

**DEVELOPING AN ICT BASED STRATEGY FOR TEACHING ENGLISH
AS A SECOND LANGUAGE AT SECONDARY SCHOOL LEVEL
IN GUJARAT IN INDIA**

Abstract

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Guide

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Abstract

1. Introduction

This is a digital world in which technology pervades every aspect of human life and defines the concept of 'literacy.' To be literate in the modern period requires command of a variety of presentation modes via a variety of technology. According to Warschauer (1999), the language teacher should teach students new reading and writing skills, as the screen has largely usurped the place of printed pages in the modern era. Familiarity with many genres and discourses is critical for the development of an individual's personality, for achieving personal goals, and for contributing to the development of society.

2. Practices of Teaching ESL in India

The grammar-translation approach was traditionally used to teach English in India. In 1950, structurally graded syllabi were established as a major advancement in the English instruction. However, by the 1970s, the structural method's behavioural, psychological, and philosophical roots had refuted Chomsky's contention that language is a "mental organ." The structural method was likewise met with dissatisfaction among English teachers. It was perceived as not providing learners with "portable" or "real-world" language. In retrospect, the structural approach used in the classroom resulted in the segmentation and minimisation of ideas by dividing of ideas into structures and skills. The distance between the "linguistic age" and "mental age" of the learners widened due to form-focused language instruction. As a result, the focus switched to teaching language use in real-life situations. Linguists in the United Kingdom contended that language use requires more than grammatical proficiency. As a result, the phrase "communicative competence" was coined. The concept of obtaining communicative competence presupposes the presence of grammatical proficiency in order to construct the language.

3. Scenario of Teaching ESL in Gujarat

Researcher's observation of English teacher's practices of teaching ESL in Gujarati medium schools of Vadodara, Gujarat, in 2013 indicated that teachers' main concern was

only to complete the course in time. Nobody was paying attention in knowing how much of language learning has taken place in the class. Listening and speaking activities were not taking place in the classes. Therefore, students were unable to communicate fluently after completing the schooling. Bi-lingual method was very popular among the English language teachers in Gujarati medium schools during that time (2013). In spite of the detailed delivery plan been provided in the teachers' book, the teachers were not implementing those techniques in the classrooms. While teaching the lesson, the teachers were giving the instructions in the Gujarati language. Grammar Translation method was also the most popular method followed by the ESL teachers in Gujarati medium schools (Kaur, B. & Bhangu, J.P.K., 2015).

4. Need for the Present Study

Teaching language is entirely different from teaching other disciplines such as Maths, Science, or Social Studies. Teaching grammar rules of a language cannot teach the language. Especially in the Gujarati medium schools, most of the learners belong to the Gujarati-speaking family, and the opportunity to practice communicating in English is almost zero at home. The students listen to the English language only during the English period in the school as English is not their first language. Exposure, motivation, and opportunities to use the language spontaneously were needed in the language classrooms. Hence, the researcher felt the need to develop a strategy, considering the objectives of ELT, which can lead to provide an opportunity to teach each of the English language's four skills and thus to improve the teaching of the English language at Gujarati medium schools of Vadodara. This resulted in developing the ICT based strategy to teach English at 9th standard Gujarati medium school of Vadodara.

5. Statement of the Problem

Developing an ICT based Strategy for teaching English as a Second Language at Secondary school level in Gujarat in India.

6. Objectives of the Study

1. To develop ICT-based strategy for teaching English as a Second Language for standard IX students of Gujarati medium school.

2. To implement the developed ICT- based strategy to teach English as a Second Language to students of standard IX of a Gujarati medium school.
3. To study the effectiveness of the implemented ICT- based strategy for teaching English as a Second Language for standard IX students of Gujarati medium school.
4. To confirm the effectiveness of the components of the ICT-based strategy through the eyes of the learners of the experimental group on which the experiment was conducted.

7. Hypothesis

H₀: Null hypothesis- There will be no significant difference between the achievement scores of the Experimental group and the Control group students.

H₁: There will be a significant difference between the achievement scores of the Experimental and the Control group students.

