



Development and effectiveness of online learning of Grammer VERB unit in English subject

Dr. Ashvin L. Nisarta

Associate Professor, Department of Toy based Pedagogy,
Children's Research University, Gandhinagar

ABSTRACT

Education process is now shifted from teaching centric to learner centric. Learners are very much engaging with technological process in their learning. Teacher role in classroom is changed they become facilitator for students in classroom teaching. This paper is describing the experiment on online learning of English Grammer. Here the online package was developed and check effectiveness and result, observation is explained in this paper.

Key Words: *Online learning programme, English Grammer*

Introduction

Teaching methods are a very important part of the learning process. Various thinkers, pedagogues and psychologists have been striving for years to improve the field of education, but a single teacher is often unable to reach the growing numbers in the classroom. Change is normal in the world. As a result, in the 21st century, we have progressed from teacher-centered teaching to student-centered teaching. Today special emphasis is placed on technology. The advent of computers in education has given new horizons to education. It is very important that these innovations in technology are used in education and research is carried out on it. (NCERT, 2006) Computer based learning is the revolution of today. Even in developing countries like India, its positive impact is seen.

For years, teachers and books provided students with new knowledge and learning experiences. But thanks to science and technology there has been an explosion of information. As new and new knowledge is being added moment by moment, the need has arisen in the field of education for the student to have access to innovative, useful, excellent quality information anywhere, anytime without any barriers to the site. Also, today it has become necessary for the students not only to know the information but also to know how to get the information. Internet is a very useful medium for exchanging information. In the developed countries of the world, a highly successful education system with the proper integration of internet along with the traditional education system is functioning. Nowadays internet-based systems in education have become available in education. Which is welcome.

Rationale of the Study

This study was carried out on the basis of new learning programme in Grammar of standard eight. It is need for development a new activity-based learning experimental based programme. Students are facing many problems to learn verb in the secondary stage. In that way researcher has developed a website-based learning programme to find the effectiveness of learning.

Objectives

- Develop a program (website) for internet-based learning of VERB unit of Grammar in English subject for eighth standard students.
- To examine the effectiveness of an internet-based learning program (website) of the VERB unit of grammar in English subject for eighth grade students.

Hypotheses

- There will be no significant difference between pre test scores and post test scores of the experimental group.

Research Methodology

The present study was conducted in an experimental manner. In which the school was randomly selected for the experiment. Shri Saraswati Vidyamandir of Bhavnagar city was selected for this study. For which the researcher gave information about the experiment after obtaining prior approval from the principal of the school. A class of class-8 was randomly selected. This experimental group studied through the Internet. Academic achievement was measured by a pre-test before the experiment and a post-test at the end of the experiment. The researcher observed during the implementation of these tests. Information about students' academic achievement was obtained by multiplying students' responses on unit tests.

Population and Sample

Boys and girls of class VIII of the selected school were included for the present study. In which Shri Saraswati Vidyamandir was selected for the experiment. A group of 30 students was randomly formed from the class of class-8. For this group formation, the researcher made tickets according to the roll number of the students and drew tickets from one of the students to form a group. The group thus formed was taken as the experimental group.

Type of Research

It was an experimental research study.

Research Design

In the present study, a group pretest-answer test scheme was chosen. In this scheme one group was taken as experimental group. This group was formed through random sampling. In which there was an independent currency level. Learning through internet. In the present study the memory characters which were selected in the experimental group were first measured before conditioning the independent variable by implementing a pre-test on this group. Then it was groomed. Later, the North test was done after applying the free bark treatment. The effectiveness of the differences between the scores on the post-test and the scores on the pre-test was calculated. Through which the research hypothesis was tested.

Procedure of the Research

For the present study, it was necessary to select a school with computers and internet facilities according to the experiment plan. The researcher chose Shri Saraswati Vidyamandir School in Bhavnagar city for the experiment. The selected school had advanced computers. which were interconnected with each other and internet connection was facilitated by the researcher with the help of a net setter (dongle). The explorer first got the consent of the school principal for the experiment. Then the group was formed. Thus, the experimental group was formed randomly. Before starting the experiment, the experimental subjects were given a socialization of the key ways to work each day. They were told to attend regularly for as many days as the experiment lasted. A student who was absent for one hour was arranged to make up for the incomplete education on the next day. The experiment was conducted in seven days for a total of seven hours with 200 minutes of website learning and 40 minutes of pre-test and 40 minutes of post-test, thus, 4 hours and 40 minutes.

