Chapter-1
Introduction of the Problem

Introduction

Today in era of information, there is explosion of knowledge. Due to expansion of education, science and technology has been gaining a new heights. Today knowledge is superpower and language is the medium to get it. The knowledge of language has an important role in empowering a person. There are innumerable languages prevailing all over the world but English occupied a unique position in the world map. Now it has become the international language. So it is very important for our students to learn this language learning is based on four aspects i.e. semantic, phonic, graphic and phonic-cum-graphic means LSRW. So, English too can be learn and mastered only by developing four basic skills i.e. LSRW listening, speaking, reading and writing.

While teaching investigator found that the students are having some difficulties in understanding spoken and written dialects of English and they are also not able to express themselves fluently in English. Considering these difficulties the investigator decided to study this problem. Singara Velu (2001) tried to study the problem of the students of higher secondary class and found that students are facing problem in writing. Joseph (2005) studied difficulties in English learning which suggests that the developed programme and its tryout have been found effective in bringing desired changes among the students. A project called GAP has been undertaken by GCERT for the primary section. GAP-I report suggests that in 'profiles of Academic Achievement of Primary School children of Gujarat. Department of Education, Bhavnagar University (1999) tried to find out the hard points from the textbooks of different subjects of primary section. In the same way the investigator decided to find out the hard points of English textbook of Standard IX.
Various developments in educational technology and psychology have proven of much help to learners and teachers. They can avail different aids and methods of teaching. Computers, software, LCD projectors, CD-ROMs and interactive white boards entered into today's classroom and make the teaching-learning process live and interesting. So, the researcher too decided to use computer aid for teaching hard points of English textbook of Standard IX.

Various terms are used for the use of computer in teaching-learning process. Computer in language learning can be termed as CALL. CALL means Computer Aided/Assisted Language Learning. Levy (1997) defines CALL as the search for and study of applications of the Computer in language teaching and learning. He further says, "The role of Computer in CALL can broadly be divided into two main functions: (i) As a tool and, (ii) as a tutor. CALL as a tool means computer Aided Language Learning where teacher use computer as a tool or aid. While CALL as a tutor means Computer Assisted Language Learning where students learn only with assistance of Computer - a self learning programme. This study is concerned with CALL as a tool, means here the researcher aimed to use Computer as an aid in teaching of the hard points of English textbook of Standard IX.

In this research the investigator found out the hard points of English textbook of Standard IX. On the basis of the result the investigator developed a programme which would help teachers to teach these hard points effectively and also the students to learn them. The investor also measured the effectiveness of the programme. Thus, this study aimed to develop a programme which would help both the teachers and students in teaching-learning process.

Statement of the Problem

The title of the present research is:

To Develop a Programme for Teaching Hard-points of English at Standard IX and to Measure Its Effectiveness
In the present study the researcher developed a programme for teaching hard points of English at standard IX and also aimed to measure its effectiveness. Here Computer is used as a tool/aid by the teacher to facilitate learning. This programme will be useful to the teacher while teaching hard points of English text book of standard IX. This programme involved four units of grammar as the hard points. They are Tenses, Conjunctions, Degree and Direct-indirect. This programme was prepared/ developed in Power Point Presentation of MS-Office 2007. The researcher selected groups from standard IX of Gujarati Medium Schools : (i) Control group, (ii) Experimental group. Two equal groups Pretest-Posttest design was selected to measure the effectiveness of the programme. Statistical analysis on collected data was done using t - test and co- relation between the scores of previous achievement to English subject in Std. VIII annual exam and the scores of the post-test achievement was found.

**Operational Definitions of the Terms**

The following words used in the study have been defined with a view to clarify the connection in which they are used in the present study.

**Hardpoints.** It means the items of the pre-test having higher difficulty value (Below .20).

**Teaching Programme.** It means the programme developed by the researcher to teach the hard points of English textbook of Standard IX, where Computer is used as an aid by the teacher to facilitate learning.

**Achievement.** It means the Mean Scores of the students of controlled group and experimental group of standard IX for the year 2013-14 on the English achievement tests (Pretest-Posttest) constructed by the researcher.

**Controlled group.** It means the group of the students of standard IX for the year 2013-14, selected randomly and upon whom the programme was not implemented.
**Experimental group.** It means the group of the students of standard IX for the year 2013-14, selected randomly and upon whom the programme was implemented.

**Pre-test.** It means the test administered upon the students of both the groups i.e. controlled and experimental of standard IX of the year 2013-14 after the completion of the syllabus of the semester I & II and before the implementation of the programme developed by the researcher.

**Post-test.** It means the test administered upon the students of both the groups i.e. controlled and experimental of standard IX of the year 2013-14 after the completion of the syllabus of the semester I & II and after the implementation of the programme developed by the researchers.

**Previous achievement.** It means the marks secured by the students in English subject of standard VIII annual examination.

**Higher previous achievement.** It means the marks 60 or above 60 in English subject of standard VIII annual examination.

**Lower previous achievement.** It means the marks below 60 in English subject of standard VIII annual examination.

**Effectiveness of the programme.** The effectiveness of the programme means the significant difference between the mean scores of pre-test and post-test and also between the post-test of controlled and experimental group after the implementation of the programme upon the students of experimental group of standard IX of the year 2013-14.

