

The Effect of Recorded Instructional TV Programs and Traditional Teaching on Iranian High School Students

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ABSTRACT

This study aimed to compare the effect of teaching English educational software as a technical method and traditional education that the students took. The practical aim of the research was quasi-experimental methods. The purpose of the current study and research is to find which method is more effective on the development of vocabulary and conversation traditional high school students are learning the English language as a foreign language. The population consists of all girls' boarding school in second year high school math Neka city state sample (n = 60), respectively. Recorded educational CD of channel seven of television in the case of sports as the main material for the students of technical education was taken. Data collected were analyzed using the t test for two dependent groups. It is used SPSS software in this research. The results indicate that the use of educational CD recordings and traditional teaching methods on student achievement in English teaching has not been effective.

Keywords: Technical method, traditional method, educational recorded CD, computer assisted language learning (CALL)

INTRODUCTION

E-learning comes at a time of great transformation in how individuals and organizations learn and how they transfer learning into performance in the classroom and online-remains as important as ever. However, e-learning is much more than e-training. There are two major approaches to use media and technology at schools. First, students can learn "from" media and technology, and second, they can learn "with" media and technology. E-learning comes at a time of great transformation in how individuals and organizations learn and how they transfer learning into performance-in the classroom and online-remains as important as ever. However, e-learning is much more than e-training. The accelerating pace of knowledge growth and change, as well as increasing pressures of the market place require researchers to look for innovative approaches to complement training. Learning should not stop at the end of class. In line with such advancement, the invention and use of computers has had tremendous impact on various aspects of scientific study. "Computers, which were primarily used for mathematical concerns at its birth, have their unique place in every part of our lives. Soon afterwards they started to be utilized in general education especially in language learning, and the term Computer-Assisted Language Learning (CALL), referring to Journal of Academic and Applied Studies. The use of computers in the learning and teaching of English, appeared in the literature in early 1970s" (Karakash and Ersoy, 2011, p.40). Since then, the technology has undergone a rapid process of improvement and computers in different sizes and functions have become available to almost everyone. Owing to such pedagogical benefits, computer technology has become more accessible to both individuals and schools and the growing understanding of its potentials has encouraged a shift of

emphasis away from computer technology itself to various application of such technology in more practical aspects of teaching and learning. In the new millennium, multimedia, the internet, especially the World Wide Web, and various forms of distance learning are wide spread tools to reinforce language learning and support language teaching. The dynamic integration of computers and language learning has Journal of Academic and Applied Studies enabled language learners to access and process various resources and to internalize information more easily and meaningfully through personal engagement.

STATEMENT OF PROBLEM

At present, English language has been known as an international language according to the development of science and technology and serial revolution; hence, language is a leading factor in business, politics, economics and technology and science in the new millennium. It should be informed by mass media. A foreign language teacher needs to be specifically taught this language. English language teaching was encountered with lots of various hardships in different countries and it is not exceptional in Iran, either. However, most of the teachers and learners are involved in teaching and learning of this affair, they have not had a great success. This weakness and disabilities of the learners in communicating and using English language is somehow worrying. In fact, what kinds of mainly destructive and effective problems in English language acquisition by the learners are there in Iran? Is there any problem in the motivation or in the determination of the instructional contents or in the determination of methods or maybe in the logical and principal planning, effort or perseverance of English language learning? At present a lot of researches have been done related to the comparison of two methods of the traditional learning (usual teaching at schools) and learning through programs and instructional software in Iran that the most important researches are below: Heidari, QolamHosseini et.al (1389), expressed their essay called the comparison of the effect on English language teaching with instructional software and traditional method on students' educational development in two parts of reading and dictation that English language teaching with the use of instructional software in the students' motivation versus English language learning and their educational development in the comparison of the traditional method has been more effective. Sheikhzadeh and Mehrmohammadi (1384), in a research called "making the instructional software of basic mathematics based on the structure based approach and the measurement of its effect was done that computer teaching is more effective than teacher teaching for the students' improvement. This research has a comparison on English language teaching with the recorded instructional TV programs on Iranian English language learners and teacher teaching .

RESEARCH QUESTIONS OF THE STUDY

Is there a main difference between learning English as a foreign language by Iranian learners through instructed TV programs and the traditional teaching?

HYPOTHESIS OF THE STUDY

H1: The instructed TV programs in English language learning in two parts of vocabulary and conversation are not solely effective.

H2: The teacher is not only effective in two parts of vocabulary and conversation teaching in Iranian English language learners.

