH ENGLISH AS MEDIUM OF INSTRUCTION AT IX STANDARD LEVEL

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ABSTRACT

This paper deals with Computer Assisted Language Learning (CALL) and how computer can be used for English language learning. The study of application of the computer in language teaching and learning is called CALL. In other words Computer Assisted Language Learning is the use of computer technologies that could augment Educational learning outcome, in general including word, processing, presentation packages, practice, problem solving, games for language learning. CALL can also be used across the curriculum for the subjects such as social science and general science.

KEY WORDS: *Impact, CALL, achievement social science through English, IX standard, language across the curriculum, English as the medium of instruction.*

INTRODUCTION

The field of Computer Assisted Language Learning is making rapid strides since technology is changing from time to time. Since old practices, are superseded by new ones that propels to conduct new research and to face and bear the challenges and changes against the established beliefs about the ways in which teaching and learning can be facilitated with and without human interface.

For teachers it will become handy to understand the field which can help in decision making, and problem solving by making the best of Computer Assisted Language Learning in the classroom.

ADVANTAGES OF CALL

1. CALL is a potential tool for English language teaching
2. It relies on computer programming technique which is flexible i. e track progress though the programme
3. Enormous option sources can be opened up for Individualized learning
4. Algorithm or heuristic approach can be adopted to the local environment
5. Internet or Intranet facilities can be utilized
6. Neat execution is possible
7. Efficiency and consistence can be improved

8. It makes learner work faster, clearer and better.

ROLE OF ENGLISH ACROSS THE CURRICULAM AT HIGH SCHOOL LEVEL

The strategy is here demonstrated through the role of teaching English Across Curriculum. It is a compilation of Learning objectives – specific activities and lesson preparation demonstration Learning outcome and software development when and where English is used as a second Language.

PROBLEM IN TECHING SOCIAL SCIENCE THROUGH ENGLISH LANGUAGE

As it is well known social studies program is based on information skills and values. In the sense, it is important that the concept, skills years and events and values, which are head stones of social science. It is duty of the teachers to make the students solve their problems themselves.

OBJECTIVES OF THE STUDY

To find out the effectiveness of Computer Assisted Language Learning on the achievement of learners. In respect of social science through English relating to IX standard.

To analyses the impact of Computer Assisted Language Learning on the attitude of

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the learners in respect of social science through English relating to IX standard.

METHODOLOGY

Experimental Design is taken up for the present study.

SAMPLES FOR THE STUDY

With the view to conduct the research random sampling technique has been adopted. So the sample of 60 students(30+30) who are studying in IX standard in the High school level in Erode district of Tamil Nadu. A sample of 30 students comes under experimental group who are exposed to the developed at CALL technique and another 30 are included in the control group who are taught through the conventional Black Board method.

TOOLS USED FOR THE STUDY

The investigator has prepared an achievement test paper with the scoring key to measure the achievement in the right perspective for 50 marks. Covering objective type questions.

He has also developed an attitude scale for ICT. To correlate the achievement of the students who are exposed to the CALL technique Which consists of 55 statements which has the divisions such as strongly Agree, agree Undecided disagree and strongly disagree. (5 Scales)

ADMINISTRATION OF THE ACHIEVEMENT TEST

After establishment of the validity and reliability, the pre-test for two groups Experimental group/ Control group is conducted. After the treatment through the technique post-test is administer.

STATISTICAL TECHNIQUES USED IN THE STUDY

1. Mean
2. Standard deviation
3. t' test
4. Product moment correlation 'r'

ANALYSIS AND INTERPRETATION BASED ON TESTING OF HYPOTHESES

HYPOTHESIS: 1

There is no significant difference in the pre test level achievement of the student between the

Experimental group which is exposed to the developed Computer Assisted Language Learning technique and the Control Group which is taught through the conventional Black board method in respect of "Social Science" through English Language relaing to the IX standard in the pre test.

COMPARISON BETWEEN CONTROL GROUP AND EXPERIMENTAL GROUP OF THE MEAN SCORES OF PRE TEST ACHIEVEMENT FOR THE TOPIC SOCIAL SCIENCE

Table 1: Showing the Mean, Standard Deviation and 't-Test' value of achievement of the student between the Experimental group which is exposed to the developed Computer Assisted Language Learning technique and the Control Group which is taught through the conventional Black board method in respect of "Social Science" through English Language relating to the IX standard.

TABLE - 1

Variable	Group	N	Mean	Standard Deviation	't' - test Value
SOCIAL SCIENCE	Control	30	8.60	0.9321	0.544
	Group				
	Experimental	30	5.41	0.8550	
	Group				

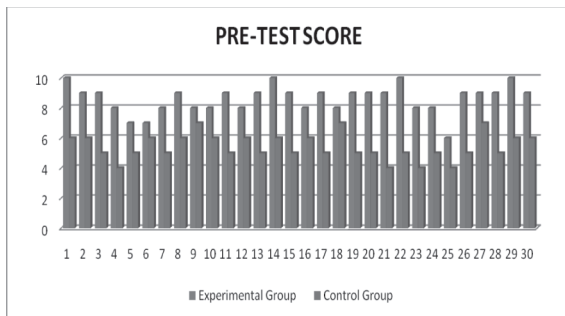
Not Significant at 0.05 levels.

