EFFECTIVENESS OF E-TLM IN LEARNING VOCABULARY IN ENGLISH

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ABSTRACT

The study enlightens the effectiveness of e-TLM in Learning Vocabulary in English at standard VI. The objectives of the study include to find out the problems of conventional TLM in learning vocabulary in English, to find out the significant difference in achievement mean score between the pre test of control group and the post test of control group, to find out the significant difference in achievement mean score between the pre test of Experimental group and the post test of Experimental group and to find out the impact of Multimedia package on e-TLM in Learning Vocabulary in English at standard VI. The methodology of the study adopted was Parallel group Experimental method. Sixty pupils studying in standard VI from Maruthamalai Devastanam Higher secondary school Vadavalli, Coimbatore were selected as sample for the study. Thirty students were considered as Controlled group and another thirty were considered as Experimental group. Researcher's self-made achievement test was used as a tool for the study. An achievement test consisted of fifty questions. Under this study, the reliability had been computed using split-half method and the calculated value comes to 0.82. The value is quite significant and implies that the tools adopted were reliable. Hence the reliability was established for the study. The expert opinion of the co staff was obtained before freezing the design of the tools. Subject experts and experienced teachers were requested to analyse the tool. Their opinions indicated that the tool had content validity. Procedure of the study: (i).Identification of the problem by administering pre-test to both groups. (ii). Planning. (iii). Preparation of TLM through package. (iv). Execution of activities through using e-TLM.(v).Administering post-test. Findings(i).In the pre-test, students scored 22% marks in learning English vocabulary through conventional method and the Experimental group students scored 76% marks. It shows that Students of standard VI Maruthamalai Devastanam Higher secondary school Vadavalli, Coimbatore have problems in learning English vocabulary through conventional method. (ii).There is no significant difference between the pre test of control group and post test control group in achievement mean scores of the pupil of standard VI in learning English vocabulary through Multimedia Package at Maruthamalai Devastanam Higher secondary school Vadavalli, Coimbatore.(iii).There is significant difference between the pre test of Experimental group and post test of Experimental group in achievement mean scores of the pupils in learning English vocabulary. (iv). Learning vocabulary in English by using e-TLM gave significant improvement.

Keywords: E-TLM, Conventional Teaching Learning Material, Multi Media Package and English Language Competency.

INTRODUCTION

Acquisition of English language competency is necessary to face the competitive world among the younger generation. Learning vocabulary is indispensable for developing communicative skills of any language and it is a backbone of the language. Young learners should acquire thousand vocabularies for understanding English language. Present methods of using TLM (Teaching Learning Material) in teaching vocabulary in English are not fruitful to the young learners for improving the competencies in vocabulary of English. Special innovative electronic TLM can be supported to the young learners to acquire more vocabularies for suitable communication transactions in English. The researcher endeavoured to prepare a package on e-TLM for acquiring more vocabularies in English for the young learners at standard VI. The study enlightens the effectiveness of e-TLM in Learning Vocabulary in English at standard VI.

Review Related Study

Meyer, Elizabeth; Abrami, Philip C. et. al (Aug 2010) This article highlights a year long study conducted in three Canadian provinces during 2007-2008.It initially involved 32 teachers and 388 students. Due to varying levels of implementation the final data set included 14 teachers and 296 students. Using a non-equivalent pre-test/post-test design, it found that grade 4-6 students who were in classrooms where the teacher provided regular and appropriate use of the electronic portfolio tool ePEARL (i.e., medium-high implementation condition, n = 7 classrooms and 121 students), compared to control students (n = 7 classrooms and 175 students) who did not use ePEARL, showed significant improvements (p less than 0.05) in their writing skills on a standardized literacy measure (i.e., the constructed response subtest of the Canadian Achievement Test-4th ed.) and certain metacognitive skills measured via student self-report. The results of this study indicate that teaching with ePEARL has positive impacts on students' literacy and self-regulated learning skills when the tool is used regularly and integrated into classroom instruction.

Chang, Chun-Yen; Lee and Greg (Jan 2010) summarize a major e-Learning project recently funded by the National Science Council of Taiwan and envisions some of the future research directions in this area. This project intends to initiate the "Center for excellence in e-Learning Sciences (CeeLS): future learning environment" at the National Taiwan Normal University. In collaboration with multiple leading institutes and universities involved in the areas of science education, computer science and computer engineering from around the world, NTNU proposes to develop an innovative science learning environment which "integrates" various modern technologies such as image processing, speech processing, automatic video processing, speech recognition, mobile technologies, machine translation, natural language processing, data mining and machine learning. It's aim is to create an "intelligent" classroom embedded with "individualized and interactive" learning materials and assessment tools. To realize the aforementioned goals, the CeeLS endeavors to bring together a group of experts in the area of science

education, cognitive science, computer science, and computer engineering. It proposes three closely interrelated research directions conducted by three major projects: (i) Project Classroom 2.0, to establish this envisioned future classroom; (ii) Project Mobile 2.0, to enhance the interactions among teacher, students, and student peers, and (iii) Project Testing 2.0, to pioneer new technologies on assessment and to assist the CeeLS to carry out program evaluations for the project. Four major changes (in both cognitive and affective domains including students' domain knowledge, higher-order thinking ability and attitudes and motivation in the subject matters) will be investigated and evaluated under the innovative learning environment. The investigations can include: (i) Teachers' Teaching Approaches (TTA), (ii) Students' Learning Strategies (SLS), (iii) Student-Teacher Interactions (STI), and (iv) Student Science Learning Outcomes (SLO).

