

Trial of ICT-Based Programme for Teaching Conjunction to Secondary School Students

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Abstract:

The first revolution brought about by the steam engine and the second revolution brought about by the computer have changed the world. With the advent of the computer age and instant communication, almost every field - industry, education, business, science, agriculture and daily life - has been profoundly affected. In education, learning is changing from oral to written, formal to informal, teacher-centered to student-centered and from rigid to flexible. With the increase in the ability to store information through books and other media, technology has gained an important place in education. English, as a subject of study and as our International tongue, plays an important role in the curriculum. In English language education, grammar education holds an important place, and Conjunction holds a unique importance. However, students often show apathy during the teaching of Conjunction. Therefore, there is an urgent need to make students more engaged in grammar education through innovative methods. Against this background, the present study was undertaken to design and experiment with an ICT-based program for teaching Conjunction to secondary school students.

1. Introduction

The 21st century has witnessed rapid advancements in technology, which has reshaped education across the world. Information and Communication Technology (ICT) has become an integral part of the teaching-learning process, providing new opportunities for interactive and student-centered instruction. ICT-based learning not only enhances student engagement but also helps in simplifying complex concepts through audio-visual presentations, animations, and interactive activities.

In the context of language learning, grammar plays a vital role in developing proficiency and accuracy. Since English is the international tongue of students, it holds a prominent place in the curriculum. Among the various components of grammar, Conjunction (euphonic compounding) holds particular importance. However, teachers often face challenges in maintaining student interest during the teaching of Conjunction, as the subject is generally considered difficult and monotonous. This leads to apathy, loss of motivation, and lower achievement levels among students.

To address these challenges, the use of ICT-based instructional programs can provide a promising alternative. By incorporating multimedia elements, interactive exercises, and systematic explanations, ICT tools can make the teaching of Conjunction more effective and engaging. Previous studies in India have highlighted the effectiveness of ICT in teaching various school subjects, yet limited work has been conducted, particularly in the area of English grammar.

Therefore, this study was undertaken to design and test the effectiveness of an ICT-based instructional program for teaching Conjunction to ninth grade students. The aim of this study was to compare the achievement levels of students taught through ICT-based instruction with those taught using traditional methods, while also analysing the impact of gender on student achievement.

2. Objectives of the Study

1. To design and experiment with an ICT-based instructional programme for teaching Conjunction to ninth-grade students.
2. To study the main effect of instructional method and gender, and their interaction effect, on students' achievement scores in the post-test while considering pre-test scores as covariates.

3. Hypotheses of the Study

1. There will be no significant difference between the mean scores of experimental and control group students in the pre-test on English Conjunction.
2. There will be no significant difference between the mean scores of control group students in the pre-test and post-test on English Conjunction.

4. Delimitation and Scope

The study was confined to the students of Vidhyadeep School, Anita (Kim), during the academic year 2024–2025. The findings are limited to ninth-grade students of this school and related stakeholders.

5. Methodology

For obtaining valid conclusions, a scientific research method is essential. In the present study, since the objective was to test the effectiveness of an ICT-based instructional programme for teaching Conjunction, the experimental method was employed.

5.1. Research Tool:

ICT-based instructional programme: The content was developed in accordance with the ninth-grade English textbook prescribed by Gujarat State School Textbook Board. The programme included the rules of Conjunction, such as Coordinating conjunctions, Subordinating conjunctions and Correlative conjunctions.

5.2. Data Collection:

After obtaining prior permission from the selected school, the experimental work was carried out. The data were collected through a post-test administered to the sample students after the completion of the experiment.

5.3. Data Analysis:

The collected data were analyzed using appropriate statistical techniques, including mean, standard deviation, skewness, kurtosis, and t-test.

6. Findings

1. After controlling the effect of pre-test scores, the adjusted post-test mean achievement scores showed a significant difference between the instructional methods. Thus, it was concluded that ICT-based programme was more effective than the traditional method.
2. After controlling the effect of pre-test scores, gender also had a significant effect on the adjusted post-test mean achievement scores. Boys performed better than girls, indicating that the effect of the ICT-based programme varied across gender.

7. Conclusion

The aim of this study was to design and test an ICT-based instructional program to teach Conjunction to secondary school students. The findings clearly show that ICT-based instruction was more effective than traditional methods in increasing student achievement. Controlling for the effect of pre-test scores, significant differences were found in post-test performance, establishing the superiority of the ICT-based program.

Furthermore, gender differences were also found to be significant, with boys performing better than girls under ICT-based instruction. This suggests that while ICT can improve learning outcomes, its impact may vary across student groups. Therefore, teachers need to consider learner diversity when implementing technology in classrooms.

This study emphasizes the importance of integrating ICT in language teaching, especially in grammar teaching, where students commonly face difficulties. ICT tools make abstract concepts more concrete, increase student engagement, and increase motivation.

In conclusion, ICT-based instructional programs can serve as effective pedagogical strategies for teaching Gujarati grammar in secondary schools. The study recommends that curriculum developers, teacher educators, and policy makers promote the integration of ICT in language classrooms to improve student achievement and promote meaningful learning experiences.

8. References

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