Tools of Data Collection

The present study was conducted in an experimental manner. In which the school was randomly selected for the experiment. Shri Saraswati Vidyamandir of Bhavnagar city was selected for this study. For which the researcher gave information about the experiment after obtaining prior approval from the principal of the school. A class of class-8 was randomly selected. This experimental group studied through the Internet. Academic achievement was measured by a pretest before the experiment and a post-test at the end of the experiment. The researcher observed during the implementation of these tests. Information about students' academic achievement was obtained by multiplying students' responses on unit tests.

Data Analysis and Interpretation

The researcher analysed data quantitatively using descriptive statistics, t test and content analysis techniques. The following are the details of quantitative data analysis and interpretation.

Number (N)	30
Mean(M)	5.47
Median (Md)	4.50
Std. Deviation	2.662
Skewness	.939
Kurtosis	.309

H₀1 There will be no significant difference between pre test scores and post test scores of the experimental group.

Table:1.1 Academic achievement of Experimental Group

Type of test	N	Mean	SD	t
Pre test	30	5.47	2.662	7.6
Post test	30	13.07	3.095	

*Significant at 0.01 level

The computed t-value i.e. 7.6 is greater than the table t-value 2.63 at 0.01 level of significance. So, the null hypothesis that There will be no significant difference between pre test scores and post test scores of the experimental group. Hence the null hypothesis is rejected.

It means, there was significant difference in the achievement score of the students' learning through internet-based verb unit website learning. It can be observed from the result that post test score of experimental groups was higher than pretest score. Which was collected before experiment. which indicates that the website-based learning is effective for teaching VERBS in standard eight.

Findings of the study

- 1.A website created during the study could be used to study.
- 2.The difference between the pre-test and post-test scores of the Experimental group studied through internet-based website was significant at 0.01 level. The mean score of the experimental group was higher. Thus, learning through website was found to be more effective.

Suggestions of the Study

- 1.Learning through website is possible with the help of internet. Hence internet facility can be obtained in schools and it can be used for learning.
- 2.In addition to this knowledge presented in textbooks or printed literature, students can remove newly added knowledge through the Internet to create an excellent learning environment.
- 3.According to individual differences, students can study reception.
- 4.Until the student is absent due to unavoidable reasons, the classwork information can be sent to the student through the school website and the student can be kept with the class.

Conclusion

Thus, the research study is useful in modern school infrastructure for the best practice in classroom. It is also motivated to new comers for the development of such kind of web-based portfolio like social media and other so that every student will able to learn through media and website, social media as well. The students will also able to learn any content on their smartphone using webpages and some of activities which to be offered by the creators of learning packages. The research study is indicated that today's learner is well equipped with smart learning process so that these kinds of experiments will help to teachers and students also.

References

- Bernard, M. (2003). Criteria for optimal web design. Retrieved October 2, 2003 from the World Wide Web : <http://psychology.wichita.edu/optimal web/print.html>
- Cox, S., & Osguthorpe, R. (2003). Building an online instructional design community : Origin development and the future Educational Technology. 43 (5), 44-48.
- Descy, D.F. (2001). Ideas on designing webpages for online training.
- Jn B.H.
- Khan (Eds.), Web Based Training (pp.275-278). New Jersey : Educational Technology Publications.
- Elissavet, G. & Economides, A.A. (2003). An Evatution instrument for

hypermedia courseware. Retrived September 20, 2003. From the World Wide Web :

<http://ifets.ieee.org/periodical/6-214.html>.

Gill, S.J. (2003). Myths and Reality of e-learning. Educational Technology, 43 (1), 20-24.

Ingram, A.L. (2000) The four levels of Web site development expertise.

Educational Technology, 40(3), 20-28.

Khan, B.H. (2001). A Framework for web Based learning. In B.H. Khan (Eds.) Web Based Training.

(pp.75-94). New Jersey : Educational Technology, Publications.

Khan, B.H. (2002). The Global e-learning Framework : An Interview with badrul Khan. Retrived September

25, 2003 from the World Wide Web:<http://ts.mivu.org/default.asp/show=arfcicle&id=10lg>.

Moore, D.R. & Lockee, B.B. (2001) Design strategies for web based training: using band width effectively.

In B.H. Kha (Eds.) Web Based Training. (pp.271-274). New Jersey : Educational Technology Publications.

