

THE EFFECTIVENESS OF COMPUTER ASSISTED LANGUAGE LEARNING IN TEACHING ENGLISH POETRY TO LEARNERS AT HIGHER SECONDARY LEVEL

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Abstract

In the present scenario, computer mediated communication plays a vital role in every field. Hence technologies are positively and negatively controlling the universe. The present study aims at illustrating the effectiveness of CALL in teaching English poetry to the learners at higher secondary level. In this study the researcher has used quasi-experimental research design with one control group and one experimental group out of which the experimental group alone are given exposure to the Computer Assisted Poem Learning (CAPL). So in this, the computer is used as an aid to the teacher in teaching the poem. The sample of 94 biology group students i.e. (A1= 50 students & A2= 44 students together) were taken through census method. Out of these, only A1 students were given exposure to CAPL. Apart from this Student Evaluation of Teaching in Higher Education: Love me, love my lectures?, Assessment & Evaluation in Higher Education, by Shevlin et al., (2000) tool which consist of 13 questions with Likert 5 point scale was also used. The analysis of various demographic variables showed that, the students overall exhibits much improvement in academics than the traditional way teaching.

Keywords: CALL, quasi-experimental, CAPL etc.

Introduction

The world is after change. With the advancement of science and technology, revolutionary changes are happening in the field of learning. This change is seen today in the classrooms too. Traditional classrooms are slowly shifted into smart rooms in educational institutions. Students of new generation love the teachers who make learning an experience. They expect

novelty in everything. This novelty enthuses the learners. Situations which the child can see hear and touch directly in the classroom and through the classroom window would make understanding the concepts easier. The teacher can create a number of situations in the pupils' immediate present environment. The teacher can make use of any medium for communication in order to bridge gap between him/her and the student. Computer Assisted Poem Learning (CAPL) makes use of the visual part of student to improve their learning capacity. Hence teaching and learning become an experience. Here computer stands as medium and as an aid between teacher and student for effective learning.

Review of Literature:

Levy in his seminal work (1997)¹ has given definition for computer assisted language learning (CALL) as "the search for and study of applications of the computer on language teaching and learning". CALL embraces wide range of information and communication technology applications and approaches for teaching and learning foreign languages, from the traditional drill and practice programs that was the characteristic of CALL in 1960s and 1970s to more recent manifestation of CALL, such as used in Virtual learning environment and Web based distance learning. CALL is also extended to the use of corpora concordances, interactive whiteboards, computer mediated communication (CMC), language learning in virtual worlds, and mobile assisted language learning (MALL).

In the modern scenario, CALL puts a strong emphasis on student centered materials that allow learners to work on their own. These materials may be structured or unstructured, but they naturally bring out two features in it: interactive learning and individualized learning. CALL being a tool helps the teachers to facilitate the language learning process. It is very helpful to reinforce what has already been learned in the classroom or as a remedial tool to help learners who require additional support.

Many attempts to document the history of CALL also were done. Sanders (1995) cover the period from the mid-1960s to the mid-1990s, focusing on CALL in North America. Delcloque (2000) documents the history of CALL worldwide, from its beginning in the 1960s to the dawning of the new millennium. Davies (2002) takes a look back into CALL's past and attempts to predict where it is going. Hubbard (2009) offers a compilation of 74 key articles and book excerpts, originally published in the years 1988-2007 that pave a comprehensive overview of the wide range of leading ideas and research results that have exerted an influence on the development of CALL or that show promise in doing so in the future. A published review of Hubbard's collection can be found in *Language Learning & Technology* 14, 3 (2010)⁴. Butler Pascoe (2011) looks at the history of CALL from a different point of view, namely the evolution of CALL in the dual fields of educational technology and second/foreign language acquisition and the paradigm shifts experienced along the way.

Since the 1990s, it has become increasingly difficult to categorize CALL as it now extends to the use of blogs, wikis, social networking, podcasting, web 2.0 applications,

language learning in virtual worlds and interactive whiteboards (Davies et al. 2010:Section 3,7)⁵

Significance of the Study

The present research is significant as it provides some guidelines for the teachers to experiment this methodology in poem teaching and its miraculous effectiveness on higher secondary students. Though Computer Assisted Language Learning (CALL) was in practice from 1950s it was developed systematically from 1960s with its changing applications. Using computer tools exclusively for teaching English poem is a new trend. Not many researches have been done in the area of Computer Assisted Poem Teaching (CAPL). CAPL is to bring paradigm shift among students for improving their comprehension skills, to make poem learning an interesting and enriching experience by showing improvement in their academic performance. Here computer technology is used in classroom for teaching English poem. With the use of PowerPoint slides, videos, students learn poem.

