

**The Effectiveness of Information Communication Technology in Teaching
Grammar With Communicative Language Teaching Approach on the
Academic Achievement of Students at Secondary
School Level in Pakistan**

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Abstract

Information communication technologies have abounded classrooms with a cosmic range of new communication potentials. The present research aim was to determine the effectiveness of Information and Communication Technology (ICT) in teaching English Grammar through communicative approach at secondary school level and in Pakistani situation. In Pakistan various teaching methods have been used for making the English teaching process more effective but seldom have teachers practiced using information communication technologies to help students in acquiring language skills along with its accurate grammatical structures. It enables the learner to recognize the difficult things in a very simple way presented through simulations when it is added to real situations. . The objectives of the study were : (a) to find the effectiveness of teaching English Grammar to class IX through communicative language approach on academic achievement of students (b) to explore the effectiveness of teaching English Grammar to class ix through communicative language approach on academic achievement of students with the use of Information Communication Technology(ICT), (c) to find out the difference on academic achievement of students in teaching English Grammar to class IX through Communicative Language Approach (CLT) with and without the use of Information Communication Technology (ICT) and (d) to determine the effectiveness of ICT on the academic achievement of students in English language at secondary school level. To conduct the research, the population considered was all male and female students studying English at secondary level from Fauji Foundation Model schools affiliated with the Federal Board of Intermediate and Secondary Education

(FBI&SE). A sample of 100 students were taken from Fauji Foundation Model School Haripur, academic year 2016-2017. Two groups were made on the basis of 1st quarter examination results of students in English. Stratified random sampling technique was used to select the required sample. The sample was divided into two equal groups, i.e. experimental group and control group. Every group contained fifty students, which were further divided into equal numbers of male and female students. The students of the experimental group were taught through ICT, whereas the students of control group were taught English without using ICT. Achievement post test was administered at the completion of experiment after twenty four weeks. All tests were scored by English teacher (researcher) using ICT. The topics taught to both the groups were exactly the same which were mainly consisted of grammar. Grammar included parts of speech, tenses, active and passive voice from the High School English Grammar and Composition by Wren and Martin. For statistical analysis, t-test and Analysis of Variance (ANOVA) were applied. Having compiled the results of students on post-test the implementation of ICT was found effective in teaching English as compared to teach English without the use of ICT for male and female students at secondary school level. On the basis of the findings of this study, various recommendations were made: (i) ICT might be introduced as a separate discipline in the curriculum of Pakistan from the primary level. (ii) For students to become more familiar with the use of ICT, the libraries in the educational institutions might be converted to on-line libraries. (iii) To educate students in the field of technology, the vital role of teachers might become more effective by giving them in-service and before-service training for using technology.

Key words information communication technology, communicative language approach, effectiveness, achievement.

Introduction

In the current circumstances the use of technology has surprisingly entered in the field of teaching and learning process (Okoro & Ekpo, 2016). Teaching and learning is an ability to share and enhance knowledge. When learning a second language, such as English, the teacher's existence in the classroom is even more paramount. Learning a second or foreign language does not result in the same learning experience to the learners because some have difficulties trying to make sense of the language, hence a daunting, threatening and frustrating experience for them. Corder (1990:111) suggests that 'learning can only take place in an appropriate environment and it's commonplace that it is the teacher's job to create a favourable learning environment.' Brown (2001) asserts that a good teacher should have good language teaching characteristics which comprise of four components: technical knowledge, pedagogical skills, interpersonal skills, and personal qualities. Likewise, Lindsay and Knight (2006) suggest that for a teacher to be affective, she needs to understand the learners' language needs and respond to them positively and design lessons which reflect the learners' needs. One of these needs is to be able to communicate well in the language which is a vital job-seeking skill.

Today, communicative language teaching (CLT) is viewed as the most effective and widely used approach in EFL/ESL teaching (Cook 2001; Savignon 2002). The textbooks and materials are designed for it. In today's scenario, the modalities and approaches regarding

the teaching of the language are not different from the current approach. It follows the communicative language teaching approach, with the learner at the center (ICDR 1994). As a result, CLT has its place in learning , and new English language teaching textbooks were produced for secondary schools on the basis of the communicative approach (Ministry of education 1997). The 'New English books seem to be in contrast to the traditional, structural, grammar based materials which had been used in the class. The new syllabus seems to have been designed in such a way that enables the students to use English for social interaction in a correct grammatical structure where necessary. Thus, "the teaching and learning of English in our high schools ...would be expected to follow the communicative approach to language teaching" (Surafel 2002).

