

## **Technology Integrated Teaching for Students' Writing skill in English**

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**Abstract:** *Writing is a fundamental component of language. In order to improve writing skills of English language learners, educators must consider new and innovative methods for their instruction. The present study aims to find out the Writing skill in English Language using technology as a tool. The study adopted experimental method. The investigators prepared a multimedia package, with 10 components of writing skill like phonemes, segmenting, substituting, blending, vowels & consonants, prefixes & suffixes, nouns, prepositions, verbs, articles SVO pattern and degrees of comparison for measuring the writing skill. The multimedia package has been experimented with 30 students of 5<sup>th</sup> grade from Wayanad District of Kerala state. Out of 30 students 15 were control group and 15 were experimental group. The control group has been given treatment with traditional chalk and talk method and the experimental group has been given treatment with multimedia package. There were 10 contents in a package and each content has been experimented each day. The researchers conducted pre-test and post-test for measuring their academic achievement. The results revealed that there exists significant difference between the writing skills of control group and experimental group in the post-test. There is no significant difference in the writing skills of control group and experimental group in the pre-test. There is no significant difference seen in the writing skills of control group and experimental group in the post-test with reference to gender. There exists significant correlation between the components of segmenting and overall writing skills; nouns and overall writing skills; subject, verb, object and overall writing skills of the Experimental group in the post-test.*

**Key words:** *Writing skills, components, Multimedia package, Control group and Experimental group*

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### **I. Introduction**

Writing has been considered as an essential skill in English language procurement. This priority is because of the fact that it accentuates vocabulary and grammatical structures that instructors aim to teach the students. This is the field in which learners need to concentrate adequate time to develop the writing skill. Hence more time have to be spent for language learning, so that students will be able to communicate effectively (Ismail, 2011a). Writing skills can develop when the learners' interests are acknowledged and when they are given frequent opportunities to actually practice writing (Ismail, 2011b). One of the main objectives of ESL (English as a Second Language) students is to learn to produce a sober piece of writing.

Educators have responded to new conceptions of student learning and the emergence of digital technologies with continual searches for effective teaching and learning strategies to meet the needs of 21<sup>st</sup> century learners (Leu, 2001; McKenzie, 2000; Turbill, 2002). The assimilation of the new proficiency of information and communication technologies (ICTs) and the curriculum has become a goal for literacy educators (International Reading Association & National Council of Teachers of English, 1996; International Society for Technology in Education, 1998; International Reading Association, 2001; Kinzer, 2003). Socio-cultural theories of literacy recognize and acknowledge the importance of the social context along with the background experience and skills of students (Bruner, 1996; Vygotsky, 1978). Much of the study on writing indicated that students with the help of computers improve their writing skill. (Bigge & Shermis, 1999; Cochran-Smith, 1991; Daiute, 1988).

Teachers' philosophy, pedagogy, and instructional practices with regard to ICT use directly influence outcomes (Russell, Bebell, Cowan, & Corbelli, 2002). If there is a shift to a more collaborative approach in the environment of a classroom, then the role of the teacher supporting the writing process is also transformed (Cochran-Smith, Paris, & Kahn, 1991; Mercer & Fisher, 1992).

In order to improve writing skills of English language learners, educators must consider new and innovative methods for their instruction. The rise of technology integration has significantly contributed to the change in teaching, reading and writing in a second language. Such integration in second language learning teaching demonstrates a shift in educational models from a behavioral to a constructivist learning approach

(Kasapaglu-akyol, 2010). These recent developments reveal that rapid changes in literacy have taken place as a result of the arrival of the computer and the development of other new technologies. Consequently, the pressure on teachers to keep up with such developments and to raise standards in their classrooms is ever present (Feiler & Logan, 2007). Not only does it motivate and encourage ESL students to engage in reading and writing, but the various ways it is used proves beneficial in cultivating writing skills among this population of students (Lee, 2012). By interviewing students, Ghandoura (2012) found that students thought computers made the procurement of writing skills rapid and accessible.

## **II. Review of literature**

Bromely (2005), Martin (2008), Kinzer & Verhoeven (2008), Halsey (2007), Lee & O'Rourke (2006), and Van Leeuwen & Gabriel (2007) claim that technology has affected both what is written and how it is written and continues by claiming that because technology has made it easier to compose and revise. Cramer and Smith (2002) researched two groups of middle school students, one group followed a traditional style curriculum for writing while the other followed a technologically rich writing curriculum and synthesized to improve students writing, and found out that technologically rich curriculum is effective to improve students writing skill.

Scott and Mouza (2007) claim that "the rapid evolution of new technologies in the last two decades, however, has transformed the ways in which people communicate, collaborate, read, and write and offers new possibilities for supporting and improving student writing. Word processors have introduced new ways of generating, organizing, and editing text, thereby making tedious revisions tasks easier".

Gatzke and LeDrew (2008) interviewed children after completing an assignment on writing a book on the computer. The majority of the children informed them that they "loved using the computer to write their books. It made the writing, spelling, and changing easier".

