



## A STUDY OF EFFECTIVENESS OF ICT IN TEACHING ENGLISH TO DEVELOP THE ENTREPRENEURSHIP AMONG THE HIGHER SECONDARY STUDENTS IN NEW ENGLISH SCHOOL AND JR. COLLEGE OF SCIENCE BHALAWANI.

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### ABSTRACT:

The present study aimed to study the effectiveness of ICT in teaching English to higher secondary students. For present study two equivalent groups of students were made. The sample of the study consisted of 40 students studying in New English School And Junior College of Science Bhalwani, Pandharpur, Solapur, Maharashtra, India. There are two groups of equal students one is control group which consists 20 students and second one is experimental group which consists 20 students from the same class. The students of controlled who were taught with the ICT and experimental group were taught by traditional method. After teaching to two groups by different methods a post test was administered. The collected data were described to statistical analysis and obtained results were interpreted. The students of experimental group fared better in their achievement rather than the control group. Such interpretation showed that the ICT enhanced the achievement of the students as far as the traditional method is compared. The results of present study reveals that the effect of ICT in teaching English to higher secondary students is remarkable.

### KEYWORDS:

**STUDY, EFFECTIVENESS, ICT, TEACHING, ENGLISH, HIGHER, SECONDARY ETC.,**

### INTRODUCTION

English is said to be the world's most important language having communicative and educative value as it provide access to knowledge, power and material possessions. Various commissions from time to time have highlighted the importance of English language. The Radhakrishnan University Education Commission (1948) pointed out that "of under sentimental urges we give up English, we would cut outcomes off from the living stream of ever-growing knowledge." Kothari commission (1964) in its report stressed that English would play a vital role in higher education as an important "Library Language". Of late National Education Commission (NEC) (2007) considered this language as an important determinant of access to higher education, employment possibilities and social opportunities. Moreover, with the growing importance of computers in every field, the English language has received a further boost. Even United Nations organization (UNO) in year 1945 gave it the status of its official language inter-alia as they considered that practically social and economic exchange between people of different countries and cultures is possible through this. Keeping in view the importance of interpersonal, Inter-institutional communication through English language, the need of the hour is that English language is to be taught at different levels of educational system through new approaches of teaching so as to make our students active learners.

### NEED AND IMPORTANCE

1) It is beneficial for those students who are learning in the 12th standard.

2) It will help those students learning in 12th standard for acquiring the four fold skills of language learning.

3) It will help to those students who are facing the difficulties in writing skills in English language.

4) It is more beneficial to the students to solve the problem based on writing skills, information transfer.

### OBJECTIVES:

1) To help the student in acquiring the four fold skills of language learning with the help of ICT.

2) To motivate the learners to learn more and more with the help of ICT.

3) To make teaching and learning process more interactive by using ICT tools.

4) To avoid the traditional methods of English language and give the quality education.

### SCOPE AND LIMITATIONS OF PROJECT:

- ✓ In this project only English subject is considered
- ✓ In this project only 12<sup>th</sup> standard students are considered.
- ✓ In this project only New English School And Junior College of Science baroni is considered.
- ✓ This concept consists of the academic year of 2018 -19.

### LIMITATIONS:

- This study is limited to the Pandharpur Taluka
- This study is limited to the New English School

And Junior College of Science Bhalvani.

- In this study only English subject is taken into consideration and not other subjects.
- This study is limited for the academic year 2018-19.

### RESEARCH METHOD:

The researcher has used experimental method and post test design is considered. In the present a research paper, there is a direct comparison between the traditional method of teaching English and Constructivism teaching in English at Higher Secondary Level. In the present research the researcher has selected only one Junior College New English School And Junior College of Science, Bhalawani, Taluka- Pandharpur, district-Solapur, State-Maharashtra. In this research the only English subject is concerned among various subjects in the college.

### SAMPLING OF THE RESEARCH:

The sample for the research was drawn from New English School And Junior College of Science bhalawani, Pandharpur Solapur Maharashtra India. The study sample included randomly selected 40 students from 12th class. For each the researcher has been used by random sample.

### TOOLS OF THE RESEARCH:

For the present study the researcher has used the following tools.

Test- the test was used for students to collect the achievement of the students about information transfer.

### PROCEDURE OF THE RESEARCH:

The researcher adopted experimental research method in the present research study. Only one New English School And Junior College of Science Bhalvani, Pandharpur Solapur, Maharashtra, India is selected by simple random method total 40 students in the class of 12th was elected by randomly and created two equal groups crystal method is organised on Control and ICT is organised on experimental group consists 20 students from the same class Android subject the control group of the 20 students was treated with traditional method for teaching English information transfer. The experimental group of 20 students were taught with the help of ICT for teaching information transfer in English. Before this students were provided with the books, magazines, various reference materials. Then discussion among the students takes place doubts, opinions, problems of each students are considered and it is presented before the second group and vice versa and so work is completed.

### HYPOTHESIS:

There is no significant difference in traditional method and ICT for teaching English.

### INTERPRETATION:

MEASURE	CONTROL GROUP	EXPERIMENTAL GROUP
N	25	25

M	37.12	44.56
S.D	2.46	2.82
D.MEANS	7.44	-
T VALUE	10.19	-

The researchers stated nature paintings on the basis of Data Collection. The findings are stated on the basis of null hypothesis that there is a significant difference between two groups so null hypothesis should be rejected as the value is greater than the value at 0.01 significance level so the difference is a remarkable.

### RECOMMENDATIONS:

- 1) The ICT should be used for teaching the writing skills in English at Higher Secondary Level.
- 2) By using ICT the teaching of English prove to be a creative work.
- 3) It is necessary to create proper ICT learning atmosphere in the class at Higher Secondary Level for teaching English.
- 4) The system of education should provide proper training programs for teachers about use of ICT teaching and learning.
- 5) Teacher should develop modern and recent tools of ICT for teaching English subject.

### 4. CONCLUSIONS:

All types of relevant knowledge and information regarding the teaching and learning of the topics of school subject can be easily available through the service of computer technology. As a perfect tutor, it can very well maintain a perfect interaction with the individual student. In its tutorial the conventional approach lays more emphasis on teacher. Repetitive practice, mechanical drills and memorization are the hallmarks of the traditional methods. Since English is the official language of this world, it is of utmost importance that this language has to be taught in such a way that it will help us not just to speak and write and listen but to communicate with others. Hence innovative ICT tools help in bringing a change among student community. It helps the students to learn faster and in an efficient, interesting and an interactive manner and it is the teacher's responsibility to leave the traditional methods and adopt innovative strategies such as e Learning, smart classroom, you tube, videos, mobile applications, MITRA and DIKSHA apps in the classroom. Using combination of traditional methods and regular use of ICT tools and e-Learning practice and feedback it helps a lot and we observe a lot of implementations in students achievement of language skills. Most important thing is time management concentration span of children age 7 to 10 minutes so use these ICT tools in proper way it can be consumed in many ways like use of ICT before teaching after teaching remedial teaching while teaching in the class. Each and every time it is not need to use readymade educational materials. Teacher should prepare a content as per students requirement and a locality for that teacher must attend CPD workshops and ICT workshops run by government. In short we can see digital technology is very

essential in education but while using this technology and ICT parents and community plays very important role. It is a pathway of progress and quality education with proper awareness. It's empowers parents and teachers to improve their students.

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