Shobhana. N, A (June, 2004) identified the difficulties in written English among secondary school students. The sample consisted of 600 students in 60 secondary school from Chittoor, Nellore and Kuddapah districts of Andhra Pradesh. A stratified multi stage random sampling technique was employed in the selection of the sample. Competency based achievement test, English language usage inventory and personal data sheet were used to collect the data from the students. A questionnaire was also used to collect data from the Heads of the institutions. The data thus collected were subjected to statistical analysis. Measure of central tendency, standard deviation, chi-square tests,'t'test and ANOVA were used to analyze the data. The results indicated that there was significant difference in both the competency based achievement and the ability to use written English among the students: in terms of local or residency, types of school and medium of institutions studying in English and Telugu medium schools. The study also revealed significant association between the performances of students in written English in different variables related to school and family.

Badmanaban. T and Jayanthi. N. L. N (Feb, 2007) investigated the On-line teaching or E-tutoring which delivers instruction at any time, at any place and in any

combination as desired by the learner. For the concept of On-line teaching to pickup good momentum in India, the mind set, especially of the teaching community must change. The teaching process in educational institutions must be transformed and on-line teaching must be implemented in all educational institutions, especially in teacher training institutions, so that both the process of teaching and learning are enhanced. On-line teaching requires time and effort in developing new skills, new approaches and new resources. Sufficient planning has to go into the modalities of implementing E-learning in environment in a particular institution. On-line effectively blends and exploits the use of various tools in information and communication technology in creating a virtual learning environment (VLE) successfully. A proper induction about On-line teaching, especially the teaching community, will motivate them to pursue their trials further of the benefit of learners. Ramakrishan. K and Priya..V(Jan, 2007) recommend to use e-mail as teaching aids for improving English language.

Objectives of the study

- To find out the problems of conventional TLM in learning vocabulary in English.

- To find out the significant difference in achievement mean score between the pre test of control group and the post test of control group.

- To find out the significant difference in achievement mean score between the pre test of Experimental group and the post test of Experimental group.

- To find out the impact of Multimedia package on e-TLM in Learning Vocabulary in English at standard VI.

Hypotheses of the study

- Learners of standard VI have problems in learning vocabulary in English by using conventional TLM.

- There is no significant difference in achievement mean score between the pre test of control group and the post test of control group.

- There is no significant difference in achievement mean score between the pre test of Experimental group and the post test of Experimental group.

- Multimedia package on e-TLM is more effective than conventional TLMs in Learning English Vocabulary at standard VI.

Variables

The independent variables namely e-TLM and the dependent variable namely achievement score were used in the study.

Delimitations of the Study

The responsibility of the researcher is to see that the study is conducted with maximum care in order to be reliable. However, the following delimitations could not be avoided in the present study. (i). The study is confined to 60 students of standard VI studying in Maruthamalai Devastanam Higher secondary school Vadavalli, Coimbatore. (ii). The study is confined to learning English vocabulary of the state board text book only.

Methodology

Parallel group Experimental method was adopted in the study. Sixty pupils studying in standard VI from Maruthamalai Devastanam Higher secondary school Vadavalli, Coimbatore were selected as sample for the study. Thirty students were considered as Controlled group and another thirty were considered as Experimental group. Researcher's self-made achievement test was used as a tool for the study. The achievement test consisted of fifty questions.

Construction of Tools

The investigator's self made Achievement test was used for the pretests and post tests of both control groups and experimental groups. The same question was used for both pre and post tests to evaluate the pupils' skills of vocabulary in English through objective types of question which carried one mark for each question and contained 50 marks.

Pilot Study

In order to ascertain the feasibility of the proposed research and also the adequacy of the proposed tools for the study, a pilot study had been undertaken. During the pilot study, the problem under study had been finely tuned. Sufficient number of model question papers were prepared and distributed to 10 students of standard VI in Maruthamalai Devastanam Higher secondary school Vadavalli, Coimbatore for the pilot study. This exercise was repeated

twice over two sets of 10 students each. The clarification raised by the students were cleared then and there and the filled answer scripts were collected by the researcher. These students were selected in such a way that they were not part of either the control group or experimental group.

Reliability of the tool

A test is reliable if it can be repeated with a similar data set and yields a similar outcome. The expectation of a good research is that it would be reliable. It refers to the trustworthiness or consistency of measurement of a tool whatever it measures. Under this study, the reliability had been computed using split-half method and the calculated value comes to 0.82. The value is quite significant and implies that the tools adopted were reliable. Hence the reliability was established for the study.

Validity of the tool

The concept of validity is fundamental to a research result. A result is internally valid if an appropriate methodology has been followed in order to yield that result. A test is said to be valid if it measures what it intends to measure. The expert opinion of the co staff was obtained before freezing the design of the tools. Subject experts and experienced teachers were requested to analyse the tool. Their opinions indicated that the tool had content validity.