MATERIALS AND METHODS

The Design of the Study

The method of this research is quasi experimental. There are two classes of thirty girl students in the experimental group and thirty girl students in the control group. In the experimental group the students were tested according to the recorded instructional TV programs. In one of the experimental group the students were tested only with the instructed TV programs in English language learning in two parts of vocabulary and conversation (speaking) that are not only effective. In the control group the students were tested according to the traditional teaching by the teacher. The students were tested with OPT tests for the evaluation. The students were tested by pretests and posttests. There are two classes of thirty students in each class in the second grade in one of the gifted high schools of the east of Mazandaran Province. In the experimental group the students were tested according to the recorded instructional TV programs of CDs that had been prepared by broadcasting. The teacher only monitored them. In the experimental group, it was used the CDs in the class. In the control group the teacher planned twenty five questions about vocabulary and conversation from OPT as a pretest for the first class. Then, it was taught the pertinent chapter in the class traditionally on a separate day. The related vocabularies were introduced to the students, first. After becoming familiar with the vocabularies, the students used the real conversation in the paper. After fulfilling the processes of pretest and treatment, it was held the same repeated questions. The CDs of the recorded instructional programs of channel seven were used.

Materials

The recorded instructional CDs of channel seven of Iran broadcasting and a computer were used for the technical method. English film and cartoons were shown to the students in the technical method. White board, marker, sheet of paper for introduction the pertinent vocabularies and conversation, making sentences and questions, magazines, pictures, photographs, notebooks, pens and the overhead projector.

METHODS OF ANALYZING DATA

To account the central indexes and scattering of the descriptive statistics and to estimate the results to the statistical society, T-test of two independent groups, t of single group and dependent t are used. The analysis of data is done with spss software. One-way ANOVA: It is used to show whether the difference among the means of three groups is significant. Correlation coefficient is used to show whether the TV programs in English language learning solely affect the two parts of vocabulary and conversation. Correlation coefficient will be used to show whether the teacher is not only effective in two parts of vocabulary and conversation teaching in Iranian English language learners. Correlation coefficient is used to show whether the blending two traditional methods (the usual teaching in the classes) and using recorded instructional TV programs in English language learning in two parts of vocabulary and conversation is effective. Data were analyzed using SPSS software to determine which teaching methods can effectively impact on the development of vocabulary / conversation students have.

RESULT

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group and dependent t is used. The analysis of data is done with spss software. One-way ANOVA: It is used to show whether the difference among the means of three groups is significant. Correlation coefficient is used to show whether the TV programs in English language learning solely affect the two parts of vocabulary and conversation. Correlation coefficient is used to show whether the teacher is not only effective in two parts of vocabulary and conversation teaching in Iranian English language learners. Correlation coefficient is used to show whether the blending two traditional methods (the usual teaching in the classes) and using recorded instructional TV programs in English language learning in two parts of vocabulary and conversation is effective.

DATA ANALYSIS AND FINDINGS

Table 1. Analysis of variance to compare the two groups trained with traditional methods and Test

| <i>Test</i> | <i>Sum of quares</i> | <i>df</i> | <i>Mean Square</i> | <i>F</i> | <i>Sig.</i> |
|----------------|----------------------|-----------|--------------------|----------|-------------|
| Between groups | 95.193 | 10 | 9.519 | 1.254 | .321 |

Comparing the two groups trained with traditional methods and instructional CDs in Table 1, shows that there was no difference between the two groups before the test. In other words, the value of the P-value (0.321) times the average default does not reject and we will conclude that no difference in the two sample

Table 2. Analysis of variance to compare the two groups trained with traditional methods and Test

| <i>Test</i> | <i>Sum of quares</i> | <i>df</i> | <i>Mean Square</i> | <i>F</i> | <i>Sig.</i> |
|----------------|----------------------|-----------|--------------------|----------|-------------|
| Between groups | 49.467 | 10 | 4.947 | .461 | .895 |

Comparing the two groups trained with traditional methods and instructional CDs in Table 2, shows that there was no difference between the two groups after the test. In other words, the value of the P-value (0.895) times the average default does not reject that brings us to the conclusion after carrying out the program no difference in the two communities.

