The effect of using data show on Iraqi male students' achievement in a methodology course

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Keywords: Iraqi male students; experimental; control

ABSTRACT – This paper investigates the effect of using data show in teaching "The methodology of English Language" course on the achievement of male students at Baghdad University in the 2017-2018 academic year. The sample of the study constituted 195 students who registered for the course. Both descriptive and inferential statistics were used for analysing participants' results. The results of the study indicated that all the study sample results were homogeneous and that there is a statistical difference in the students' achievement in a test in favour of the experimental group.

1. INTRODUCTION

Technology has made teaching and learning more convenient and effective by bringing learning to any place on earth for the purpose of achieving the required outcomes. The use of technology, such as the computer in teaching English as a foreign language has made a triumphal entry into language education in the present decade. According to [2] the use of technology fosters positive attitudes toward second language learning; as well as it increases the level of interest, motivation, interaction, and language production. To [1] there are several main strategies adopted in using computers in language development. He claimed that the purpose of using a computer is to present good teaching plans, practical and productive ideas for using the available tools which will outlast specific technical configuration. Warschauer and Meskill [5] too mentioned the merits and demerits for the use of new technologies in: helping students to enrich their communication skills, giving them an incentive for self-learning, and promoting self-confidence.

In terms of students' achievement when technology is applied in the classroom, Lie and Zhao [4] examined how the quality and the quantity of technology use affected students' learning outcomes. Based on the data collected from a middle school, the results pointed out that technology uses had a positive impact on students' academic achievement in specific subject areas. [3] too found that the use of computer had a positive effect on the achievement level of second language learner though; it still has its limits and weaknesses. The objectives of the study are measuring the effect of utilizing the data show in teaching "English language methodology course" on the third year male students' achievement toward the year 2017-2018, fostering favourable attitudes towards using technology in teaching EFL, and taking the advantage of using the computer in language learning.

Data Show is a device that projects information stored in the computer on a projection screen at the class situation. According to [6], it is used to display multimedia, PowerPoint files, animations, motion videos and other interactive contents with bigger images of PC or Laptop. Therefore, the researcher had chosen it for the current study because it is a new technology.

The study poses the following research question, are there any considerable differences between the experimental group achievement that were taught the "the methodology of English language course" course via the data show and the achievement of the control group who were taught the same course in the traditional way? The hypothesis of the study is there are no statistically considerable differences between the achievements of the experimental group who were taught the methodology of English course via data show and the achievement of the control group who were taught the same course in the traditional way.

2. METHODOLOGY

2.1 The Population of the Study

The population of the study consists of 1323 male students enrolled in the Department of English during the end of the 2017-2018 academic year. The students' age ranged between 22 and 23 years old. The students could be regarded to nearly have a similar socio-economic environment.

2.2 Sample of the Study

Purposive sampling was used to select samples who were male students in the fourth stage of their studies. Purposive sampling was used because the researcher had access to these students and this facilitated the process of data collection. A total of 196 students from four sections became the sample of the study. Two sections formed the experimental groups and the other two sections was the control group.

Table 1 The sample distribution

Group	No. of Students
The experimental group	98
The control group	98
Total No.	196

2.3 Variable of the Study

The independent variable of this study is the utilization of computer data projection in teaching the course. The dependent variable is the students' achievement in terms of their scores on the post-test.

2.4 The Instrument of the study

For the study the researcher developed lessons plans that covered the six units of the course. The lessons were

taught using the computer data show projection and power point technique to the experimental group while the control group was taught the lessons using the traditional method used in the course previously. The researcher also developed a test as an instrument to measure the achievement of the students in the course. The achievement test included several domains: testing students' knowledge of the main procedure, the teacher's and the student's roles; and the techniques of evaluation items that each teaching method or approach recommended.

2.5 Validity

The researcher used one evaluating instrument, which was an achievement test. The test was content authenticated by a panel of experts that consisted of 13 language educators from Baghdad University with more than five years teaching course.

2.6 Reliability

To ensure the test reliability, both versions of the test, which consisted of 50 items were administrated to a pilot group of 20 students, from one intact section. Lodico, Spaulding and Voegtle [7] asserted that the pilot procedure was a measure to check reliability of items in the questionnaire. Cronbach Alpha was calculated and reliability analysis showed a high reliability of ($\alpha = 0.94$) which is regarded as a high reliability for the test.

3. RESULTS AND DISCUSSIONS

To achieve the objectives of the study, several statistical techniques were utilized such as frequency, means, standard deviations, and an independent sample t-test.

Table 2 Means and Standard Deviations

The Groups	N	Mean	Std. Deviation
The control group	98	78.22	11.4
The experimental Group	98	95.41	2.22

Table 2 presents the mean and standard deviation according to the two groups in the study. In general, the mean score from the control group (*m = 78.22, SD = 11.4*) was much lower than the experimental group (*m = 95.41, SD = 2.22*). Figure 1 shows a considerable contrast between the mean averages and standard deviations of the control group and the experimental group. Thus an independent sample t-test was conducted to analyse if there is a statistically significant difference between the means in the two unrelated groups in this study (Table 3). Table 3 indicates a significant difference between the achievement of the experimental group students, who were taught via the data show and the control group students, who were taught using the traditional method. *t (194) = 14.126, p = 0.001*. These results point out that students who were taught using the data show have significantly exceeded the achievement of students in the control group.
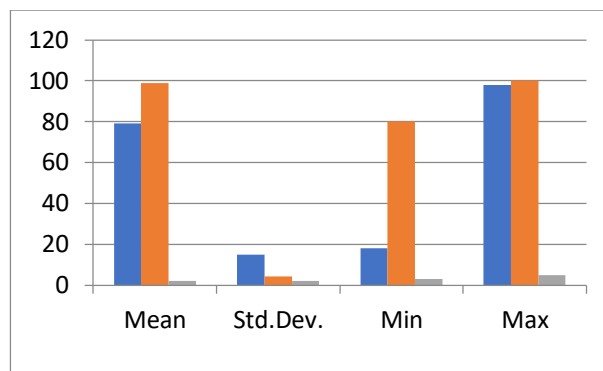

Figure 1 Difference between experimental and control group scores in regards to mean, standard deviation, min and max. The blue colour represents control group, while the orange one represents experimental one.

Table 3 Results of the Independent Sample t-test

Groups	Mean	Std.Dev.	T-value	df	Significant level
Control Group	78.22	11.4	14.126*	194	0.001
Experiment Group	95.41	2.22			

* $p < 0.005$

4. CONCLUSION

The present study was an attempt to contribute to the body of knowledge through observing the effect of using data show in teaching "the methodology of English language course" on students' achievement in a test. The results of the study pointed to the significantly positive effects of using data show on the achievement of male students at Baghdad University, Iraq in a test. The findings of this study support Warschauer and Meskill [5] recommendation on the use of technology in teaching and learning as it has the potential to enhance students' academic achievement as compared to students taught using the traditional learning method. In addition, it proves Lie and Zhao [4] as well as Lai and Kristson [3] findings that pointed to the better achievement of students who learned using technology. The researcher recommends conducting similar studies to explore the new trends in teaching EFL skills and sub-skills by using the data show in particular, and the computer in general.

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