Procedure of the study

(I). Identification of the problem by administering pre-test to both groups. (ii). Planning. (iii). Preparation of TLM through package. (iv). Execution of activities through using e-TLM.(v).Administering post-test.

Data collection

The researcher administered pretest to the pupils with the help of the teachers. The question paper and response sheets were given to the individual learners and collected and evaluated learning obstacles of the learners were identified by the pretest. The causes of low achievement by unsuitable methods were found out. E-TLM was used in the classroom for learning vocabulary for one week. The posttest was administered and the effectiveness of the Multimedia package was found.

Data analysis

Statistical technique t test was applied for the study.

Hypothesis Testing

Hypothesis 1:

Students of standard VI have problems in learning Vocabulary in English at Maruthamalai Devastanam Higher secondary school ,Vadavalli, Coimbatore.

In the pre-test, students scored 22% marks in learning English vocabulary through conventional TLM and the Experimental group students scored 76% marks. It shows that students of standard VI have problems in learning vocabulary by using conventional methods in English at Maruthamalai Devastanam Higher secondary school, Vadavalli, Coimbatore.

Hypothesis 2:

There is no significant difference between the pret test of control group and post test of control group in achievement mean scores of the pupils in learning Vocabulary in English at standard VI in Maruthamalai Devastanam Higher secondary school Vadavalli, Coimbatore.

In the Table1, the calculated 't' value is (1.72) which is greater than table value (2.00). Hence null hypothesis is accepted at 0.05 levels. Hence there is no significant difference between the pre test of control group and post test of control group in achievement mean scores of the learners in learning vocabulary by conventional TLM in English.

Hypothesis 3:

There is no significant difference between the pre test of Experimental group and post test of Experimental group in achievement mean scores of the pupils in learning vocabulary in English.

In the Table 2,the calculated 't' value is (22.87) which is greater than table value (2.00). Hence null hypothesis is rejected at 0.05 levels. Hence there is significant difference between the pre test of Experimental group and post test of experimental group in achievement mean scores of the

Stages	N	Mean	S.D	df	t-value	Level of significance
Pretest control group	30	46.50	4.45	58	1.72	P<0.05
Posttest control group	30	47.30	4.48			

Table 1. Showing achievement mean scores between pre-test of Control group and posttest of Control group.

Stages	N	Mean	S.D	df	t-value	Level of significance
Pretest Experimental group	30	52.43	5.07	58	22.87	P>0.05
Posttest Experimental group	30	86.78	6.72			

Table 2. Showing achievement mean scores between pre test of Experimental group and posttest of Experimental group.

learners of English in vocabulary.

Hypothesis 4

Learning vocabulary by using Multimedia Package is more effective than existing methods.

Achievement mean scores of the learners in post-test of control group is 47.30 and the achievement mean scores of the learners post test of Experimental group is 86.78. Score of the post test of Experimental group (86.78) is greater than pre-test of Experimental group(52.43). It shows that learning vocabulary by using e-TLM is more effective than conventional methods

Findings

- In the pre-test, students score 22% marks in learning English vocabulary through conventional method and the Experimental group students score 76% marks.It shows that Students of standard VI Maruthamalai Devastanam Higher secondary school, Vadavalli, Coimbatore have problems in learning English vocabulary through conventional method.

- There is no significant difference between the pre test of control group and post test control group in achievement mean scores of the pupil of standard V in learning English vocabulary through Multimedia Package at Maruthamalai Devastanam Higher secondary school, Vadavalli, Coimbatore.

- There is significant difference between the pre test of Experimental group and post test of Experimental group in achievement mean scores of the pupils in learning English vocabulary.

- Learning vocabulary in English by using e-TLM gave significant improvement.

Educational Implications

- Using Multimedia e-TLM package can be used for learning different subjects and it can be extended to primary level, secondary level and higher secondary

level.

- It can be encouraged to implement to use in adult education.

- It may be implemented in teachers education.

- It may be implemented in alternative school.

- Slow learners can be improved by using it.

- It may be more supportive to promote Sarva Siksha Abiyan in grass root level.

Conclusion

The study reveals that Students of standard VI in Maruthamalai Devastanam Higher secondary school, Vadavalli, Coimbatore have problems in learning English vocabulary through conventional TLM. Learning vocabulary in English through e-TLM is more effective than conventional methods. Learning vocabulary in English became difficult due to the use of Tamil language by the parents at home. Using black board and conventional TLM such as using text books, using papers and flash cards did not attract the learners. Most of the learners are attracted by mobile and computer game based learning. Electronic TLM is capturing the attention of the learners immediately. Electronic TLM ensures the gaining motivation of the learners. Monotonous learning of using conventional TLM can be averted. Innovative e-TLM ensures the effective class room transactions and it creates the ways of learning more vocabularies in limited time. Hence it will be more supportive to enrich vocabulary in English at upper-primary education.

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82   *i-manager's Journal on English Language Teaching, Vol. 1 • No. 2 • April - June 2011*