CLT is a "mix approach to language teaching, essentially 'progressive' rather than 'traditional'...." (Wright 2000:7). CLT gives main importance to the use or function of the language and minor importance to its structure or form (Larsen-Freeman 1986; Johnson 1982). This does not mean that knowledge of grammar is not necessary for effective communication, rather organized treatment of both functions and forms is essential. Stressing on this, Littlewood says "one of the most characteristic features of communicative language teaching is that it pays

systematic attention to functional as well as structural aspects of language" (1981:1). "CLT suggests that grammatical structure might better be consider under various functional categories...we pay considerably less attention to the overt presentation and discussion of grammatical rules than we traditionally did" (Brown 1994:245).

The main aim of the research was to teach and clear the structure of grammar of secondary school students . Information communication technology such as computer , multimedia ,CDs were used to teach grammar.

The assimilation of ICT is particularly playing constructive role for the students who are learning English as a second language. (Davis (2000). Learning English language has now become the fundamental part of education in today's world, and beside this, the progress in technology has very high impact towards the development of education, especially in English language teaching and learning procedure. As English is not the native language in our country so its teaching is one of the difficult task and teachers are busy to create interactive teaching and learning to develop student's interest in acquiring the language.

Grammar is considered the keynote in acquiring any type of language, but when we talk about English language learning than its significance cannot be pushback. All the four skills of English language demand mastery of grammar, as we cannot write syntax without grammar and speaking and listening cannot be properly done without the use of grammar.

The emphasis on teaching of grammar is an essential part of the second or foreign language context and it is also strongly recommended by English language experts such as Swan (2006). The use of explicit grammar in the context of foreign language teaching environment is also strongly recommended. However, it is suggested that explicit teaching should be based on general form and limited components of grammar. (Mueller, J., Wood, E., Willoughby, T., Ross, C., & Speech, J. (2008). All this points lead towards the significance of context in grammar instruction. This issue of contextualizing language structures is heavily discussed and studied in the previous decade, but now with the blend of technology improvement is observed in the teaching and learning of grammar.

ICT is a indispensable device to improve teaching and learning (Stockwell, 2016). In any circumstance aquisition of forgien language needs motivation and inspiration ,so for teachers, ICT is a professional resource: a mode of classroom delivery, a source of valid and valuable text types which can easily create interest for students. And beside this it provides opportunities to students to communicate more effectively and to develop literacy skills using grammar accurately. ICT is a valuable tool for, researching, composing and responding, viewing and representing in English.

STATEMENT OF THE PROBLEM

The study was designed to bring improvement in methods of teaching English at secondary level by comparing the present level of academic achievement with the academic achievements of students taught through information communication technology (ICT). An experiment was conducted to see the effects of ICT on the academic achievements of students as compared to present method of teaching in the subject of English at secondary level.

OBJECTIVES OF THE STUDY

- i. To fine out the effectiveness of teaching English grammar with CLT on the academic achievement of students at secondary school level.
- ii. To determine the effectiveness of teaching English grammar with information communication technology on the academic achievement of students at secondary school level.

- iii. To compare the effectiveness of using ICT in teaching grammar with traditional method of teaching on the academic approach of students at secondary school level.
- iv. To incorporate some suggestions by using ICT that decrease the problem in teaching and learning English grammar at secondary level. .

NULL HYPOTHESES OF RESEARCH STUDY:

The following hypotheses were tested to achieve the objective of research study:

H₁ There is no significant difference between academic achievements of female students taught parts of speech with ICT and without ICT on pre test.

H₂ There is no significant difference between academic achievements of female students taught active and passive voice with ICT, and without ICT on pre test.

H₃ There is no significant difference between academic achievement of female students taught tenses with and without ICT on pre test.

H₄ There is no significant difference between academic achievements of female students taught parts of speech with ICT and without ICT on posttest.

H₅ There is no significant difference between academic achievements of female students taught active and passive voice with ICT, and without ICT on posttest.