The table value of 't' at 0.05 level of significance is 1.960

The calculated value of t = 0.544 is not significant at 0.05 level of significance. It is inferred that there is no significant difference between the achievement of the student between the Experimental group which is exposed to the developed Computer Assisted language learning technique and the Control Group which is taught through the conventional Black board method in respect of "Social Science" through English Language relating to the IX standard in the pre test.

Fig.1: Showing the performance of achievement of the student between the Experimental group which is exposed to the developed Computer Assisted language Learning technique and the Control Group which is taught through the conventional Black board method in respect of "Social Science" through English Language relating to the IX standard in the pre test.

Before Treatment



HYPOTHESIS:2

There is no significant difference in the post test achievement of the student between the Experimental group which is exposed to the developed Computer Assisted language Learning technique and the Control Group which is taught through the conventional Black board method in respect of "Social Science" through English Language relating to the IX standard.

**COMPARISON
ST-TEST ACHIEVEMENT FOR THE TOPIC
SOCIAL SCIENCE**

Table 2: Showing the Mean, Standard Deviation and 't-Test' value of achievement of the student between the Experimental group which is exposed to the developed Computer Assisted language Learning technique and the Control Group which is taught through the conventional Black board method in respect of "Social Science" through English Language relating to the IX standard in the post test.

TABLE – 2

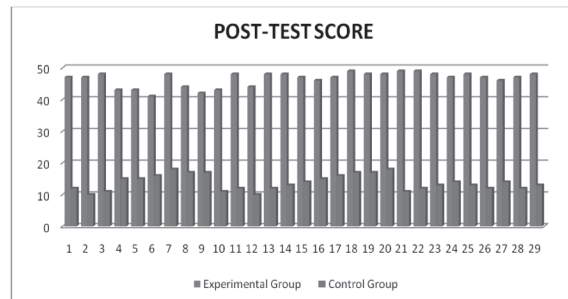
Variable	Group	N	Mean	Standard Deviation	't' – test Value
SOCIAL SCIENCE	Control	3	13.79	2.262	4.565
	Group	0			
	Experimental	3	46.48	2.431	
	Group	0			

The table value of 't' at 0.05 level of significance is 1.960

The calculated value of $t = 4.565$ is significant at 0.05 level of significance. It is inferred that there is a significant difference between the achievement of the student between the Experimental group which is exposed to the developed Computer Assisted language learning technique and the Control Group which is taught through the conventional Black board method in respect of "Social Science" through English Language relating to the IX standard in the post test.

Fig.2: Showing the performance of achievement of the student between the Experimental group which is exposed to the developed Computer Assisted language Learning technique and the Control Group which is taught through the conventional Black board method in respect of "Social Science" through English Language relating to the IX standard in the post test.

After Treatment



HYPOTHESIS:3

There is no significant relationship in the post test achievement of the students in the experimental group which is exposed to the developed Computer Assisted Language Learning to the IX standard on their ICT attitude towards information communication technology in English Learning.

CORRELATION BETWEEN EXPERIMENTAL GROUP OF THE MEAN SCORE OF PRE-TEST ACHIEVEMENT FOR THE TOPIC SOCIAL SCIENCE AT IX STANDARD LEVEL

Table 3: Showing the Mean, Standard Deviation and Correlation 'r' value of the achievement of the students in the experimental group which is

exposed to the developed Computer Assisted Language Learning to the IX standard on their ICT Attitude towards Information Communication technology (ICT) in English Learning.

CORRELATION BETWEEN EXPERIMENTAL GROUP OF THE MEAN SCORE OF PRE-TEST ACHIEVEMENT FOR THE TOPIC SOCIAL SCIENCE AT IX STANDARD LEVEL

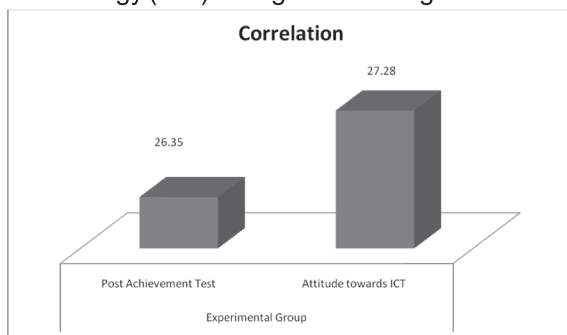
Table 3: Showing the Mean, Standard Deviation and Correlation 'r' value of the achievement of the students in the experimental group which is exposed to the developed Computer Assisted Language Learning to the IX standard on their ICT attitude towards information communication technology (ICT).

TABLE-3

Variable	Group	N	Mean	Standard Deviation	't' -test Value
SOCIAL SCIENCE	Post Achievement Test	30	26.35	4.43	0.724
	Attitude towards ICT	30	27.28	4.65	

Significant level 0.05, Table value 0.95

If correlation $r = 0.724$, It is inferred that, There is high level correlation between the achievement of the students in the experimental group which is exposed to the developed Computer Assisted Language Learning to the IX standard on their ICT Attitude towards Information communication Technology (ICT) in English Learning.



METHODOLOGY

Experimental Design is taken up for the present study.

MAJOR FINDINGS

It is found that CALL promotes the teaching of the subject social science with the help of English Language better than the conventional Black Board method. There is also a slender Indication at CALL could also augment the attitude of the students towards ICT.

CONCLUSION

The CALL technique has the startling revelation that it helps learning all the subjects, Across the Curriculum in general and social science subject in particular, with help of English as the medium of Instruction.

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