Bilgisayar Destekli Öğretimin İlkokuma Yazma Başarısına Etkisi

Engl. transl.: The Effect of Computer Assisted Instruction on Elementary Reading and Writing Achievement

# Keywords

* Computer assisted instruction
* elementary reading and writing instruction
* reading comprehension
* handwriting
* academic achievement

# Details

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## Sample

The sample of the study consisted of two groups: the experimental group was composed of 32 first graders from 1-D and the control group comprised 32 first graders from 1-C in Kayisdagi Arifpasa Primary School, Kadikoy, Istanbul.

## Implications For Educators About

Other

# Abstract

The research investigated the effect of computer assisted instruction (CAI) on elementary reading and writing achievement (ERWA). The sample consisted of 64 first graders (32 in the experimental group and 32 in the control group) in the 2006-2007 academic year. This quasi-experimental study had a posttest only control group design and was conducted during the first semester. The experimental group was taught by CAI and the control group was taught by traditional instruction. Data were gathered through ‘Parent Questionnaire’, ‘Reading Concepts Scale’, ‘Achievement Test’, ‘Reading and Handwriting Observation Form’ and analyzed by chi-square, frequency and t test through SPSS 12.0. The main findings of the study were as follows: (1) CAI affected first graders’ handwriting, reading fluency and punctuation, (2) CAI didn’t affect their writing and reading comprehension, (3) CAI affected ERWA of those who did not have any computer at home.

# Outcome

In this study, the impact of CAI on ERWA was investigated. Results showed that (1) CAI had impact on handwriting, punctuation and reading fluency, (2) CAI did not have impact on reading comprehension and writing, (3) CAI had impact on ERWA. In addition, (1) CAI did not have impact on ERWA of first graders who have a computer at home, (2) CAI had impact on ERWA of those who do not have any computer at home. This result can be explained with computer habits. That is, first graders who do not have any computer at home might pay more attention to and be more motivated in the course. (Karsak, 2014, p.115)