H₆ There is no significant difference between academic achievement of female students taught tenses with and without ICT on post test.

H₇ There is no significant difference between academic achievement of male students taught parts of speech with and without ICT on pre test.

H₈ There is no significant difference between academic achievement of male students taught active and passive voice with and without ICT on pre test.

H₉ There is no significant difference between academic achievement of male students taught tenses with and without ICT on pre test.

H₁₀ There is no significant difference between academic achievements of male students taught parts of speech with ICT and without ICT on posttest.

H₁₁ There is no significant difference between academic achievements of male students taught active and passive voice with ICT, and without ICT on posttest.

H₁₂ There is no significant difference between academic achievements of male students taught active and passive voice with ICT, and without ICT on posttest.

SIGNIFICANCE

This study is significant for both teachers and students in teaching learning of English Grammar with ICT. English is not our native language and it is not easy to know about the sentence structure of foreign language. The use of ICT help the teacher to prepare, produce, store and get back their materials easily and swiftly. The availability of different texts, different topics, quizzes, exercises help in saving the teacher time. It is also significant for

students to help them in writing and editing their work in order to produce a well published work. The induction of ICT into English curriculum may help to arouse interest, promote understanding, and built confidence in utilization of English grammar in their daily routine. Knowing grammatical structure in learning English language is essential but teaching grammar is still controversial but the use of ICT in teaching grammar may also help the students to enhance their learning and to meet the demands of the fast moving world of modern technology.

DELIMITATIONS OF THE STUDY

This study was delimited to

English Grammar

Computer , multimedia and USB

Fauji foundation school in Haripur City.

Students of class ix only.

RESEARCH METHODOLOGY

Population

The population of the study was all male and female students studying English language in Fauji foundation schools at secondary level affiliated with secondary education.

Sample of the Study

Fauji foundation Model school was selected through random sampling to conduct the experiment. There were two section one girls and other boys of class IX .Total sample was 100 of students. Fifty students were in experimental group and thought English with ICT and fifty students were in control group and thought English without ICT .

Research Instruments

A teacher made test of 100 items were used as a pretest and posttest. Pretes and posttest was research instruments. The syllabus was based on High School English Grammar and Composition written by Wren and Martin and English Grammar and Composition for secondary classes.. Thirty-six lessons for teaching English grammar by utilizing ICT approach were prepared. Other thirty-six lessons were also prepared by using the CLT approach. All topics were selected after detailed consultation with the experts.

Treatment

After formation of two groups based on their Ist quarter examination , pre test was conducted from both the group the result of which indicated that both the groups were equal. For conducting the research experiment, two equal groups were made named as experimental group and control group. Experimental group was taught English Grammar with the help of using ICT. On the other hand, to the 'control group', English grammar was taught in communicative language teaching approach without using the ICT.

Time for the study

The timings of the study was based on twenty four weeks (24) starting from August 2015 to Feb 2016) in classrooms and in computer lab of the Fauji Foundation Model School Haripur.

DATA COLLECTION

For data collection, two times data based on pretest and the posttest were used. In pretest, data was collected on academic achievement for all students including male and the female. For posttest, we administered the academic achievement after the group received the treatment.

DATA ANALYSIS

The data analysis is based on tabulation, mean, and t-test. The t-tests were used to calculate difference between the two at 0.05 levels. For analysis purpose, Statistical package for social science (SPSS) version 16 was used. Research objectives were achieved by statistical analysis by applying t-test and Factorial design (2x2), Analysis of Variance (ANOVA) on the scores of post-test attained by the students of experimental and control groups.

ABBREVIATIONS

ICT Information communication Technology

CLT Communicative Language Teaching

FFMS Fauji Foundation Model School

ELT English Language Teaching

SPSS Statistical package for social sciences.

RESULTS

Table 1

Significance of difference between mean pretest score of experimental and control group's girls on academic achievement

Sr.	Topics	Group	N	Mean	SD	t-value
1	Parts of speech	Exp	25	19.40	2.90	.049
		Con	25	19.36	2.84	
2	Voices	Exp	25	16.60	2.81	.589
		Con	25	16.12	2.94	
3	Tenses	Exp	16.36	1.89	.574	.568

		Con	16.00	2.50		
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1 The mean score of academic achievement in terms of parts of speech for girls in control group was (M=19.36); while the mean score of academic achievement in terms of parts of speech for girls in experimental group was (M=19.40). calculated t-value is (t=0.049 The t-value is t=0.574.

