

The Comparison of the Effect of Traditional Teaching Method and the Effect of Using Elda Chat Room Software on Learning English Language in Mazandaran Guidance Smart Schools (Grade 2)

¹D. Yarai, ²H. Motameni and ³M. Salehi

¹Young Research Club, Sari Branch, Islamic Azad University, Sari, Iran

²Department of Computer Engineering, Islamic Azad University, Sari Branch, Iran

³Department of Educational Management, Islamic Azad University, Sari Branch, Iran

Abstract: The aim of the present research is the comparison of teaching method by ELDA chat room with traditional method of learning English course of the guidance school grade two. Trivial aims of this research are the comparison of the effect of Elda chat room Software with traditional method that are: grammar and sentence structures, spelling (writing skill), comprehension, vocabularies, idioms and conversation. Subject and control group were used in this pseudo experimental research. The independent variable is the way of using ELDA chat room and traditional method and the dependent variable is learning English. Software was designed by the researcher considering present resources. The research population was all students of Mazandaran province IT guidance schools grade 2 that 26 students were selected randomly out of them. The data collection tools were two tests that the researcher designed them and were hold as pre and post test. These two tests were evaluated and confirmed by retest method with high correlation. Subject group was taught by this software and control group was taught by traditional method. Pretest was used at the beginning of the experiment; both groups had equal language skills because the difference between the averages of two control and subject groups was not meaningful statistically. Finally, post test was held for measuring learning rate. Average scores of experiment group were higher than control group. For testing research hypotheses, independent groups T test was used. The results showed the meaningful difference between two group's averages. Therefore, the positive effect of learning by ELDA chat room software on English learning was approved and showed the importance of this software in learning and teaching process development and English learning.

Key word: ELDA chat room · English Language · Grammar · Vocabularies · Spelling · Comprehension · English spelling

INTRODUCTION

Language is the most developed thinking tool that is used for communication between humans and human society. Although communication is possible by other tools like signs, games and visual arts. But transferring mental complicated concepts through simplest and the most complete way is possible by writing and speaking language [1].

From ancient times, humans wished a unique language for all people of the world to prevent misunderstandings, battles and wars that were results of not understanding themselves. We all know the legend of Babel tower. According to this legend, people talked by a single language to each other until Namrood decided

to make a tower to reach to the sky. God differentiate between peoples' language to prevent building this tower.

Recently, an international aiding language association initiated a long time project for making other aiding language.

Some expert linguists helped this movement by studding different concepts that are found frequently and by analyzing frequency and repetition of the most important vocabulary roots in European language. When this language is provided may be it become more scientific than Esperanto or Edo, but what is important in this stage is that this language will change to a from that will choose its language from familiar languages and will have no more genuine than other similar artificial languages [2].

Speakers should organize their speech structure and contains after dominating conversation area and regulate their messages based on their understandings from their audience knowledge's and reproduce texts. Continuously if speaker want to state their audience can not show their interactional feed back immediately. Therefore, they have to rely on a more clearly structural system for organizing their speeches. Based on this vast opinions, speaker and writers use language not only based on its interactional function (cooperation in social competence) but also based on its textual function (reproducing suitable text) and thinking function (the statement of thinking and experience by a coherent method) the study of this more extent area related to the speeches and writing's function is named discourse analysis [3]. If we think about necessary needs and importance essentials of human's modern life, we find that communicational skills are the most principle skills of twentieth century life and language is the most important tool for using scientific and technical resources, developed technologies, scientific and cultural development. Teaching has comforted different complications yet. Education always seeks a way suitable for teaching language, although contains of the schools' book have changed before but we have not reach to a favorite result and English course confront no development in teaching. This means losing great resources and human energies that will have side effect in long-term. [4].

The importance of this subject that English course is an important lesson for student to communicate with external world made researcher to search a new method other than traditional one. Different methods were tried in this area, different factors of teaching weaknesses were realized and removed but we have reached no special result and students confront different problems in higher levels. Education has an important role in all countries; this method can be used in education and universities, language institutes and family education. The basic aim of this research is the comparison of ELDA chat room software with traditional method of learning English in IT guidance school grade two.

The researcher seeks a way to go beyond the traditional methods and solves the most important problems of now days Education that is losing human and financial resources. This losing is evident in fields that students can not communicate with them. We seek this problem in guidance school grade two and have used chat room software that the researcher has made it himself. For comparing this method with traditional one we have used traditional method and Elda chat room so that if we reach a result suitable for the new

method, the officials of education used it for teaching language.