Special attention is given to understand word meaning, main theme discussed in the poem, background of the poet etc. Since it is more appealing to the visual part of learner's mechanism, learning is simpler and is into the experience level. Even slow learners find it easy. Teacher prepares the content of the poem in such a masterly and creative way appealing to the student's mind and understanding. This would make them more interested in learning and bring forth their creativity in learning. Students also are given some computer based activities based on the poem they learn and they present them in the class or in their groups.

Aim of the Study

The study mainly aims at illustrating **The Effectiveness of Computer Assisted Language Learning in Teaching English Poetry to Learners at Higher Secondary Level.** The research brings forth the problems of the higher secondary students in understanding the poem in the traditional classroom backdrop. As a remedial measure, the students are given exposure to Computer Assisted Poem Learning and its effectiveness is being tested. Here computer is used as an aid to teacher in teaching poems to the higher secondary level and shows their improvement in skills. Computer bridges the gap between teacher and the student but no way is computer the substitute for the teacher. It aims at proving that language learners who are explored to CAPL show much improvement in academics.

Objectives of Study

- To analyze the effectiveness of CALL in poetry learning.
- To examine the role of CAPL in teaching English Poem.
- To make teaching all the more enriching and easier.
- To provide ample opportunities for developing the creativity of higher secondary level.

- To generate interest in learning poem among Higher Secondary students.
- To help learners improve their performance in the examinations.
- To make teaching more interactive and motivational.
- To help learners improve the comprehension skill of the higher secondary students.
- To slowly substitute the traditional poem teaching into CAPL methodology.

Statement of the Problem

In the modern scenario, computer mediated communication plays a vital role in every field. Hence technology positively and negatively controls the universe. If many options are left before a teacher for making his/her class interesting and appealing to the students with computer technology, than the regular traditional classroom teaching, why can't a teacher make maxim of it and improve the learning skill of the student. Not just aiming at the board examination results alone, CALL would make teaching and understanding easier. In the world of traditional teaching and in the world of pointless mugging up pattern CALL would redefine the efficiency of students. The problem is entitled as *"The language learners who are explored to CALL in poetry teaching show improvement in academics."*

Hypotheses of the Study

- It analyses the effectiveness of CALL in teaching English poetry.
- The study finds means to improve the understanding capacity of the Students.
- The study evaluates the improvement of performance in exams.
- The research provides suggestions for improving the usage and efficiency of CAPL
- The research ascertains the difference at the understanding level of students in comparison with traditional classroom teaching and computer assisted language teaching.
- It is hypothesized that students who employee CALL perform better than their counterparts who receive only teacher-centered instruction.
- The students are more motivated and interested in CALL English Poetry teaching.
- It is further supposed that CALL in Teaching English Poetry would have greater potentials among Hr. Sec. Students.

LIMITATIONS OF THE STUDY

- This study is restricted to a sample of 94 Higher Secondary Students.
- This study has been restricted to the number of students in control group Fifty and experimental group Forty Four.
- The present study has been limited only to students of Hr. Sec. Level.
- Standardized tools alone are used for study.
- The study is restricted to only the students of a self-financed school.

- The study is restricted to the teaching of prescribed poetry of Higher Secondary State Syllabus.
- Only Power point and video presentations are made use of in CAPL.

Methodology

The research methodology demonstrates the research approach and the research design considered for the study. The methodology helps to give a detailed picture about the research design and tools used for the data collection. In order to satisfy the dissertation objectives, a quantitative research is held with a quasi-experimental research design i.e. (before – after experiment with one control group) in nature.

Subject of the Present Research

The sample size is 94 students of 12th grade of Chavara Vidya Bhavan, Coimbatore which consist of 50 students from biology group A1 as an experimental group and 44 students from biology group A2 as a control group.

The researcher adopts census method for drawing the samples and survey method for collecting the data. The data required for the study was collected through questionnaire method. A set of nine structured questions was framed based on the objectives of the study. Apart from this Student Evaluation of Teaching in Higher Education: Love me, love my lectures?, Assessment & Evaluation in Higher Education, by Shevlin et al., (2000) tool which consist of 13 questions with Likert 5 point scale was also used. The question from 1-6 speaks about the teacher's ability of teaching, and questions from 7-13 speaks about the module attribute towards the students.

The researcher conducted a pre-test for the study in order to check the efficiency of the tool used for data collection with 10 samples from experimental group and 10 from the control group. Initially to study the impact of traditional teaching, the data was taken before the intervention was given as the first phase from both the groups and in the second phase, data was collected from both the groups, but only after the CAPL (Computer Assisted Poem Learning) intervention was given to the experimental group alone.

