Tarique Bhatti[*]
Parveen Munshi[**]
Sumera Irum[***]

Integration of ICT in Teaching and its Impacts on Students' Learning

Abstract

The research study aimed to investigate the use of modern technology in teaching English literature especially drama and its impact on learning. The study also compared the teaching drama through conventional method and through the modern method. The main objectives of the study were to check impact of ICT on students learning, explore the needs of the teachers for effective teaching, and identify the problems of students in learning drama. Experimental research design was adopted. First year students of the Government College Hyderabad were taken as population. The study concluded that the teachers must be trained and motivated to use of ICT in teaching of literature.

Keywords:

Information and Communication Technology (ICT), Teaching, Drama, Conventional, Modern

Introduction

We are living in 21st century which is the century of the modern devices. The concept of leading life without modern technology seems extremely difficult.

---

[*] Lecturer, Department of Psychological Testing Guidance and Research, Faculty of Education, University of Sindh, Hyderabad, Sindh, Pakistan

[**] Professor, Department of Psychological Testing Guidance and Research, Faculty of Education, University of Sindh, Hyderabad, Sindh, Pakistan

[***] Lecturer, Department of Distance Continuing and Computer Education, Faculty of Education, University of Sindh, Hyderabad, Sindh, Pakistan

Technology has become part of all processes of daily life including teaching and learning process. The integration of ICT in teaching can transform traditional mode into modern mode. In the recent modern era of information and communication technology, old and conventional method of teaching seems stereotyped. In most of the educational institutions throughout Pakistan, teachers teach English literature through conventional mode. In which the teacher is only source of imparting all sorts of knowledge and he speaks, explains different topics of English literature himself. In conventional mode of teaching students too get tired and lost interests in the subjects. Moreover, English literature is very important and compulsory subject at secondary level in Pakistan so it is necessary that its teaching method should be revitalized. The application of ICT in teaching English literature and language can revitalize the whole process of teaching this the subject .Though the teacher will definitely remain the central role player and will continue to have great importance in the teaching of the subject but use of ICT will prove add to the teaching and teacher can do away with boredom and will be able to create interest among the students and they can be motivated and kept engaged. Use of ICT will provide an opportunity to the students to see, read, visualize, hear, ponder, discuss, interact and learn. (Paran, A., 2006).

In English literature Drama is an essential component and in our educational system at higher secondary level, it is included in the first year English syllabus. It has been taught and tested for last several decades through conventional method and conventional methods are monotonous and it seems difficult to give sufficient opportunities for developing the communicative competence of speaking. Although

communicative competence particularly speaking skills, could be developed through traditional method. But through modern devices these competencies can be best developed in very quick manner. At university level modern electronic devices are a common thing in teaching and learning process. But so far it has not made its way at the school, college level. Many research studies shows ICTs have played very positive impact on learning and students achievement such as (Montazer, 2004), (Iqbal, M. J., & Ahmed, M. 2010), (FathiVajargah, K. &Azadmanesh, N. 2007).

Developing countries like Pakistan are very far away from developed countries in the integration process of ICT in teaching learning process. In Pakistan's educational system at higher secondary level, first year English course contains literature which includes drama and it is taught by conventional method in which teacher reads and explains the written literature and later on it is tested by questions of various kinds i.e. Constructed Response Questions CRQS, Earned Response Questions ERQs and Multiple Choice Questions MCQs. The level of understanding measured through a comprehension questions that require thorough understanding. Usually teacher creates a situation during explanation and explain it with background description but still it is not much clear because some students imagination level is not that much high to visualize the words into real images. Thus, they fall short in explaining the situations when required in examination. It is speculated that the things which are seen by naked eye in its real situation and context is retained in memory longer than the verbal imagery.

This assumption is to be tested in the class and differences are to be measured that which method is better and productive either of two. ICT as an important role-player can help developing countries to get maximum advantage of these technology or speed up their process of globalization. (Safdar et al, 2010), Vsjsrgah.F.K el.al, 2010)

Objectives of the Study

The main objectives of the study were;

1. To assess impact of ICT on students learning,

2. To compare the conventional teaching method with modern teaching method to teach literature.

3. To explore the needs of the teachers for effective teaching, and identify the problems of students in learning drama.

4. To give recommendations for the effective integration of ICT in teaching of Literature.

Methodology

First year class was selected for the study purpose with population fifty students. All the students belong to various educational backgrounds i.e. urban and rural, having private and public schooling.

Before the study a test of homogeneity was conducted to investigate either the class is homogeneous or not. After the test of homogeneity when the results proved that there is no any major difference in the class than the final experiment was conducted in the following way. Two groups of students were formed (Control group and experiential group). Having 25 students in each of the selected two groups. Control group was taught with conventional methods (reading from the text book, lecture by the teacher) and the experimental group was taught by the video method. The process of such treatment. Continued for two weeks. Then the test was conducted to check the performance of the students by Multiple Choice Questions MCQs type of paper consisting of 15 MCQs having three options to each item. Then the results were entered in the SPSS system for inquiry and analysis report. On the findings of the SPSS conclusions were drawn and discussed, certain recommendations were also suggested.