Learning was defined in this way: 1- learning is a process that living things' behavior will changed through it by experience [5] 2- Learning is knowledge and information, different skills and methods acquisition for solving problems [6].

Individuals become familiar with environment by learning, they resist environment and use it for removing his/her needs [7].

Learning is creating continuous changing in learners' behavior that will obtain by test and experience. [8].

Different theories were stated about learning: Thorndike gradual learning theory that is leader in learning quantity scale for psychosocial problems, IQU test and training, class behavior and transferring training. Learning basics in primary works of Thorndike was the association between sensual effects and answers; this association was called later the relation or think. Thorndike has provided three rules for learning by trial and error:

- The rule of effect
- The rule of readiness
- The rule of exercise

Azobel meaningful learning theory is the basis and foundation of learning in this theory like other cognitive learning theory, structuralism and changes results from learning. Structuralism in this theory refers to total knowledge of an individual of a scientific and pedagogical area. The structuralism of an individual is a hypothetic pyramid that the most important problems are located on the head of the pyramid and concepts that have less importance are located at the middle of the pyramid and trivial data and knowledge are located at the base of the pyramid.

Albert Ben Dora's Social Learning Theory: Social learning theory that was presented by Albert Bendora is the most effective learning and development theory. Whereas this theory has root in different concepts of learning traditional theory, but Bendora believes that direct teaching is not the only tool for learning.

Language is a regular conventional system of vocals or written or verbal signs that are used by humans of a special cultural and social group for presenting and understanding communications and thoughts.

Language Components Are Divided as Followings

Grammar: The study of the language structure and its

function is done by grammar of a language. [9] words are combined in larger units and grammar consists of sets of rules that determine these combinations [10].

Grammar is the present rules in language for deforming words and attaching them to sentences [11].

Conversation: Senses, observation, opinions and theories' verbal communications between individual [12] informal dialogue that consist small group of people, dialogue in this way is called conversation [11].

Vocabulary: A list or sets of words, vocabularies that are regulated, explained and defined based on alphabet [12] more than an individual knows or uses it and are in a special language and people use them for talking [13].

Comprehension: Language learner should learn how to understand fluency from word combinations in a text and execute this work by suitable speed without stating it by loud voice. This act is reading or comprehension [14].

Some Linguistic Theories of England: England linguistic phonetic school was formed as a phonetic school at the end of twentieth century by phonetic studies of the great researchers like Henry Swit (1845-1912) and Daniel Jones (1881-1967) William Jones developed phonetic studies and general linguistics and historical linguistics before. He has made English researchers to initiate their studies about phonetics by introducing ancient Indian grammarian and phoneticians, so that English phonetic school was created in twentieth century. In fact without phonetic and grammar researches of Indian, England phonetics and linguistics school have never been founded easily. The studies and observations of Williams Jones in phonetic were the imitators of later researches in England, Germany and America [15].

Forth Prosodic Contextual and Phonological: English linguistic school especially with Forth researches was developed in 1930, 1940 and 1950. Structuralism method has dominated linguistics especially American linguistics that the description of each level of language was independent from other levels based on structuralism, they tried to not using grammar and meaning phonological description.

Opposed to structuralism, Forth provided a new theory that semantics and phonology were important in them. Based on these theories, phonological, phonetic, grammatical and semantic descriptions are related to each other. It means the thought level links will be recognized and will be used for describing other levels by studding

related data of each level. Generally, Forth had presented his theory based on considering two fields of studding language: meaning description based on prosodic phonology and textual situation.

Holiday Scale and Category Theory: Holiday is another researcher in linguistics school. He has presented his scale and category theory in 1960s. Some scientists know his theory near to multi system hypothesis of Forth. Based on this theory: language structure is a set of scales and categories that will function in different levels in substance level, speech and writing physical substance will be defined in terms of vocal or written facts. In this opinion, substances will regulate by lingual oppositions and create language structure. Phonological construction is considered as a middle level or linking point of form and meaning or formal construction of language. Context is another middle level that binds the forms to extra linguistics situations:

Language seems small in front of the world's rapid development. Nowadays different teaching method is provided that software's or computer based methods are some of these methods. The author uses ELDA chat room software in this research. Chat room consists of two sections of server and customer. The server is always ready to communicate with customers and will form a socket for customer after requesting link. After linking customers will exchange data that means server receive data and then transfer it to customer. [16].