8. Explanation of Terms

- **ICT** – There is no commonly acknowledged definition of ICT because ICT theories, techniques, and implementations are constantly evolving almost regularly, so the researcher considered the definition of ICT given by Toomey (2001, para. 3) in the present study.
 “... generally relates to those technologies that are used for accessing, gathering, manipulating and presenting or communicating information. The technologies could include hardware (e.g. computers and other devices); software applications; and connectivity (e.g. access to the Internet, local networking infrastructure, and videoconferencing). What is most significant about ICT is the increasing convergence of computer-based, multimedia and communications technologies and the rapid rate of change that characterises both the technologies and their use”.
- **ICT based Strategy** – A strategy of teaching with the help of internet enabled computers, OHP, YouTube, Tape recorder and LCD TV with different combination of teaching contents of respective units.

- **Effectiveness** – A significant difference in achievement scores on an English test (formative and summative) between students in the experimental and control groups would indicate the effectiveness of the researcher's developed ICT-based strategy for teaching English as a Second Language.
- **Reflection of Students** - Preferences (likes/dislikes) of the students regarding the effectiveness of each of the components of the ICT based strategy implemented to the experimental group.

9. Delimitation of the Study

The present study was delimited to Gujarati medium students in grade IX and examined only the first academic term units of the English as a Second Language textbook prescribed by the GSHSEB for the academic year 2013-14.

10. Methodology of the Study

10.1 Design of the Study

The present study is a developmental-cum-experimental type of study that aims to determine the effectiveness of an ICT-based strategy developed for teaching English as a Second Language.

10.2 Population of the Study

The population of this study consisted of all students in Standard IX of Gujarati Medium Schools.

10.3 Sample of the Study

The sample for this study consisted of all students in the experimental group 'E' and the control group 'C' of Vidyut Board Vidyalay Gujarati Medium School in Vadodara.

The researcher approached Gujarati medium schools in Vadodara city that had internet enabled computers, tape recorder, LCD TV and OHP and also had at least two groups of IX standard students. Whichever school met these two criteria and also granted first permission among all schools with such available facilities, the researcher decided to seek the permission from such school to conduct the experiment. Vidyut Board Vidyalay

Gujarati Medium School of Vadodara met the above mentioned two criteria and also this school was first to grant the permission to conduct the experiment.

11 Tools for Data Collection

The researcher developed the Scholastic Achievement tests (formative and summative tests) and opinionnaire (based on 5 Point Likert scale) with the help of the experts in this field to collect the data for the study. Opinionnaire was given only to the students of the experimental group to assess the effectiveness of each component of the developed ICT-based strategy through the eyes of the experimental group.

12 Data Analysis

The scholastic achievement scores of students in both the groups on formative and summative tests were analysed and interpreted using statistical measures such as percentage, mean, SD, degrees of freedom, t-value, and P-Value to judge the effectiveness of the developed ICT-based strategy. Also, help of graphical representation of scholastic achievement scores was taken.

Each statement of the opinionnaire was calculated separately. The researcher categorized all 32 statements into five categories viz., internet-enabled computers, OHP, YouTube, tape recorders, and LCD TV to judge the effectiveness of each of the component of the developed strategy.

13 Major findings and Conclusion

1. The experimental group's students scored higher on all formative and summative tests than the control group's students. This demonstrates that the researcher's ICT-based strategy for teaching English as a Second Language to Standard IX Gujarati medium school students was significantly effective in teaching ESL.
2. The combination of the components internet enabled computers and OHP (of the developed ICT based strategy) was the most effective combination of the strategy compared to the other combinations of the components of the developed strategy as well as the use of a single component of the strategy during the teaching-learning process of ESL over nine units.

3. Internet-enabled computers were the most popular component of the developed ICT-based strategy among the experimental group's students.
4. OHP was the second most preferred component in the eyes of the experimental group's students.
5. YouTube was the next most enjoyed component by the learners of the experimental group.
6. The tape recorder and LCD TV were the least popular components among the experimental group's students.
7. Each component of the developed ICT-based strategy contributed significantly to the experimental group's higher scholastic achievement scores when compared to the control group on the formative and summative tests for units 1 to 9. As a result, each component of the developed ICT-based strategy was effective in teaching ESL.