**Objectives of the Study**

The present study was carried out with the following objectives.

1. To find out the hard points of English textbook of standard IX.
2. To develop a programme for teaching hard points of English textbook of standard IX.
3. To measure the effectiveness of the programme upon the students of standard IX.

**Hypothesis of the Study**

In the present study the following null hypothesis were formulated.

1. There will be no significant difference between the mean scores of the previous achievement in English subject of the students of controlled group and experimental group in standard VIII annual exam.

2. There will be no significant difference between the mean scores of the post-test achievement in English subject of the students of controlled and experimental group of standard IX for the year 2013-14.

3. There will be no significant difference between the mean scores of the pre-test and post-test achievement in English subject of the controlled group of standard IX.

4. There will be no significant difference between the mean scores of the pre-test and post-test achievement in English subject of the experimental group of standard IX.

5. There will be no significant difference between the mean scores of the pre-test and post-test achievement in English of the students of controlled group having higher previous achievement in english subject in standard VIII annual exam.

6. There will be no significant difference between the mean scores of the pre-test and post-test achievement in English of the students of experimental group having higher previous achievement in english subject in standard VIII annual exam.

7. There will be no significant difference between the mean scores of the pre-test and post-test achievement in English of the students of controlled group having lower previous achievement in english subject in standard VIII annual exam.
8. There will be no significant difference between the mean scores of the pre-test and post-test achievement in English of the students of experimental group having lower previous achievement in English subject in standard VIII annual exam.

9. There will be no significant co-relation between (i) the previous achievement in English subject of std. VIII annual examination and (ii) the achievement scores of the post-test of the students of experimental group of std. IX.

**Variable of the Study**

The present study was an experimental study. Variables involved in the study were as following

**Independent Variable.** It is the factor which is measured, manipulated or selected by the researcher to determine its relationship to an observed phenomenon. Independent variable is also referred to as the treatment.

The independent variable in the present study was method of teaching/instruction, means the teaching programme.

**Dependent Variable.** It is that factor which is observed and measured to determine the effect of the independent variable i.e. that factor that appears, disappear or varies as researcher introduces, removes or varies the independent variable.

In present study students' achievement on achievement test (post-test) was considered as dependent variable. It was expressed in terms of achievement score on post-test.

**Controlled Variable.** Those factors which are controlled by the researcher to cancel out or neutralized an effect, they might otherwise have on the observed phenomenon.

Controlled variables in the present study were content, students' age, standard, year, atmosphere and medium.
**Moderator Variable.** It is that factor which alters the direction or strength of the relationship between an independent variable and a dependent variable. A moderator is a third variable that affects the zero order co-relation between two other variables.

The moderator variable in the present study was previous achievement of the students in English subject in std. VIII annual exam.

<table>
<thead>
<tr>
<th>Previous Achievement</th>
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<tbody>
<tr>
<td>Higher (60 or above 60 %)</td>
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**Intervening Variables.** Those factors which can not be controlled by researcher during the experiment for any reason. Intervening variables are independent variables that may or may not influence the result.

In the present study the following were the intervening variables.

1. The effect of the innovative method and technique of teaching programme.
2. Interaction between two groups.
3. 9th standard teacher's teaching ability
4. Educational guidance or help outside the school.
5. Individual difference in intelligences, infest in learning and study habits.
Graphical Presentation of the Variables

**Treatment**

- Independent Variable
  - Method of Instruction

- Dependent Variable
  - Academic Achievement

- Controlled Variables
  - 1. Content
  - 2. Students' age & Standard
  - 3. Year
  - 4. Atmosphere
  - 5. School environment
  - 6. Medium

- Moderator Variables
  - 1. Previous achievement of the students in english subject in Std. VIII annual exam.
  - Previous Achievement
  - Higher        Lower

- Intervening Variables
  - 1. The effect of innovative method & technique of teaching programme
  - 2. Interaction between two groups.
  - 3. 9th standard teachers' teaching ability.
  - 4. Educational guidance & help outside the school
  - 5. Individual differences in intelligence, interest in learning & study habits

**Fig 1.1 : Presentation of Variables**

**Importance of the Study**

Information and communication technology has already entered in the Indian school scenario. Most of the urban schools have their own computer lab. and smart board/ smart class. Now a days the classroom no longer remained limited within the four walls but has extended its horizon to each and every corners of the world and made the teaching-learning process more meaningful. In the rural areas also the Govt. is trying to provide computers in the schools.

Some readymade software programmes for teaching in school are already available in the market, but they alone can not satisfy the various needs of the real
classroom of every school. Most of the available educational software that is available in the international market does not fit in the cultural context of India. So the software that particularly satisfies local school needs is the demand of the time. Therefore such programme is needed for this purpose. Like other teaching aids computer and the internet are effective only when they are used to meet specific learning needs and when they enhance the learning experiences for the students. The present programme is an attempt toward this direction.