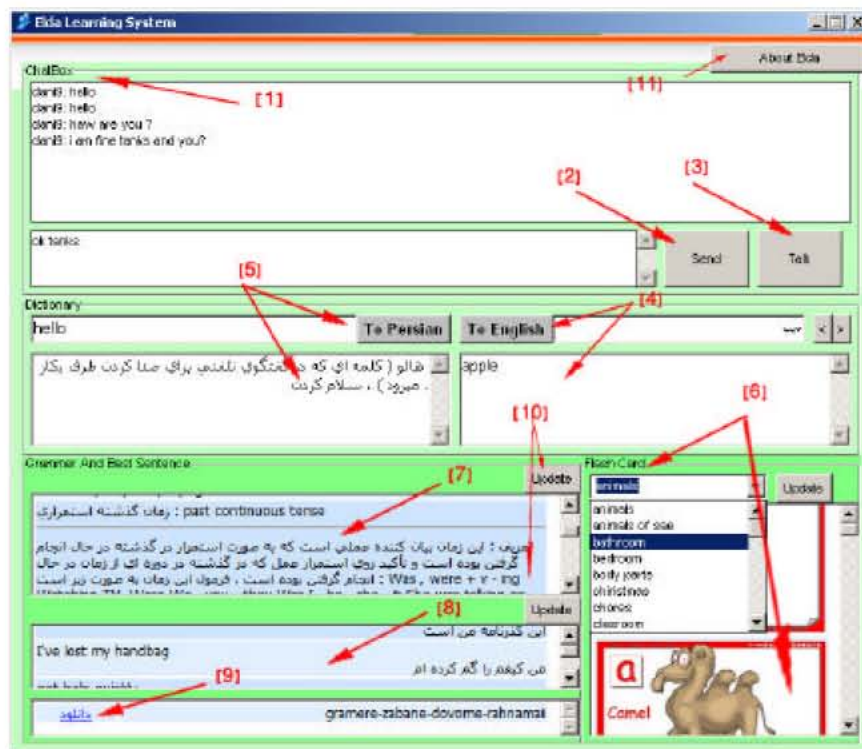
Elda means Electronic data and is a software that the researcher has made it in 2010 for executing this research of language teaching. It is a virtual space for student conversation in remote learning classes. This software was designed considering present weakness in software that are provided now days as chat room or dialogue space. This software was designed by studding English course in Iran and the best methods of language teaching in the world for guidance school.

Unique Features of ELDA Chat Room:

- Using Elda needs no training and will install on windows as software. By opening software and Entering username and password we enter online chat room easily.
- Capability to communicate in the shape of writing, typing and coping. This feature is useful because if students copy text they never type it, but typing lets them to know spelling this software let them to learn spelling to solve their writing problems.

- Elda chat room owns its special dictionary. This dictionary is English to Persian and vice versa; and contains 50000 vocabularies and words are extracted from it easily and help making sentences and realizing new words.
- Owing structure and grammatical points suitable for students. One of the cause made us to design this section is the importance of English grammar that is the most important part of Elda chat room that student learn English by them.
- Elda is equipped with flash cards window. Using Flash cards is important in putting images near the words to establish learning in long time. This part was designed to amuse students with images associated with learning. There are 800 Fantastic Flash cards in Elda.
- It owns 1000 prevalent sentences as models for conversation with their Persian translation. The aim of this part is using them as pattern by students because patterns cause innovation and is used as a principle in the language teaching.
- The capability to subscribe this file by teacher, Because this chat room is executed by the teachers monitoring, the files' subscription is done by complete supervision of the teacher, so that we create a limit to upload file by teacher only and students can only download them.
- The most important feature of Elda chat room is the ability of updating it. Only by clicking update button we can update all contains. (This part will be made by the feature and student will update it)
- Elda has this capability to change the contains based on individual differences so that each school can have its chat room.

Computer Based Teaching and English Learning: Many researches were done in this area that evaluates this initiation positive. Teacher has the key role in electronic learning as traditional one. Pedagogical designing and organizing, facilitating conversation and direct teaching are the key roles of teachers in electronic learning. This role is more complicated in electronic



- | | | |
|----------------------------------|----------------------------------|-------------------------|
| 1- Chat room main page | 2- Conversation sending button | 3-written text reading |
| 4- Persian to English Dictionary | 5- English to Persian dictionary | 6- Flash cards window |
| 7- grammar window | 8- sentence patterns window | 9- file download window |
| 10- updating tab | 11- Elda introduction | |