2 The mean score of academic achievement in terms of voices for girls in control group was (M=16.12); while the mean score of academic achievement in terms of voices for girls in experimental group was (M=16.60). The t-value is t=0.589. The t-values is less than critical value at 0.05 levels 1.96, which show no significant difference between means scores in pre test of these groups. Hence, both the group was same before the treatment.

3 The mean score of academic achievement in terms of tenses for girls in the experimental group was (M=16.36); while the mean score of academic achievement in terms of tenses for girls in control group was (M=16.00). The calculated t-value is less than the tabulated value (t=0.574<1.96) which shows that the differences between the mean score of both groups are statistically insignificant at 0.05 significance level. The results indicate an equal score on between both groups with respect to academic achievement before the start of treatment.

Table 2

Significance of difference between mean posttest score of experimental and control group's girls on academic achievement.

Sr.	Topics	Group	N	Mean	SD	t-value
1	Parts of speech	Exp girls	25	22.84	3.38	3.17
		Con girls	25	20.04	2.83	
3	Voices	Exp girls	25	20.48	2.63	4.65
		Con girls	25	16.88	2.83	
4	Tenses	Exp	19.92	2.79	4.05	.000
		Con	16.76	2.71		

- 1 The mean score of parts of speech for girls in experimental group was (M=22.84); while the mean score of academic achievement in terms of parts of speech for girls in control groups was (M=20.04). The calculated t-value is higher than the tabulated value ($t=3.17 > 1.96$), this shows significant difference between mean scores on post test and it also reject the null hypothesis H_0 (4) which indicates, that There is no significant difference between academic achievements of female students taught parts of speech with ICT and without ICT on posttest.
- 2 The mean score of voices for girls in control group was (M=16.88); while the mean score of academic achievement in terms of voices for girls in experimental group was (M=20.48). The calculated t-value is higher than the tabulated value ($t=4.65 > 1.96$), this shows significant difference between mean scores on post test and it also reject the null hypothesis H_0 (5) which indicates, that There is no significant difference between academic achievements of female students taught active and passive voice with ICT and without ICT on posttest.

3 The t-values are greater than critical value at 0.05 levels (1.96, which shows significant difference between means scores in post test of these groups. Hence, the experimental girls groups seemed motivated and more interested in learning English language using The mean score of academic achievement in terms of tenses for girls in the experimental group was (M=19.92); while the mean score of academic achievement in terms of tenses for girls in control group was (M=16.76). The calculated t-value is greater than the tabulated value ($t=4.05 > 1.96$) which shows that the differences between the mean score of both groups are statistically significant at 0.05 significance level. The results are related to the hypothesis number H_6 where the hypothesis was that there is no significant differences between the academic achievement of female students taught tenses with ICT and without ICT. Based on the t-value, we reject the hypothesis and accept the alternative hypothesis. Thus, we conclude that girls in experimental groups perform better than girls in control group in the academic achievement on the post-test in learning tenses at the secondary level, and this result also achieve objective no 2. The findings also support the notion that students who have received ICT treatment perform better than students who did not receive the ICT based treatment.

Table 3

Comparison of mean scores of experimental and control group boys on pre-test of academic achievement (N=25)

Topics		Mean	SD	t-value	P
Parts of speech	Exp	19.40	2.90	.049	.96

	Con	19.36	2.84		
Tenses	Exp	16.36	1.89	.574	.56
	Con	16.00	2.50		
Active and passive Voices	Exp	16.60	2.81	.589	.55
	Con	16.12	2.94		

1. Our results as given in Table 4.1 above shows the mean score in terms of parts of speech for boys in the experimental group (M=19.40) and the boys in control group (M=19.36). The t-value calculated is less than the tabulated value at 0.05 significance level which shows that the difference between both means score of parts of speech on the pre-test of academic achievement is insignificant ($t=0.049 < 1.96$). So the hypothesis H_{01} is accepted.
2. Our results also show that mean score of tenses for boys in experimental groups (M=16.3); and mean score for tenses for boys in control group (M=16.00). The t-value calculated is less than the tabulated value at 0.05 significance level which shows that the difference between the both mean score of tenses on the pre-test of academic achievement is insignificant ($t=0.574 < 1.96$).
3. Our results also show that mean score of active and passive voices for boys in experimental groups (M=16.60); and mean score for active and passive voices for boys in control group (M=16.12). The t-value calculated is less than the tabulated value at 0.05 significance level which shows that the difference between both means score for active and passive voices between both groups on a pre-test of academic achievement is insignificant ($t=0.589 < 1.96$).