Descriptive Analysis of the Data

Table 3. Mean pretest and posttest scores of calls / words trained in the traditional method

| <i>Test</i> | <i>N</i> | <i>Mean</i> | <i>Variance</i> | <i>Std. Deviation</i> |
|-------------|----------|-------------|-----------------|-----------------------|
| pre test | 30 | 10.53 | 8.257 | 2.874 |
| post test | 30 | 14.13 | 8.740 | 2.956 |

As can be seen in Table 3, the mean post-test scores conversation / vocabulary trained in traditional method is higher than the mean for the test pacemaker. Paired t-test to determine significant differences between means were

Table 4. Mean pretest and posttest scores for speech / language training group trained with CD

| <i>Test</i> | <i>N</i> | <i>Mean</i> | <i>Variance</i> | <i>Std. Deviation</i> |
|-------------|----------|-------------|-----------------|-----------------------|
| pre test | 30 | 13.43 | 7.082 | 2.661 |
| post test | 30 | 16.10 | 11.679 | 3.418 |

As can be seen in Table 4, Post-test mean scores of calls / words trained in the traditional method of mean test scores that are higher pacemaker, Paired t-test to determine significant differences between two means were used.

Inferential Analysis of the Data

Table 5. Results of Paired t-test

| <i>Variable</i> | <i>t</i> | <i>df</i> | <i>Sig</i> |
|-------------------------|----------|-----------|------------|
| Conversation/Vocabulary | -4.240 | 29 | .000 |

Considering Table 5, and significance level (0.000) is characterized by significant differences between the mean scores of pretest and posttest speech / language groups trained with traditional method is according to the two pre-test mean score (10.53) and posttest (14.13), we can conclude that scores the performance of traditional teaching methods have changed.

Table 6. Results of Paired t-test

| <i>Variable</i> | <i>t</i> | <i>df</i> | <i>Sig</i> |
|-------------------------|----------|-----------|------------|
| Conversation/Vocabulary | -4.165 | 29 | .000 |

Considering Table 6, and significance level (0.000) is characterized by significant differences between pre-test and post-test mean scores of calls / words, there is a group of trained educational CDs according to the two pre-test mean score (13.43) and posttest (16.10) concluded that students' scores have changed after training CD overall, we can conclude that the two groups of students did not differ before and after the implementation of teaching methods but each of the groups during the implementation of improved teaching methods and have different ways of implementing it. English language learners. Given that the null hypothesis of equality of mean scores of students before and after the traditional teaching methods, educational CD, since the p.value in the following Table comparing two groups of trained ANOVA a two-the method of testing, more than 0/05, the conclusion of the program, in other words, the null hypothesis is supported by a 0/95 in this case, the second equality before the program is approved. Also according to the p.value (0/895) in Table 2 ANOVA comparing the two groups trained with the way the program is run, the null hypothesis is confirmed in other words, the 0/95 in this case, against the two of the programs are approved. Also, given the significant level of 0/00 in Table 5 and 6, less than 0/05 is the conclusion that the mean equality test is therefore rejected for traditional and technical programs to improve student it is.

DISCUSSION AND CONCLUSION

The present study compared the effectiveness of traditional methods and using educational CD on the academic achievement of English language students investigated overall, the obtained results indicate that the use of traditional teaching methods and instructional CD on the academic achievement of students in English, just as the group was effective. In other words, between-group comparison of the two procedures was not effective and is not indicative superior special teaching methods. The study ended in recommendations and pedagogical implications insightful for curriculum design and teaching theory. Almekhlafi .A (2006), in a research called the effect of language with computer and the motivation of the students of elementary schools in English language as a foreign language that was done in Arabic countries that showed there is a meaningful difference between two groups of control

without using computer experimental group with using computer for the English language. Dela Cal-Fasoni,L(2001), inspected the effect of the usage of computer and internet in English language and got a result that this facility is to improve the students' language, it will increase the cooperation amongst them and it will increase the language skills specifically pronunciation. Kendrasue(2005), got a result based on the effect of the computer programs in English learning that computer software resources can increase English language. Nazaryan, A and Gridchin, A. (2006), in a research called the influence of internet on language and "email stress" showed a short analysis of the influence of Internet language to the lives and different spheres of human activities including the recent researches of "email stress" phenomenon. The results of this research don't mean with the researches of Abdel GawadMekheimer (2011) ·Almekhlafi.A (2006), EyiucheIfeoma (2010), Kendra Sue (2005), Nazaryan (2006). Concerning the development of technology, we believe that in future, the use of English recorded CDs teaching will be further developed. The process of English learning will be more student-centered but less time consuming. Therefore, it promises that the teaching quality will be improved and students' applied English skill can be effectively cultivated, meaning that students' communicative competence will be further developed. In conclusion, we believe that this process can fully improve students' ideation and practical language skills, which is helpful and useful to ensure and fulfill an effective result of teaching and learning. Barring a few problem areas multimedia technology can be used effectively in classrooms of ELT with proper computer knowledge on the part of teachers, overcoming the finance problems in setting up the infrastructure and not allowing the teachers to become technophobes.

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