Fig. 1: A view of ELDA chat room

learning than traditional one. High responsive creative expert teachers familiar with new technologies are needed in Electronic learning to evaluate, reform design and organize learning activities by using new and different technologies based on network. Distance learning is provided by the third technology using computer based teaching. This technology is similar to teaching by audio-visual tools that facilitate knowledge transfer between student and teacher. These systems never provide real teaching like computer based teaching and teaching system by computer include copy machines, electronic mail systems, computer network and compact disks. Two kinds of teaching technologies by computers are used nowadays. This technology uses designs that transfer singles in the shape of compact or not compact by digital telephone line. Considering the kinds of equipments was used and makes trivial delay in audio and video quality [17]. Buying and using this equipment are cheap so that these equipments are the most prevalent equipments in distance learning in USA. Distance teaching is an approach that teaching process will occur in it when teacher and student are located far from each other [18].

Research Methodology: In this research, pseudo experiment method is used for evaluating the effect of two traditional and new methods for learning English.

Research population was all students of IT guidance schools of Mazandaran in 2009-2010 academic years that contained 119 persons.

Sample and Sampling Method: Because research population was two IT guidance schools in the province that each had seven classes of grade two, the research each had seven classes of grade two, the research selected two classes randomly, one of them was sample and another was control class.

Data Collection: In this research one method was used for data collection. Data collection tool help researcher to collect necessary data.

Library Method: In this method by referring to library and using resources and different books data were collected.

Other tool for data collection was a questionnaire that was made by researcher in the shape of pre and post test. Pre open test was used for final estimation of the test. Pre and post test were used for a 25 persons groups other than control and subject group before the main test that its correlation coefficient showed the high correlation between two variables. The number greater than 1/

Showed the meaningfulness of the relation. Final post test was evaluated that the data of correlation coefficient was $r=93\%$ and its value- up is $0.000 r>0.01$ in the above table shows the high correlation of two tests that reveals pretest has high finality.

Research Procedure: The researcher has designed software named Elda chat room considering the previous researches and studies, so that all students of subject group were given software and the way of using it was taught to them. After that the students had classes out of school classes at home. Two groups were used in this research subject group affected by independent variable (testing by Elda chat room) and the second group control group was taught by traditional method (Traditional method).

The research population were the students of Mazandaran province IT guidance schools grade two and the study sample includes two classes with 26 students for control and subject group for measuring independent variables' changes that this variable was language learning have five sections of grammar (sentences structure) and comprehension, vocabularies conversation and spelling (writing skills) and pretest was used for determining group levels before test and post test was used for determining the situation of two groups after 45 days teaching with two traditional and Elda chat room method to reveal the difference of two groups. In this research, the researchers' tests were used.

RESULTS

Research Hypotheses: Main hypothesis: There is difference between using ELDA chat room software and learning by traditional method for language learning.

Hypothesis one: there is difference between applying ELDA chat room software and traditional teaching method for learning English spelling.

Hypotheses Two: There is difference between using ELDA chat room software and traditional method for learning grammar.

Hypotheses Three: There is difference between ELDA chat room software and traditional method for learning comprehension.

Hypotheses Four: There is difference between ELDA chat room software and traditional method for learning vocabularies.

Table 1: Independent T test between pretest scores of control and subject groups in main hypothesis.

Before teaching	5 lessons average	Standard deviation	T	α	Value-p
Traditional method	4, 10	0.78	8.2	0.05	0.41
Elda chat room	3, 91	0.85			

Table 2: Independent T test between the scores of English post test of two subject and control groups in main hypothesis

After education	Average	Standard Deviation	T	α	Value-p
Elda chat room	4.87	0.21	4.71	0.05	0.000
Traditional method	4.19	0.07			

Table 3: Independent t test between scores of English post test of control and subject groups in sub hypothesis.

Hypotheses	Groups	Average	Standard deviation	T	α	P value
Spelling scores after teaching	Traditional method	40.57	0.08	2.35	0.05	0.000
	ELDA chat room method	4.96	0.19			
Grammar scores after teaching	Traditional method	4.26	0.80	3.12	0.05	0.000
	ELDA chat room method	4.80	0.33			
Comprehension scores after teaching	Traditional method	3.88	1.14	4.20	0.05	0.000
	ELDA chat room method	4.86	0.33			
Vocabulary scores after teaching	Traditional method	4.68	0.44	2.75	0.05	0.00
	ELDA chat room method	4.93	0.14			
Conversation scores after teaching	Traditional method	3.57	1.57	3.74	0.05	0.000
	ELDA chat room method	4.80	0.56			

Hypotheses Five: There is difference between ELDA chat room software and traditional method for learning conversation.