Data Analysis

The researcher has collected the data in two phases i.e. before and after intervention of the program from both the groups. Once the data are collected, they are edited; coded & labelled. Quantitative analysis of data was done through statistical package for social sciences [SPSS version 17.0] by the researcher. The statistical techniques like simple percentage, cross tabs, etc were used for analysis part.

Analysis and Interpretation

The researcher has collected the data in two phases i.e. before and after intervention of the program from both the groups. Once the data are collected, they are edited; coded & labeled. Quantitative analysis of data was done through statistical package for social sciences [SPSS version 17.0] by the researcher.

Table – 1

Teachers Ability output for pretest in Experimental group			
	Teachers Ability	No. of respondents	Percentage
1.	Low (15 – 27)	24	48
2.	High (28- 35)	26	52
	Total	50	100

The above table reveals that 52 percent of the respondents evaluated the teachers' ability in teaching the traditional method is of high level and 48 percent of the respondents evaluated the teachers' ability in teaching the traditional method is of low level that belong to the experimental group before the intervention.

Table – 2

Teachers Ability output for post test in Experimental group			
	Teachers Ability	No. of respondents	Percentage
1.	Low(16 – 23)	16	32
2.	High(24 – 30)	34	68
	Total	50	100

The above table reveals that 68 percent of the respondents evaluated the teacher's ability in teaching through CAPL is of higher when compared to the pre-intervention program of the traditional teaching.

Table – 3

Module attribute pretest experimental group			
	Module attribute (Traditional teaching)	No. of respondents	Percent
1	Low (5 – 13)	22	44
2	High (14 – 20)	28	56
	Total	50	100

The above table reveals that 56 percent of the respondents evaluated the traditional method is of high level and 48 percent of the respondents evaluated the traditional method is of low level that belongs to the experimental group before the intervention.

Table - 4

Module attribute post test experimental group			
	Module Attribute (CAPL Teaching)	No. of respondents	Percentage
1.	Low(13 – 27)	18	36
2.	High (28 – 35)	32	64
	Total	50	100

The above table reveals that 64 percent of the respondents evaluated that CAPL module teaching is of higher when compared to the pre-intervention program of the traditional teaching module.

Table – 5

Tabulation based on creativity of pre- experimental group			
	Creativity	No. of respondents	Percentage
1	No	17	34
2	Yes	33	66
	Total	50	100

The above table reveals that 66 percent of the respondents evaluated that creativity have increased through traditional teaching in the pre-intervention program of the CAPL teaching module.

Table – 6

Tabulation based on creativity of post experimental group			
	Creativity	No. of respondents	Percentage
1	No	8	16
2	Yes	42	84
	Total	50	100

The above table reveals that 84 percent of the respondents evaluated that creativity have increased through CAPL module when compared to the pre-intervention program of traditional teaching method.

Results and Findings:

- 66 percent of the respondents evaluated that creativity have increased through traditional teaching when compared to the pre-intervention program of the CAPL teaching module.
- 84 percent of the respondents evaluated that creativity have increased through CAPL module when compared to the pre-intervention program of traditional teaching method.
- 76 percent of the respondents evaluated that memorizing skill have increased through traditional teaching when compared to the pre-intervention program of the CAPL teaching module.
- 88 percent of the respondents evaluated that memorizing skill have increased more through CAPL module when compared to the pre-intervention program of traditional teaching method.
- 76 percent of the respondents evaluated that interactive & motivational session have increased through traditional teaching when compared to the pre-intervention program of the CAPL teaching module.
- 82 percent of the respondents evaluated that Interactive & motivational session have increased more through CAPL module when compared to the pre-intervention program of traditional teaching method.

CONCLUSION

Students of new generation love the teachers who make learning an experience. They expect novelty in everything. This novelty enthuses the learners. Situations which the child can see hear and touch directly in the classroom and through the classroom window would make understanding the concepts easier. This study proves the improvement of the students at various levels who are exposed to computer assisted poem learning methodology. It also puts forward a few recommendations for the higher secondary teachers to introduce this teaching methodology instead of traditional classroom methodology and see its enormous impact on students. The study brings forth the findings of the present research and future perspective. The purpose of using computer as a medium in a classroom teaching is not to substitute the teacher, but to compliment the teacher and to improve student's understanding level.

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Technical Terms

CALL: Computer Assisted Language Learning

CAPL: Computer Assisted Poem Learning

HR. SEC.: Higher Secondary