

# EDUCATIONAL TECHNOLOGY: A CONFIDENCE BUILDER AND PROBLEM SOLVER IN LEARNING ENGLISH AT STANDARD I

By

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### ABSTRACT

*The present study investigates the learning impediments of the learners in English at standard I and found the effectiveness of AVR approach (Audio-Visual, Relia and Multimedia) to eliminate the learning impediments in English. Twenty five subjects were taken for the study. Oral test was administered for the study. AVR approach was found to be more effective than traditional approach in learning English at Standard I.*

### INTRODUCTION

Education for all (Sarva Shiksha Abhiyan) endeavors to revamp the quality of education to all children up to Middle School level. All the states in India utilize the SSA scheme to achieve the expected competency of the young learners in all subjects, implementing it to reduce the dropout rate, enacting a legislation to provide compulsory Elementary Education to all children and also accelerating the quality of education in rural areas. English language has unique place in the scenario of globalization and its importance is perceived by the enthusiastic learners worldwide. Learning English language from primary level is considered to be indispensable for attaining all round personality of the young mind, ameliorating four basic skills in English to ensure and enhance the competency of the learners at primary level. After promoting the listening skill, speaking skill and oral skill, the effective communicative skill has to be taught through activities. Speaking skills can be introduced by telling rhymes, playing audio-cassettes and CD for introducing rhymes in a effective way, showing real objects in the classroom transaction, experiencing the quality of the things directly, motivating the learners with direct experience by showing pictures through computer and arranging field trips to introduce new objects to the young learners. The present study enlightens the role of educational technology in solving the problems of the learners and building the confidence of the learners of Standard I by using AVR (Audio-Visual,

Relia and Multimedia) approach.

### Significance of the study

Learners of standard I had problems in learning rhymes in English and failed to understand the words. Introducing and teaching rhymes through oral practice was not fruitful and did not attract the young learners, who felt learning rhymes was difficult. Hence the study was selected to eliminate the learning hurdles of the learners by playing audio cassettes and showing real objects in the class room.

### Objectives

1. To assess the learning hurdles of the learners in learning English at Standard I in Panchayat Union Primary School, Pooluvapatti, Coimbatore district.
2. To find out the difference between the pre test and post test in achievement average mean scores in learning English.
3. To find out the effectiveness of AVR approach (Audio-Visual, Relia and Multimedia) than traditional approach.

### Hypothesis

1. Learners of standard I of Panchayat Union Primary School, Polluvapatti, in Coimbatore district, have hurdles in learning English.
2. There exists difference between the pre test and post test in achievement average mean scores in learning English.

- AVRM approach is more effective than traditional approach.

## Operational definitions

- AVRM refers to Audio Visual aids, Relia and Multimedia.
- AVRM approach is a mix of activities in teaching English at Standard I.
- Relia means real objects.

## Method of study

Single group experimental method and qualitative and quantitative approach was adopted for the study.

## Subject

Twenty five students (11 Girls + 14 boys) studying in Standard I at Pooluvappatti Panchayat Union primary School were selected for the study.

## Instrumentation

Oral test was used as the instrumentation for the study. The same oral test was administered for pre-test and post-test. The tool was constructed on the pattern of half-yearly examination. The oral test was administered to the individual learners as per enrollment number of the attendance by the researcher.

## Procedures of the study

The following were adopted as procedures for the study.

- Finding the learning impediments of the learners of Standard I in learning English through teachers.
- Preparing on instruments and consulting with teachers.
- Establishing validity and reliability for the tool.
- Administering pre-test to the selected sample.
- Finding the problems through pre test.
- Preparing activities by using audio cassettes, real objects and computer.
- Discussing with the class teacher about the real effect in the class room climate.
- Providing treatment by playing audio cassettes in the classroom.
- Framing activities by using real objects among the problematic learners.

- Using play way method to create interest in the learners.

- Administering post test and tabulating the results.

## Activities

The following treatments were given to eliminate the problems of the learners in telling rhymes, using proper English words for the relevant objects and recalling the rhymes.

- Playing audio cassettes consisting rhymes in the class room.
- Playing digital audio cassette for introducing rhymes.
- Maintaining stress, pause and intonation in rhymes by using the amplifier in the class room.
- Showing the real objects to introduce naming words in English.
- Using flash cards for matching real things with words.
- Arranging field trips to show the unknown things.
- Using multimedia to show some objects.

## Data Analysis

The average mean score of the pre test and post test results were calculated and tabulated as given below.

S. No.	Item of Learning Impediments	Pretest Average Mean Score	Post Test Average Mean Score
1.	Telling rhymes	2.38	4.18
2.	Using English words for showing objects	2.04	5.16
3.	Calling proper name for relia	1.08	3.55
4.	Recalling the rhyme	1.02	2.03
	Total	6.52	14.92

Table1. Average mean score of pretest and post test

## Hypotheses Testing

### Hypothesis 1

Table. 1 shows that the pretest mean score is less than post test mean score in the four items of learning impediments listed which confirm the problems in learning English faced by learners of Standard I Panchayat Union Primary School, Pooluvapatti, in Coimbatore District.

### Hypothesis -2

Table. 1 shows that the total post test mean score is (14.92) which is greater than pre test average mean score (6.52).

It shows the existing difference between the pre test and post test in learning English.

## Hypothesis 3

Test	Percentage of scores
Pre test	26
Post test	59

**Table 2** The percentage scores of the pretest and post test.

Table.2 shows that the percentage score in post test is (59) which is greater than percentage of pre test (26). Hence the AVR M approach is found to be more effective than conventional approach in learning English at Standard I, Panchayat Union Primary School, Pooluvapatti, Coimbatore.

## Findings

1. Learners of standard I in Panchayat Union Primary School, Pooluvapatti in Coimbatore district, had problems in learning English.
2. The pre test average mean score is (6.52) greater than post test average mean score (14.92). It shows the effectiveness of the AVR M approach in learning English.
3. AVR M approach is more effective than traditional approach in learning English in standard I.

## Educational implications

1. AVR M approach can be implemented to other classes in learning English.
2. It can be implemented in all the rural schools and urban schools.
3. It can be implemented in any other language classroom.
4. It can be extended to other standards in primary level.

5. It will be helpful to promote SSA scheme in India.

## Conclusion

Young learners of Standard I of Panchayat Union Primary School, Pooluvapatti, Coimbatore had learning impediments in learning English which has easily eliminated by using Audio-Visual Aids, Real objects and Multimedia (AVR M approach) in the English class room transaction. It is concluded that AVR M approach is more effective than conventional approach in learning English at standard I. Hence the AVR M approach may be utilized in all the Primary Schools of India to promote language skills in English.

## References

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## Appendix

### English - Oral Skills - Test

#### Standard I

#### Total Marks: 25

1. Tell the rhyme "Go, Go, Go to school..." - 5 marks
2. Show 10 objects and ask them to tell the name - 10 marks
3. Match the card with 10 real objects - 5 marks
4. Recall some other rhymes - 5 marks

## ABOUT THE AUTHOR

*Dr. G. Singaravelu is a lecturer in the Department of Educational Technology, Bharathiar University, Coimbatore, Tamil Nadu. He is specialized in primary education, and got the NCERT award for his innovative gadgets used in mathematics and trained more than two thousand teachers in Activity Based Learning.*