Learning a language is to a very large degree learning how to communicate with others effectively and fluently. It is the experience of the most of the English teachers that the students commit mistakes in grammar. The sentence can not convey the clear and meaningful message and it is grammatically incorrect. Therefore most of the students feel language difficult to learn and this hinders the fluency and effectiveness.

In the present study the researcher tried to employ information technology in the form of Power Point Presentation programme to teach the hard points of english textbook of standard IX. The four units of grammar were taught through this programme.

The significance of using MS Power Point 2007 Version in this programme is as follow :

i. Learning material is presented in sophisticated way.
i. Animations are produced.
iii. Photographs and other visual material effects are included for illustration better understanding. It also makes the programme interesting and effective.
iv. Hyperlinks are built.

It is the inborn nature of the children that they like colours, sounds and motions. The programme developed by the researcher has all these features. Any teaching device with these features naturally attracts them around their curiosity and draws their attention. Thus, 'readiness' to learn is thereby effectively included. This programme also gives them practice for meaningful learning in the form of
exercise. The activity portion is also added for repetition and practice. Here they have the chance for pair work. With the help of the feedback placed in this programme and also the reinforcement by the teacher while learning, the students have a satisfying 'effect' of teaching in their mind. Hence learning by this programme takes place in the most psychological method. Thorndike's basic laws of learning i.e.

* Law of readiness
* Law of exercise &
* Law of effect

are very well regarded to in this programme.

This programme is prepared in a CD-ROM. It can be used according to the demand of classroom at any stage of teaching. i.e. for introduction, presentation, drilling, evaluation, assignment or revision. It is useful for teaching or revising the hard points. The four units of grammar are presented in this programme. i.e. Tenses, Conjunction, Degree and Direct-Indirect. In this programme the content, exercise for meaningful learning, activities for drilling and repetition, task for self learning and practice and unit tests were presented.

- This programme is useful to teaching tenses, conjunctions, Degree and Direct-indirect of English subject at High school level of Class VIII to X of any school.
- This programme is useful to the students. They can learn thoroughly the hard points of standard X through this programme.
- It is helpful to the trainees for planning, teaching and evaluation.
- It is helpful to the teachers in teaching practicing and drilling and also in evaluation.
- This programme benefits the teacher too. It saves time as well as energy of the teachers in teaching these grammar topics.
- It provides the guideline to the teachers to develop such programme for teaching hard points or any unit of his subject.
• It helps principal to motivate their teacher to develop such programme and to implement into the class.
• It motivates teachers and principals to do some research work in their field.
• It suggests the hard point of grammar of English subject of standard IX, to the students, trainees, teachers teaching this subject, principals, educators and curriculum constructors. They can get guidance/guideline to work respectively.
• It also provide guideline to the teachers that how effective programme affects the achievement of the students.

Thus, this programme is useful to the students, trainees, teachers teaching English subject, principals, educationalists and curriculum constructors.

One of the crucial objectives of the researcher was to develop a programme to teach the hard points of English subject of standard IX. Keeping in view this objective the researcher developed a computer aided English language learning programme, which was used as a tool/aid on the group of the students of experimental group to facilitate their learning. Here the students would sit infront of LCD screen and all learning would be teacher-directed. The programme would aid coloured presentation, animated examples and coloured presentation of teaching points with exercise, activity task for assignment and unit test. This programme is specially made for classroom teaching and is teacher centered programme.

**Delimitations of the Study**

One should bear in mind the delimitation of the study while interpreting the result. Following are the delimitations of the study.

1. The present research was carried out on the students of class IX of the Gujarati medium high school of Bhavnagar city.
2. School for the experiment was selected purposively.
3. The textbook of standard IX prescribed by Gujarat State Board School for Gujarati medium high school for the year 2012-13 was considered.

4. The tests were not standardized tests. The test items were chosen with the help of item analysis.

5. Only hard points related to grammar topics were included in this teaching programme. It is because while checking it was notices that students had many grammatical mistakes when they wrote answer of the questions and compositions.

6. This programme was developed on MS Power Point Presentation of MS Office 2007.

7. Novelty of treatment, interaction among the students, individual differences and educational guidance outside the school were the variables which could not be controlled.

**Organization of the remaining Chapters**

The organization of the remaining chapters is as under:

Chapter-2 is the review of the related literature which throws light on the past research studies carried out in this field along with the summary of major points. It also highlights the distinguishing characteristics of the present study.

Chapter-3 revolves around the 'Basic Research Design' describing the methodology followed or carrying out the present experimental study. It describes detailed accounts of population and sampling design procedure of data collection and the statistical techniques used for analyzing the data.

Chapter-4 is the development of the tool i.e. the test and the computer aided programme administered and implemented upon the students of standard IX. It discusses the whole process of the development of tests and programme i.e. determination of objectives, content and the whole development process.

Chapter-5 is the 'Analysis and interpretation of the data' which explain the result obtained through statistical analysis and interpretation of the data.
Chapter-6 is 'Summary, findings and recommendation' section. It is the concluding chapter providing summary of the thesis along with the major findings, observations, implications and recommendation for future research and application.

Hence, this Ph.D. thesis contains the detailed description of all the steps taken in carrying out the present research. It also contains references, appendix and set of the programme.