

The Application of ICT's in Error correction in Written English

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ICT can change the world for better future

Introduction

English language is a necessity of most people in today's world, while technology development always has a very high and also contributed towards the development of education, especially English. In India, use of ICT in education goes back to the colonial era of the British government. India aired its first radio broadcast in June 1923 by Radio Club of Mumbai in the 1930s, British Broadcasting Corporation (BBC) aired educational and cultural programs in India through broadcast radio. In 1937, All India Radio (AIR) broadcasted educational programs for school children (Agrawal, 2005). Since 2002, India's first educational radio station called Gyan Vani (Voice of Knowledge) has been on the air.

Different uses of ICT IN Error correction in written English

ICT is found to be advantageous in several ways

- (1) Technology facilitates exposure to authentic language;
- (2) Technology provides the access to wider sources of information and varieties of language
- (3) Technology gives opportunity to people to get error free communication with the world outside either verbal or non-verbal.

Research Problems

To develop the writing skills in English is the major task of any country because English is the global language. Though there are many training programmes were introduced by educational experts to solve this problem through education. Most of the Universities and Educational Institutions were not able to solve this problem.

The study tries to solve the problems by the following **research questions**

How far the use of ICT is used effectively used in error correction in English Grammar

To what extent ICT is useful in error correction in English Grammar and to solve problems related to errors in written English.

Scope of the study

Based on the use of ICT can be applied in different scopes such as: The information required will be more quickly and easily accessible for error correction. Innovation in learning is growing in the presence of e-learning innovations that further facilitate the educational process.

Operational Definitions and

ICT stands for Information communication and Technology

Applications of ICT

Various definitions can be found for the "e-learning". Victoria L. Tinio, for example, states that e-learning" includes learning at all levels, formal and informal, which uses a computer network (intranet and extranet) for the delivery of teaching materials, interaction, and / or facilitation.

The latest method that is developing is Computer Assisted Language Learning (CALL). Some experts and practitioners of education learning language in CALL, strongly supports the utilization of ICT in language learning to improve efficiency and effectiveness of learning that can improve the quality of understanding and mastery of the language studied.

Methodology

A survey method is used to evaluate the errors of the pupils. A sample of 300 pupils of Intermediate first year is taken for the study. The test conducted by giving them a questionnaire and asked the students to write an essay. The test was conducted in two

Phases, Pre-test and Post-test. The pupils were given instruction before writing the Pre- test but they were not given training using ICT. The test was conducted by giving them A4 sheets .The test duration was 45 minutes.

In the Post-test the students were given instruction to use certain learning web sites and they were asked to write the test of the same topic. Now they were asked to write on line examination. Some errors are corrected by downloading some apps. Some errors like spelling mistakes, grammar mistakes in a sentence are shown, so that we can correct them.

Objective 1: To analyze the errors committed by pupils in written English with respect to the items of the area taken for the study.

This objective is analyzed by using scores of errors percentage and Ranks of the errors committed by pupils

Hypothesis 1: There is would be no significant difference between the errors committed by pupils in Pre-test and Post-test using ICT training.

Table-1

The Analysis of errors committed by pupils in PRE-TEST.

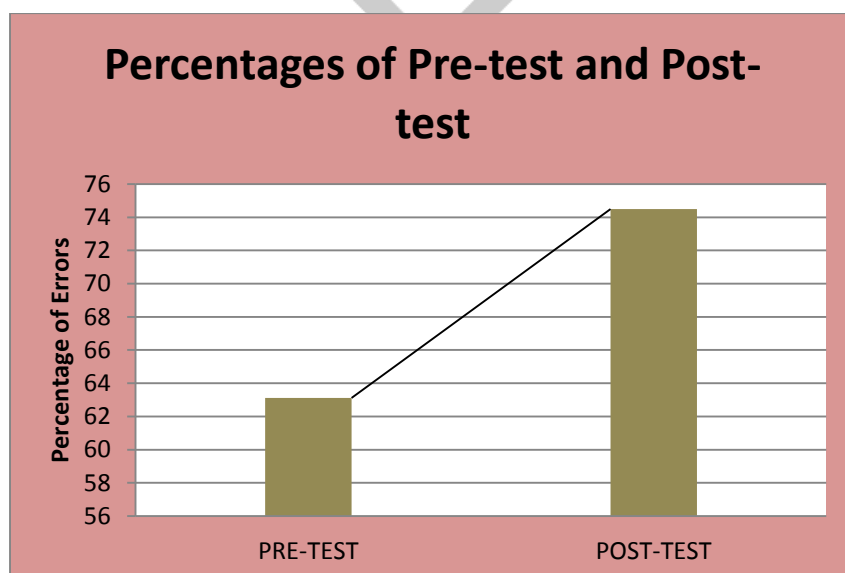
S.No	Sentences order	Errors	% of Errors	Errors Rank
1	My dog is white in colour.	211	70.33	2
2	He buys vegetables twice in a week.	193	64.33	4
3	Mohan were very excited to go to the field trip	135	45.00	6
4	Our College remains closed in Summer	227	75.66	1
5	Please help me to do this work	200	66.66	3
6	The goat is eating brown leaves	170	56.66	5
	TOTAL	1136	63.11	

Table-2

The Analysis of errors committed by pupils in POST-TEST

S.No	Sentences order	Errors	% of Errors	Errors Rank
1	My dog is white in colour.	252	84.00	2
2	He buys vegetables twice in a week.	203	64.33	4
3	Mohan were very excited to go to the field trip	174	45.00	6
4	Our College remains closed in Summer	282	75.66	1
5	Please help me to do this work	247	66.66	3
6	The goat is eating brown leaves	183	56.66	5
	Total	1341	74.50	

GRAPH-1



Interpretation of the results

The percentage difference between **PRE-TEST** and **POST-TEST** is **11.39**

Generally there are various reasons for committing errors in Sentence Structure is due to lack of proper awareness and negligence. Intermediate students don't pay much attention in learning grammar and the rules associated with Sentence structure like a sentence should have Subject and verb, a sentence should follow order. There is difference in the percentage of errors between the PRE-TEST and the POST-TEST. **Hence the Hypothesis is rejected.**

Conclusion

The Percentage of errors is calculated in three main areas, they are so many in correct order of a sentence. The errors committed before training using ICT in formation of correct order of a sentence are more than the errors after taking self –training. The percentage of errors became less after training proves that the usage of ICT will help students to improve their skills. In the usage of correct sentence structure the pupils got confused and they couldn't use correct sentence structure. When pupils wrote exam after taking self-training in the learning apps and with the help of error detecting and correcting apps which can help them to write with less number of errors. So the application of ICT in ELT can improve the performance of the pupils.

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