Research Findings: Table 1 shows the results of independent T test of two subject and control group in pretest. The rate of T-value is higher than $\alpha = 0.05$ $\alpha = 0.05$ p-value= 42%

So That These Hypotheses Are Approved with 95% Confident and Following Results Are Obtained: There is no meaningful difference between total scores of five lessons of students before teaching with two traditional and Elda chat room method. In fact the result of above method tests shows that these two groups of student were selected randomly and as we see there is no meaningful difference between their course test scores before teaching by two IT and traditional methods.

Table 2 shows the results of independent t test of control and subject groups after test and its p-value is lower than $\alpha = 0.05$ $0.05 = \alpha > 000 = p$ -value

This hypothesis was approved by %95 confidence and following results were obtained. There is meaningful difference between the scores of five lessons of students after teaching by traditional method and Elda chat room method statistically.

In fact the result of the above test shows this reality that IT pedagogical method (ELDA chat room software) has positive and noticeable effect on student's language learning and their interest in it so that it reveals the priority of this method on traditional one

Table 3 shows the data of sub hypothesis of post test that contains obtained "t" of both groups and reveals that teaching by ELDA chat room software is more effective than traditional method in learning different parts of language.

The results of analyzing the study the aim of this research that is the effect of computer aided English teaching show that students who used distance learning by computer had higher scores than students who used traditional one and this one approved its priority on traditional method.

DISCUSSION

In a research was done in 2009 by Vanchi and Micheal under the title of "the effect of teleconference (Telephone conference) with English native speaker on English learning Thai students"

The primary results of experimental project were provided that showed Thai English students that communicate with Americans by internet teleconference

General and qualitative method for the evaluation of changes in students' motivation, their self confidence and the ability of presentations through internet. After teleconference, all three factors increased to high level and motivation became higher after self confidence and the students had showed American cultural data in presentations and the ability to hear American accent pronunciation through internet that were much easier than expected one. This technique preserves self confident and motivation in students and showed that using this method with stress reduction and ability and self confidence increase had positive effect on English learning.

Or in another research by Tiani, Tiagang and Gile in 2007, using online discussion halls for helping English learning traditional classes, the effects of discussion halls on students' stress in reading, grammar, vocabularies and critical thinking in English as a second language was studied. Data were collected from success tests and the study of understanding and procedure interviews that showed discussion sessions had effect on them. This study showed that these measures had effect on students' opinion about online discussion and the effect of online discussion hall on student's successes in reading, writing, grammar, vocabularies and critical thinking.

Or in a research that Vang ten me and Tine sang chi have executed in 2009 under title of "language learning in multi user virtual environment: using teaching method (with story) the authors had suggested using story for language learning in virtual environment. This method has rich cultural products that provide a suitable environment for young learner and language learning considering story role and describing fantastic experience in story. The main aim of this research was the comparison of Elda chat room software with traditional method on English learning in IT guidance school grade 2 in five fields:

- English spelling
- English grammar
- English comprehension
- English vocabularies
- English conversation

Or In a research that was executed by Farjah in 2008 in Allame Tabatabaee University under the title of using blog in French language teaching, it was suggested that blog was created for the first time for transferring different data, personal diaries and links to sites. But after while, teaching experts considered its distinguished features as a useful tool in class. In language learning and teaching

process frame work, blog specially enables teachers to link to students out of daily school hours and provide some teaching activities by text, visual or audio files. This article is a research about pedagogical using of blog in French language class that the author has used it in his classes in two universities of Tehran. Polling was done among some students in these classes showed that blog is a suitable tool for language teaching and learning.

A research was done in 1993 by Saadatmand, faculty member of pedagogical technology group of Tehran Tarbiate Moallem University with the title of the effect of computer based teaching compared with traditional method on English learning in high school grade one. The special aims are the study of the effect of this teaching method on learning different aspects of English language, that means:

Sentences grammar and structure, writing skills, comprehension, vocabularies and Idioms. Pseudo empirical methodology, subject and control group were used in this research. Independent variable was teaching method (with computer) and dependent variable was English learning. Subject group was taught by traditional method. At the beginning of the study pretest was held for both groups. They had equal lingual ability. Because the difference of the averages of two groups was not meaningful at the end both groups participated in pretest to measure learning level. The average score of subject group was higher than control group. For testing research hypothesis, independent groups T test was used. The results showed the meaningful difference between two groups. Therefore, the positive effect of computer based teaching on English course was approved. This shows the importance and correct technology function like computer and its equipment especially multimedia, in teaching and learning and helped the development of English language learning and teaching.