ICT related variables

(IV) Independent variable >Teaching drama through ICT

(DV) Dependent variable > Student performance

Population and Sampling

Population of the study was 1st year students of the Govt. College Hyderabad. Since college was a central and an old one, there were several sections of each level, so there were five sections of science group classes of 1styear students.50 students were selected randomly from all five sections of first year class.

Instrumentation and data collection procedure

A test was developed on a MCQS pattern consisting of 15 questions having three options to each question. Test paper was given to the students with 20 minutes time limitation on the same day and same time. Students were required to tick the correct option on the question paper. No extra paper was given to the students. For each right marked answer, one mark was assigned and for each wrong answer there was one negative mark. If two options are selected for one MCQ no mark was given. If any MCQ was not attempted that would not be included in the marking score.

Analysis of the Data

Data was analyzed through SPSS software. Test of homogeneity was calculated .Results showed that mean score of control group students (N=25) came out to be (12.840), standard deviation (1.88591) and standard error (0.37718) respectively. Whereas mean score of the experimental group students (N=25) came out to be (12.6800), standard deviation (1.95192) and standard error (0.39038) respectively. Hence, results of test of homogeneity indicated that there was no any major difference among all the sampled students who belonged to various educational backgrounds i.e. urban and rural, having private and public schooling.

For the Independent Samples Test, F-test for equality of variances and t-test for the equality of means were applied.

When the equal variances assumed, the value of F-test came out to be (0.057) and significance value remained (0.812).Whereas the value of t=test came out to be (0.295), value of degree of freedom (48), (0.769) value of significance (2-tailed), value of mean difference remained (0.16000) and (0.54283) remained the value of standard error.

When the equal variances not assumed, t-test value came out to be (0.295), value of degree of freedom remained (47.943), significance (2-tailed) value (769), mean difference value remained (16000) and the value of standard error remained (0.54283). The confidence interval of the difference at (0.05) significance level came out (0.93144) for lower and (1.25144) for upper level respectively when equal variances assumed and when the equal variances not assumed, the confidence interval of the difference at (0.05) significance level came out (0.93147) for lower and (1.25147) for upper level respectively. Hence there was no significant in the variances of both groups

Post test results showed that mean score of control group students (N=25) came out to be (16.0000), standard deviation (1.77951) and standard error (0.35590) respectively. Whereas mean score of the experimental group students (N=25) came out to be (12.1200), standard deviation (1.56312) and standard error (0.31262) respectively. Hence, mean scores of both group showed the difference of performance and competencies between both groups.

Results and Discussion

Study revealed that Control Group students were at receiving end and whatever was thrown at them they just accepted. Whereas in experiment group students were also at the receiving end but were fully involved in the learning were using their intellect to acquire knowledge from the movie. Mandie (2004) states that "the brain research proves that emotions are linked with learning". When we connect to the concepts emotionally, we have a better understand of it. When we teach using the arts we like prior experiences in the new stimuli. People do weep and feel sorry when they encounter drama on TV.

Although they are fully aware that it is a drama not reality. This common phenomenon is itself a big evidence that drama doe's impact deeper and touch on soul. Similarly when drama is taught through modern visual source like TV it brings a lot of advantages for the students and it changes the role of the teacher and students." Hence the teachers teaching literature must be trained and motivated to use ICT in the class. Findings of the study further revealed that conventional class was teacher centered where students did not seem to be talking on topic/ Drama after the class. Whereas Class taught through the method of video is student centered where students were looking highly motivated. In video class the students kept on talking about the characters and on over all movies in a wider context. According to the study done by (Cuban, L 2001, Hennessy, S. Fung, P. &Scalon E. 2001.)"

The process of pedagogic change associated with the integrating use of education technology seems to be evolutionary rather than revolutionary. Technology in education by no means changing the whole system but simply updating the system with the current of the age. "Therefore, for effective integration of technology modern equipment like computers, multimedia, TV, video player etc. should provide to the colleges. A digital material in form of soft copies of the topics may be developed and given to the colleges for teaching.

Findings of the study also revealed that during the pre-test students taught by the video were quite good at answering the questions regarding characters, situations, dresses, places, events whereas students taught by conventional method were not that much sure and optimistic in the test.

Teacher's role in conventional class was very big and centered, because he has to transfer the knowledge by the words and actions. In video taught class teacher's role was a guide and facilitator. Mc Ghee and Kozma(2001) identifies new role for the teacher and regarded him as: instructional designer, technical trainer, enable advisor/ facilitator, monitoring and assessment specialist, team coordinator and calibrator. Hence, it is important for teachers to try to teach English literature especially drama by lecture and by video in combined manner.

Results of the study further revealed that during the class discussion, video taught students participated enthusiastically and generically whereas conventionally taught students were almost passive and less enthusiastic.

Video taught students got an opportunity to listen native speaks in an original context their interest in pronunciation was greater. Conventionally taught students had no opportunity to improve their pronunciation but are always on the mercy of their teacher. According to Koehler, M.J., & Mishra, P. (2008) "Use of ICT in the teaching of English literature can make it interesting for students, teachers, and research scholars and the dynamics of the subject can come alive."

