

## **EFFECTIVENESS OF SMART BOARD AS AN INSTRUCTIONAL MEDIA IN LEARNING OF ENGLISH AMONG THE STUDENTS OF CLASS VIII**

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### **Abstract**

*This paper is an attempt to study the effectiveness of smart board instruction in learning English. Experimental method of research was employed as the research method and 40 higher secondary school students were considered as the sample for the study. Two group pre-test post-test design of research was followed. The tool used for the study was self-constructed by the researcher. Findings of the study stated that there was significant difference in the effectiveness of smart board instruction in learning English. Suggestions and discussions are discussed in the latter half of the study.*

**Keywords:** *Effectiveness, smart board, instructional media, learning of English*

### **Background of the Problem**

English language is the second language in the schools of the state of Tamilnadu. Even though English is taught right from primary education, it is always difficult for the students to learn it when compared with their mother tongue. English language has a pivotal role to play in the career of the learner and hence importance should be given in teaching and learning English. But teaching of English occurs through traditional teaching method in most of the schools which doesn't support easy understanding. Hence there should be some innovations included in teaching English.

### **Need and Significance of the Study**

There is a tremendous need for the learner to master English language as it plays an important role in A to Z of living. When it comes to profession and career, English language plays a very vital role. Career and professional attainment comes in hand with the mastery of English language learning. Hence there is always a need for the knowledge of English language right from the school. Young learners find it very difficult to master English language as they speak and use their mother language at home. Global competence of the learner also increases with the learning of English language. So, it is also essential for the teacher to know the extent of English language knowledge of the learner and introduce innovative techniques and aids to enhance the students English language learning. This would also help them master the language and have a successful attainment of their career and profession.

### Objectives of the Study

- to find out the effectiveness of smart board as an instructional media in learning of English
- to measure the significant difference in the pre-test and post-test scores of control group and experimental group
- to find out the gain ratio of the test scores of control group and experimental group

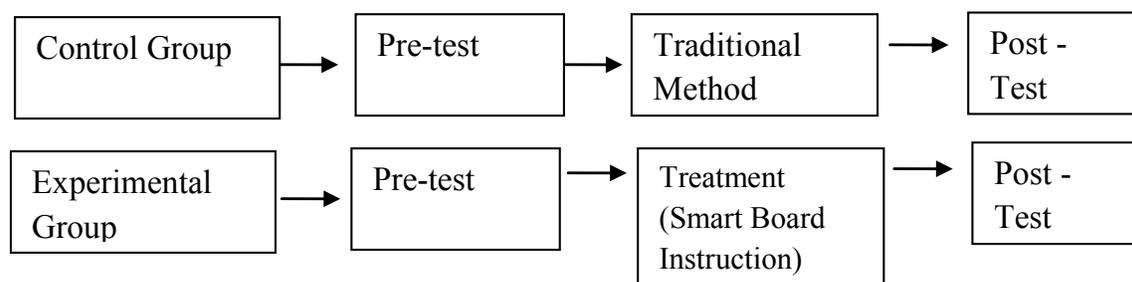
### Hypothesis of the Study

Hypotheses of the present study are framed as follows,

1. There is no significant difference in the gain scores of control group and experimental group in learning English
2. There is effectiveness in smart board instruction in learning of English among students of class VIII

### Method of Research and Research Design

The method of research selected for the study is experimental research. Two group pre-test – post-test experimental designs is adopted to carry out this research. The students in class VIII are divided into two groups namely, control group and experimental group. 40 students are divided into two groups consisting of 20 students in each group. The students are divided into two groups based on their achievement scores in English in the previous monthly exam. Both the groups consisted of high, average and low achievers. The experimental design of the study can be depicted as follows.



### Tool Used for the Study

The tool used for the study is a question paper prepared to measure the performance of the learners. The questions taken are from the VIII Standard English text book prescribed by the government of Tamilnadu. The content selected for the study is from the grammar part of English. The question paper was set for 25 marks. The question paper consisted of 25 objective questions each carrying 1 mark. Right answer was given 1 mark and there was no negative mark for wrong answer.

### **Validity and Reliability of the Tool**

Since the questions are taken from the prescribed English text books, the question paper was given to the English Language teachers in the school to establish the validity and reliability. The questions were framed as per the guidance of the English language teachers. Focus was given on objectives, difficulty level and content coverage while preparing the questions. Questions were framed to check the knowledge, understanding and application of the learners.

### **Population and Sample of the Study**

The population of the study was VIII standard students studying in schools in Madurai. The sample includes 40 VIII standard students from a Higher Secondary School in Madurai.

### **Sampling Technique**

Purposive sampling was the technique used as the sampling technique of this research

### **Administration of the Tool**

#### **Pre-Test**

The developed tool was initially given to the students of class VIII for pre-test and the students were asked to answer to the questions in a stipulated time of 30 minutes. The tool was then collected from the students and was evaluated and the marks were entered. Each question in the tool carried 1 mark and no negative marks were given for wrong response. The students had no previous knowledge in the content selected for the pre-test.