Table 4

Comparison of mean scores of experimental and control group boys on post-test of academic achievement. (N =25)

Topics	Group	Mean	SD	t-value	P
Parts of speech	Exp	21.84	2.34	2.95	.004
	Con	19.76	3.24		
Tenses	Exp	18.08	2.97	3.85	.000
	Con	16.84	2.61		
Voices	Exp	18.82	3.16	2.70	.000
	Con	17.12	3.12		

1 Mean score of experimental group boys (M=21.84) is greater than the mean score of control group boys (M=19.76) and the calculated value of t is (2.95) is greater than the table value of t (1.96) at 0.05 level (2.95> 1.96). Thus Null hypothesis H_{010} (There is no significant difference between the academic achievement of male student taught parts of speech with ICT and without ICT) is rejected. It concluded that student of experimental group boys scored better than the student of control group boys in the academic achievement on the post-test in Parts of speech at the secondary level. This supports the finding that the students of the experimental group under ICT treatment scored significantly higher than the students of the control group who were taught parts of speech without the use of ICT.

- 2 In learning tenses of experimental group boys ($M=18.08$) is greater than the mean score of control group boys ($M=16.84$) and the calculated value of t is (3.85) is greater than the table value of t (1.96) at 0.05 level ($3.85 > 1.96$). Thus Null hypothesis H_{011} (There is no significant difference between the academic achievement of male student taught tenses with ICT and without ICT) is rejected. It concluded that student of experimental group boys scored better than the student of control group boys in the academic achievement on the post-test in learning tenses at the secondary level. This supports the finding that the students of the experimental group under ICT treatment scored significantly higher than the students of the control group who are taught tenses without the use of ICT.
- 3 Mean score of experimental group boys ($M=18.82$) is greater than the mean score of control group boys ($M=17.12$) in learning active and passive voice and the calculated value of t is (2.70) is greater than the table value of t (1.96) at 0.05 level ($2.70 > 1.96$). Thus Null hypothesis H_{012} (There is no significant difference between the academic achievement of male student taught active and passive voice with ICT and without ICT) is rejected. It concluded that student of experimental group boys scored better than the student of control group boys in the academic achievement on the post-test in active and passive voice at the secondary level. This supports the finding that the students of the experimental group under ICT treatment scored significantly higher than the students of the control group who are taught active and passive voice without the use of ICT.

Conclusion

The research study shows that the students who were taught English with the use of ICT develops more positive attitude towards language learning as compared to those who were taught English without using ICT. It was concluded that ICT was more effective on the academic achievement of students in teaching /learning grammar at secondary level. It was found that ICT is very effective in benefiting students' learning in quality learning activities. From findings, it was concluded that Teaching English with the use of ICT improves English language skills such as comprehension ability, and parts of speech . The result of this study shows that teaching of English with the use of ICT was more effective on the academic achievement of students. So the use of ICT in English language classes is recommended in future to make the students more vigilant and confident.

DISCUSSION

The paper has pointed out how multimedia technologies such as , power point presentations ,USB and websites can be applied in the teaching of different aspects of English Language such as grammar, active and passive voice and tenses .It has as well highlighted how, websites can be utilized by the teacher of English Language to facilitate teaching and learning in classes. The study therefore, has shown that information communication technologies encompasses several devices that the teacher can manipulate appropriate on for a lesson being taught to facilitate delivery, learning activities as well as evaluation.

In a nutshell, ICT can't itself settle instructive issues in the creating scene. Whenever utilized wisely, ICT will empower creating nations to extend access to and raise the nature of training. The present need is the combination of ICT in instruction of English language. The nature of learning with responsibility can be improved to upgrade the students to learn things rapidly and effectively.

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