



Comparison of CAI Programme and Traditional Method of Teaching English

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Abstract:

In the present scenario the use of new teaching method and educational technology is growing which is good sign for education. Teacher's position is in danger in the periphery of learning because the concept of learning is developing or changing day by day. In such a situation, are the available equipments able to substitute a teacher? If yes, how far will they be successful? There are many self-learning materials prepared for classroom teaching and these methods are profoundly used in routine teaching of class. Among them work card materials, programmed learning material, computer assisted instruction, computer based instruction, computer aided instruction with peer instruction, computer managed instruction etc can be cited important in teaching learning process. Here the research wants to conclude that whether the computerized CAI learning package is successful or not?

Keywords: CAI, CMI, ET, Traditional method

1. Introduction

In this competitive and technological era, rapid changes have taken place in each field. But how far these changes are acceptable in the field of education is still a matter of discourse. Formal education is yet of none other but the consistence of lengthy lectures and textbook centered activities, although, the teacher is called 'change agent'. A teacher is expected to keep pace with the changing scenario of the society. According to G.J.Mouly (1962)¹, "Man is the only animal that does not have to being a new in every generation but can take advantage of the knowledge that has accumulated through the centuries"

The name of Socrates is inevitable when the matter of educational methods is being discussed. Are the present students as devoted as the students of Socrates? It's a matter of deep thinking. Students are free to ask questions but not habituate. So, the teacher should provide opportunities to the students to ask questions. According to Albert Einstein,² "I never teach my pupils. I only attempt to provide the conditions in which they learn"

2. Objectives of the study

The objectives of the present research study are as follow:

1. To construct a computer Aided Instruction Programme for the students of standard IX.
2. To try out computer Aided Instruction Programme for the students of standard IX.
3. To compare the educational achievement of the students of CAI programme and Traditional teaching.
4. To study the influence of sex on the educational achievement of the students of CAI programme and Traditional teaching.

3. Hypotheses

The null hypotheses of the present research study are as follow:

- H₀₁:** There will be no significant difference between the mean scores of the pupils of experimental group and controlled group on achievement scores.
- H₀₂:** There will be no significant difference between the mean scores of the boys and girls of experimental group on achievement scores.
- H₀₃:** There will be no significant difference between the mean scores of the boys and girls of controlled group on achievement scores.

4. Variables of the study

Name of Variables and their Levels

Sr. No.	Name of Variables	Nature of Variables	Number of Levels	Name of the Levels	Tool for Measurement
1	Teaching Method	Independent	2	CAI Programme Traditional Method	
2	Score of Post test	Dependent	1	Scores	”
3	Score of pretest	Control	1	Scores	”
4	Sex	Moderator	2	Boys Girls	Pre data Sheet
5	Newness of Experiment	Intervening	1	Experiment	Process of Experiment
6	Standard IX	Control	1	Standard IX	

5. Population and sampling of the study

The students, studying in std IX in the academic year 2013-014 were considered as population. The researcher had selected the pupils of std: IX of Shri D.N.J. Adarsh High School & Shri O.M. Agrawal Higher Secondary School, Deesa for this research. So the pupils of std: IX of this school were considered as a population.

Sampling is a small part of population which is selected for observation and analysis. 90 students studying in std. IX th of Shri D.N.J. Adarsh High School & Shri O.M. Agrawal Higher Secondary School, Deesa were selected randomly as a sample for the study. From it 45 pupils (26 boys & 19 girls) were selected for an experimental group and 45 pupils (21 boys & 24 girls) were selected for controlled group.

6. Tool of the study

Tool means an instrument which is used for collecting specific type of information. The Researcher has prepared following tools for the study:

1. Construction of CAI programme.
2. Self prepared pre -test.
3. Self prepared post- test.

Mini Intelligence Test prepared by Dr.J.H.Shah (standardized test)

7. Research method

Mostly, there are three type of researches conducted in the field of Education.

1. Survey Research,
2. Experimental Research and
3. Historical Research

The researcher had to measure educational achievement score of the pupils on two methods; so she had to apply two different teaching methods. For this reason experimental method was used for this study.

8. Limitations of study

Limitations are those conditions beyond the control of the investigator that may place restrictions on the application to other situations. The limitations of this study are as following:

1. The study is performed only on the pupils of standard IX of one school of Banaskantha District in Gujarat State.
2. The study includes only two teaching methods i.e. Computer Aided Instruction Programme and Traditional Method.
3. The present study covers only two topics i.e. Rules of Road and Degrees of Computer.

9. Collection of data and analysis

Self prepared post test was given to the pupils of both the groups to check their educational research scores for 'Rules of the Road' and 'Degrees of Comparison' topics. 't'-value was used for analyzing and interpretation of the data of educational achievement scores of the pupils.

For collecting the necessary data of independent, control, and moderator variables (1) Data sheet (2) Pre-test (3) Teaching tool and (4) J.H.Shah Mini group IQ Test were used as tools.

For collecting the necessary data of dependent variable 'Post Test' was constructed on the base of teaching points. In order to prepare a meaningful and useful tool, experts' opinions were taken into consideration and blue print was framed.

The review of the related research studies and other work helped in keeping in view some important points viz, types of the test, teaching methods, the size of sample, and language components....etc. As a result of the above considerations, two content points i.e. Rules of the Road and Degrees of Comparison were figured out for teaching points.

Testing of the hypothesis

Sr.	Hypothesis	't'-value	Significance level	Rejected/ Not Rejected
1	There will be no significant difference between the mean scores of the pupils of experimental group and controlled group on achievement scores.	0.166	Not significant at 0.05 level	Not Rejected
2	There will be no significant difference between the mean scores of the boys and girls of experimental group on achievement scores.	0.5408	Not significant at 0.05 level	Not Rejected
3	There will be no significant difference between the mean scores of the boys and girls of controlled group on achievement scores.	0.491	Not significant at 0.05 level	Not Rejected
4	There will be no significant difference between the mean scores of the boys of experimental group and the boys of controlled group on achievement scores.	0.099	Not significant at 0.05 level	Not Rejected

10. Findings

The following are the findings of the present study.

1. English achievement mean scores were not affected by the teaching methods. The students belonging to different teaching methods were found to possess English achievement mean scores to same degree.
2. The pupils' achievement was not found to be affected by the sex of the pupils. The boys and girls of experimental group possessed same degree in English achievement.
3. English achievement mean scores were not found to significantly different of the boys and girls of controlled group. The boys and girls of controlled group possessed same degree in English achievement.
4. Boys of experimental and controlled group were found equal regarding English achievement. There was no effect of teaching method on the achievement mean scores of boys.

11. Conclusion

In view of the explosion of number of students getting enrolled in our schools we are likely to be forced to adopt a new policy of teaching-learning in larger classes. This is diametrically opposite to the movement of paying attention to individual teachers and learners and their teaching- learning strategies and styles. It is hoped, however, that adequate studies of the IT based teaching learning strategies and different methods and its impact adopted by our teacher-students will be carried out in further. The present study marks just a beginning in that direction. A small study taken up by one individual researcher has a limited scope. However, it is satisfying to note that the first step is taken in the right direction.

Reference

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