#### **Treatment Phase**

After the pre-test, the content selected was taught to the students using traditional method of teaching and the students of experimental group were taught using smart board as instructional media. The researcher has made use of the in-built content in the smart board as well as the self prepared package.

#### **Post-Test**

The same tool which was administered for the pre-test was again given to both the control and experimental group students and was again asked to answer the questions in a stipulated time of 30 minutes. The tool was then collected from the students and was evaluated and the marks were entered. Each question in the tool carried 1 mark and no negative marks were given for wrong response.

### Data Analysis and Interpretation

The collected data were analyzed to arrive at the findings of the research. The findings of the research are tabulated as follows,

#### Percentage Analysis

**Table 1: Attainment level of control group and experimental group in learning of English based on the pre-test and post-test scores**

Attainment Level	Pre-test				Post-test			
	Control Group		Experimental Group		Control Group		Experimental Group	
	%	N	%	N	%	N	%	N
Low	40	8	30	6	30	6	30	6
Average	30	6	40	8	40	8	30	6
High	30	6	30	6	30	6	40	8
Total	100	20	100	20	100	20	100	20

The above table indicates the number of students in each level of attainment based on the pre-test and post-test scores. It can be seen that the percentage of high attainment level of experimental group in post-test (40%) is more than the pre-test(30%). It can be inferred from this table that smart board instruction is more effective than the traditional method of teaching.

#### Inferential Analysis

**H<sub>01</sub>** - There is no significant difference in the gain scores of control group and experimental group in learning English

**Table 2: Significance of difference between the mean of gain scores of Control group and Experimental group**

Gain Score	N	Mean	Std. Deviation	't' Value	Significance
Control Group	20	4.85	3.083	7.266	Significant
Experimental Group	20	10.95	1.932		

From the above table, it can be inferred that the obtained 't' value 7.266 is greater than the table 't' value 1.96 at 0.05 level of significance. This clearly states that there is significant difference in the gain score of the control group and experimental group. Hence the null hypothesis, "There is no significant difference in the gain scores of control group and experimental group in learning English" is rejected. Further, it can be interpreted that the significant difference in the gain score of control and experimental group is because of the effectiveness of smart board instruction in teaching of English. This significant

difference also states that the students in the experimental group are good at performance than the control group students.

**H2** – There is effectiveness in smart board instruction in learning of English among students of class VIII

**Table 2: Gain Ratio of Control and Experimental Group based on the Pre-test and post-test scores**

Group	N	Mean	Std. Deviation	't' Value	Significance
Control Group	20	4.45	3.66	7.019	Significant
Experimental Group	20	10.95	1.93		

From the above table, it is clear that the obtained 't' value of the gain ratio of control group and experimental group 7.019 is greater than the table 't' value 1.96 at 0.05 level of significance. Hence the research hypothesis "there is effectiveness in smart board instruction in learning of English among students of class VIII" is accepted. From this it can be interpreted that smart board instruction is effective in teaching English as this will improve the learning motivation of the students. Learning English through pictures, audio and video will be effective than the traditional method of teaching English.

### Findings

From the above table, the findings of the study can be stated as follows,

1. There is significant difference in the gain scores of control group and experimental group in learning English
2. There is effectiveness in smart board instruction in learning of English among students of class VIII

### Educational Implications

The following can be considered by the teachers and academicians to help the students to improve their learning of English

- Smart board can be used to teach the students about the various aspects of English such as prose, poetry, grammar and supplementary.
- English language teachers can be given special training to handle smart board to deliver their lesson.
- Training for instructional package development can be given to English language teachers.
- The teacher can use animated videos and audios to teach the English concept that has been selected for instruction.
- Students can be motivated and be helped to overcome their fear towards English language by giving them a number of activities using smart board.

## Conclusion

The findings of the present study state that smart board instruction is more effective than the traditional method of learning English. The gain scores and the gain ratio of the experimental group is high than the control group. It states that the students enjoy more when they are taught with technological integration using smart board. Further it can also be stated that learning of English is more effective when the students are taught using animated pictures, graphical images, videos and audios through smart board as an instructional media.

In this fast moving technologically equipped world, English language learning is more essential to be the fittest to survive. Students sometime become incompetent globally and regionally due to the lack of knowledge on English language. The teacher plays an important role to overcome such barriers and lift the students out of the trouble. Language when taught using technology is fun and the learner finds it easy and encouraging to study. It is the teacher who has to take steps to refine the teaching strategy used in the classroom. The government in turn has to take steps to equip every school with technology and train the teachers to become technologically skilled. When the teachers are skilled, they find it easy to incorporate technology in their instruction and this in turn will help the learner to achieve what is really required.

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