Parvin & Salam (2015) Interactive multimedia software based on national curriculum of English grade 4 were evolved and tested in government primary schools. The pre-intervention survey revealed that the teachers do not have the language capability to positively expedite English classes using the Communicative Language Teaching (CLT) approach. The results of the study showed that the use of audio-visual content has strong potential for augmenting and promoting interactive language classes.

### **Objectives**

1. To find out the level of writing skills of primary school students.
2. To determine whether the gender plays any role in the writing skill in English at primary level.
3. To evolve recommendations from the findings for future policy making in enhancing the writing skills of primary school students.

### **Hypothesis**

1. There is no significant difference between the writing skills of control group and experimental group in the pre-test.
2. There is no significant difference between the writing skills of control group and experimental group in the post-test.
3. There is no significant difference between the writing skills of control group and experimental group in the post-test with reference to gender.
4. There is no significant relationship among the following components of writing skill in the post test of Experimental group.

Phonemes  
Segmenting  
Substituting  
Blending  
Vowels and consonants  
Prefixes and Suffixes  
Verbs  
Nouns  
Prepositions  
Articles  
SVO Pattern  
Degrees of comparison

### **Methodology**

The present study adopted experimental design for data collection. The investigators prepared a multimedia package for collecting the data, using the components like phonemes, segmenting, substituting,

blending, vowels & consonants, prefixes & suffixes, nouns, prepositions, verbs, articles SVO pattern and degrees of comparison for measuring the writing skill. The multimedia content has been prepared based on the 5th grade English Text book of the Kerala State. The package has been given to experts for establishing content validity and face validity. The multimedia package has been experimented with 30 students of 5<sup>th</sup> grade from Wayanad District of Kerala state. Out of 30 students 15 were control group and 15 were experimental group. The control group has been given treatment with traditional chalk and talk method and the experimental group has been given treatment using multimedia package. There were 10 contents in a package and each content has been experimented each day. The researchers conducted pre-test and post-test for measuring their academic achievement.

**Table 1:** Mean S.D and t-value showing the differences in the writing skills of control group and experimental group in the pre-test

Category	Pre-test Control Group			Pre-test Experimental Group				
	Mean	SD	N	Mean	SD	N	't' value	Sig.
Over all writing	42.87	11.783	15	40.67	10.781	15	.533	0.598 **

\*\*Not significant at 0.01 level

It is inferred from the Table 1 that the calculated 't' value between pretest of control group and experimental group writing skill as is 0.533 which is less than that of the table value 2.58 at 0.01 level of significance. Thus the Null hypothesis that 'there is no significant difference between the writing skills of control group and experimental group in the pre-test' cannot be accepted. It is concluded that there is no significant difference seen in the writing skills of control group and experimental group in the pre-test.

**Table 2:** Mean S.D and t-value showing the differences in the writing skills of control group and experimental group in the post-test

Category	Post-test Control Group			Post-test Experimental Group			
	Mean	SD	N	Mean	SD	't' value	Sig.
Over all writing	65.73	10.918	15	89.00	4.645	-7.595	.000*

\* Significant at 0.01 level

From the table 2 it is evident that the calculated 't' value between the writing skills of control group and experimental group in the post-test is -7.595 which is higher than that of the table value 2.58 at 0.01 level of significance. Null hypothesis that 'there is no significant difference between the writing skills of control group and experimental group in the post-test' is accepted. It is concluded that there is a significant difference seen in the writing skills of control group and experimental group in the post-test.

**Table 3:** Mean S.D and t-value showing the differences in the writing skills of control group and experimental group in the post-test with reference to gender

Category	Gender	N	Post-test Control Group				Post-test Experimental Group				
			Mean	SD	't'	Sig	Mean	SD	N	't'	Sig.
Over all writing	M	11	64.60	10.648	-.554	.589*	88.73	5.022	10	-.365	0.721**
	F	04	68.00	12.349			89.75	3.948	05		

\*\*Not significant at 0.01 level

Based on the gender it is inferred from the Table 3 that the calculated 't' value between the overall writing skills of male & female in the post-test control group as -.554 and the experimental group as -.365 which are less than the table value 2.58 at 0.01 level of significance. Null hypothesis that there is no significant difference between the writing skills of control group and experimental group in the post-test with reference to gender cannot be accepted. It is concluded that there is no significant difference seen in the writing skills of control group and experimental group in the post-test with reference to gender.

### III. Recommendations

1. Curriculum frame workers should give ample emphasis for technology enhanced classroom practices in English language teaching.
2. Teachers should use a variety of approaches to integrate ICT into the teaching of English.
3. Policy makers must evaluate the purpose and requirements of the technology components in the classrooms.
4. Teachers must be given guidance for preparing and using multimedia packages.

#### IV. Conclusion

Bromely (2005), Martin (2008), Kinzer & Verhoeven (2008), Halsey (2007) and Lee & O'Rourke (2006), claim that technology has affected both what is written and how it is written and continues by claiming that because technology has made it easier to compose and revise, student are becoming better writers and readers. The majority of participants in the research made the same distinctions about technology and writing. The data that was retrieved from the study revealed that students are motivated and interested towards technology integrated teaching and learning. Hence it is lucid that technology integrated teaching will enhance the interest and outcome as well.

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