EFFECTIVENESS OF INFORMATION COMMUNICATION TECHNOLOGY IN TEACHING READING COMPREHENSION WITH COMMUNICATIVE LANGUAGE 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 celestial range of new communication potentials. The present research aim was to determine the effectiveness of Information and Communication Technology (ICT) in teaching reading comprehension through communicative approach at secondary school level in Pakistani situation. In Pakistan various teaching methods have been used for making the English teaching process more effective but seldom have practiced using information communication technologies to help students in acquiring language skills along with its accurate recognition, understanding and pronunciation of new vocabulary. 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 reading comprehension to class IX through communicative language approach on academic achievement of students (b) to explore the effectiveness of teaching English reading comprehension 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 reading comprehension 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 week .All tests were scored by English teacher (researcher) using ICT. The topics taught to both the groups were exactly the same which were mainly from the text book and comprehension exercises from grammar and composition for secondary classes. Reading included lessons from the text book and comprehension exercises from 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.

Keywords: Information communication technology, communicative language approach, effectiveness, achievement. Comprehension, curriculum.