As the results show using Elda chat room software affects on learning five aspects of English language, by studying students scores in five lessons in two traditional and Elda chat room classes we conclude that using Elda chat room software will increase learning scores levels of students of guidance school grade two and has proved research hypotheses.

By studying the scores before training and after it we found that two groups had no difference before training and this difference was clear after training so that the scores of control group increased 1.8% after the second test and the scores of subject group increased 19.2% after the second test. We can conclude that the subject group that used Elda chat room for training had higher scores

than control group that were taught by traditional methods and Elda chat room method work better and stronger than traditional method.

There were some limitations in this research for researcher:

Internet with low speed that caused its cutting of and prevented software execution.

Some server sites limitations caused using audio and video in chat room become impossible. Some families didn't have computer. Cultural problems of some families sometimes caused they prevent their children to use computer and chat room. Because Elda chat room can optimize teaching and make it various, our education system should create changes in education procedure and English curriculum by suitable usage of it. This chat room can be used as a useful training tool effective in all training stages, because they have strong power and possibilities for optimizing training affairs. So that it is suggested that:

Considering the approval of main hypothesis, teachers and trainers used new method for English teaching to save time and costs and compared these classes with traditional methods by producing similar software and holding distance learning classes. They wanted to make software for students of all ages and evaluate it with traditional methods. They can suggest new designs and help training development by investing on project.

REFERENCES

1. Ashoori, Hafez and Alavi, Seyyed Mohammad Reza, 2003. Designing and dismantling sub network chat room by visual c++ language and Methodology, MA thesis, sari.p:26.
2. Bagheri, Mehry, 2004. Linguistic preliminaries (new edition) Tehran: Ghatreh. p: 75.
3. Brown , douglas .h) 2004. (language assessment: principles and classroom practice. san Francisco: Longman.
4. Fazlikhani, Manoocher, 2003. Practical manual of participative and active methods in teaching, seventh publications. Tehran, Modern test publications, p:15.
5. Freeman, Diane Larsen, 2003. Techniques and principles in language teaching. New York: oxford.
6. Hall, Robert, 2004. Language and linguistics translated by Mohammad Reza Bateni, Tehran: Amir Kabir. p: 238.
7. Hope, Andrea and Guyton Patrick, 2005. Strategies for Sustainable Open and Distance Learning. London: Rutledge.
8. Quirk, *et al.* 1985. A comprehensive grammar of the English language. United states of America, New York : Longman inc. p: 12.
9. Raymond, Franc. Distance learning technology translated by M.R. karimi Poor, 2001, Pedagogical technology development Journal. Number 136. p: 21.
10. Rivers wilga, M., 1981. Teaching foreign -language skills. USA, the university of Chicago press : Chicago 60637. p: 260.
11. Robson, Mark and Stock well, Peter, 2005. Language in Theory. London: Rutledge.
12. Seif, Ali Akbar, 2008. Education psychology Tehran: Doran. p: 28.
13. Shariatmadary, Ali, 1995. Education centers' scientific and training responsibility, first edition, Tehran, Samt publication, p: 108.
14. Shokohe diny, Mehdi, 1974. Linguistic movement. Mashhad Mashhad Ferdosi university, p: 24.
15. Toosi, Bahram, 2003. foreign language teaching skills, Tehran: Tabran publications.
16. Websters, 2001. New collegiate dictionary, g&c . . USA, Springfield Massachusetts: merriem company, p: 1254.
17. Wenhmeier, sally, 2005. Oxford advanced learner's dictionary . Tehran :rahnama. p: 559, p: 1242.
18. Wong, Yin-Mei and Tan, Seng-Chee, 2009. Language Learning in Multi-User Virtual Environments: Using the Enter-the-Story Teaching Method (EJ865552) v49 n5 pp: 32-34.
19. Wu, Wen-Chi and Marek, Michael, 2009. The Impact of Teleconferencing with Native English Speakers on English Learning by Taiwanese Students (EJ820820) v8 n1 p: 107-125.
20. yule, Jorge, 2004. linguistics function. Translated by Mohammad Amoozade Mahdirajy and Manoochehr Tavangar. Tehran, Samt.
21. Zhang, Tianyi; Gao, Tianguang, Ring, Gail and Zhang, Wei . , 2007. Using Online Discussion Forums to Assist a Traditional English Class (EJ771829) v6 n4 pp: 623-64.