Findings also revealed that video taught students had some problems to catch up the sentence, because native speaker's fluency was great and our students were not used to listen foreign accent often. A drama pictured into movie form contains some extra features which were not found in the text. Drama: According to Jackshaft, H., & Müller-Hartmann, A. (2001) ICT tools can be used to show staged plays and key features of the play can easily be discussed.

Consequently students will have the live opportunity to see the use of light, sound, stage setting and props and it will have a lasting impact on them.

Findings also revealed that since college was a big one, when students of other classes heard that drama was being taught by video their curiosity level increased and they pressed their teachers to teach them by showing videos. There was no disciplinary problem in the class during video teaching whereas during conventional class when teacher was using board some hum, buzz and whispering in the class was usually happened.

According to Mishra and Koehler (2006) 'There are many factors responsible for effective integration of ICT in teaching of English literature in the classrooms. Teachers' knowledge and skills in using ICT in class., teachers' use of technology, and teacher's technological, pedagogical and content knowledge are important one".

Recommendations

- Through ICT teachers' can use different modes for effective teaching of English literature. Combination of both conventional means lecture type and the new mode of teaching, means ICT integrated method may also be applied.

- Teachers should also use ICT for research in various fields of English literature which will improve their efficiency and proficiency.

- Teachers must use ICT tools in class like, websites, movies and drama video devices and audio devices, slides having videos, images and texts, online glossaries, dictionaries, thesaurus for effective teaching of English literature.

- Teachers should use ICT tools to develop multiple choice questions MCQs on different topics, quizzes, presentations for effective learning of literature and assessment of the students in the class.

- The e-content should be developed which will provide good access to relevant information on a topics to the students. For this purpose, a portal should be developed which should have the e-content and academicians and research scholars should be engaged to upload the authentic information. Further, free e-books of English literature should be uploaded so that students may have wider access to latest books, important journals and other relevant information.

- For ensuring quality, equity and easy access, effective integration of ICT into the educational system should be made

Conclusion

"Tell me, and I'll forget. Show me, and I may not remember, Involve me and I'll understand" (An old Native American proverb). Since our country is a developing one having a lot of issues and problems, education is one of the main concerns of the whole society. Being technical backward, we are still using old methods of teaching and learning. There is no substantial so far in educational field. The advance countries have gone miles away in using technology into education system but we are still at threshold. Our technology is our teacher who teaches by "chalk and talk" method. Although this method is no way completely out dated because it is useful in a number of

ways but age demands us to go with not a single approach but with a various mythologies and approaches and in this context, teaching of literature though integration of ICT is foremost one. It is concluded that ICT has the potential to make the teaching and learning of English literature effective and interesting. It can be a good tool revitalizes the importance of literary subjects.

References

Cuban, L (2001), "oversold and underused: Computer in the class rooms", (combridges, Harvard university press)

Hennessy, S., Fung, p, &Scanlone,(2001), "The role of the graphics calculator in mediating graphing activity" international journal of Mathematical education science and technology, 32(2), PP. 267-290

FathiVajargah, K. &Azadmanesh, N. (2007), "The feasibility study of using computer in curriculum development in higher education". Journal of research and planning in higher education, 12 (3) 46-57.

Vajargah, KouroshFathi. JAHANI, Sheida, A. N. (2010),"Application of ICTS in Teaching and Learning at university level::The case study of Shahid Beheshti University", 9(2), 33–39

Safdar, M, Iqbal, M.Z., GHazi, S.A, Farooq, M. (2010)." Challenges of Information Era: Choosing and using of information communication technologies".

Iqbal, M. J., & Ahmed, M. (2010),"Enhancing Quality of Education through E-learning: The Case Study of Allama Iqbal Open University". The Turkish Online Journal of Distance Education-TOJDE.

Jackstadt, H., & Müller-Hartmann, A. (2001), "Encounters: The virtual in search of the intercultural" In J. Edge (Ed.), "Action Research" (pp. 117-128). Alexandria, VA: TESOL.

Koehler, M.J., & Mishra, P. (2008), "Introducing TPCK. In AACTE Committee on Innovation and Technology (Eds.), Handbook of technological pedagogical content knowledge (TPCK) for educators" (pp. 3-29). New York: Routledge /American Association of Colleges for Teacher Education.

Meskill, C., &Ranglova, K. (2000), "Socio collaborative language learning in Bulgaria". In M. Warschauer& R. Kern (Eds.), "Network-based language teaching: Concepts and practice", Cambridge: Cambridge University Press.

P. Mishra, M.J. Koehler (2006), "Technological pedagogical content knowledge: A framework for teacher knowledge Teachers College Record", 108 (6) (2006), pp. 1017–1054

Paran, A. (2006),"The stories of literature in language learning". In A. Paran (Ed.),"Literature in language teaching and learning" (pp. 1-10). Alexandria, VA: TESOL.

Montazer, G. (2004),"Access to higher education in Iran: The ICT impacts". Tehran: MSRHE.