



A Comparative Study of Effectiveness of Different Strategies/Pedagogical Approaches in Teaching English – at Secondary Level.

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ABSTRACT

Method means how to teach? so it play an Important role in teaching English. In this research a comparative study has been examined between direct and traditional method. The four group design was used, two group for experiment treatment, two group for received treatment, one experimental and one control group received for a pretest. Intelligent test was administered to determine the level of student before treatment. Experimental groups were taught by direct method and another were traditional method. At the end of treatment scores of pre test, post test and intelligent test was analysis with help of t-test and analysis of variance to know the significance difference between the scores of groups 0.05 level. To achieve the objectives null hypothesis was formulated and tested. In the consequences we found direct teaching method seemed to be more effective.

Introduction:

Methods play an important role in teaching of language. A good English teacher who have the comprehensive knowledge of the science of the English language, knows the methods, tools and techniques essential for teaching English and can safely present the material in the classroom and bring desired and expected behavioral changes in the learner from the point of view of listening, speaking and writing skills.

The direct method as its name suggests is teaching the foreign language without the interference of mother tongue. It is also called natural method because one student learn the foreign language in the same way as they learn their mother tongue. In this method not the word but the sentence in the unit of the grammar while the traditional method aims as teaching. Teaching English by word to word translate to the mother tongue. The child begins to denials his vocabulary from a single word.

Objectives:

- To determine the role of direct teaching in the academic achievement of students English at secondary level.
- To determine whether the direct method is more effective than traditional method.
- To examine the effects of direct method of the academic achievement of high achievers and low achievers.
- To give recommendation for improvement of suitable method of teaching English at secondary level.

Hypothesis:

To achieve the above mentioned objectives following null hypothesis were used -

1. There is no significant difference between the mean scores of experimental group and control group on pretest (English medium)
2. There is no significant difference between mean scores of low achievers of control group and experimental group on pre test (English medium)
3. There is no significant difference between the mean scores of high achievers of control group and experimental group on pre test (English medium)
4. There is no significant difference between the mean scores of experimental group and control group on post test (English medium)
5. There is no significant difference between the mean scores of low achievers of control group and experimental groups on post test (English medium)
6. There is no significant difference between the mean scores of the achievers of control group and experimental groups on post test (English medium)
7. There is no significant interaction effect between the treatment and achievement level of experimental groups and control group post test (English medium)
8. There is no significant difference between the mean scores of experimental groups and control group on retention test (English medium)
9. There is no significant difference between the mean scores of experimental groups and control group on pre test (Hindi medium)
10. There is no significant difference between the mean scores of low

achievers of control group and experimental groups on pre test (Hindi medium)

11. There is no significant difference between the mean scores of high achievers of control group and experimental groups on pre test (Hindi medium)
12. There is no significant difference between the mean scores of experimental groups and control group on post test (Hindi medium)
13. There is no significant difference between the mean scores of low achievers of control group and experimental group on post test (Hindi medium)
14. There is no significant difference between the mean scores of high achievers of control group and experimental groups on post test (Hindi medium)
15. There is no significant interaction effect between the treatment and achievement level of experimental groups and control group post test (Hindi medium)
16. There is no significant difference between the mean scores of experimental groups and control group on retention test (Hindi medium)

Methodology:

The Solomon four design pretest post test equivalent group design was considered to be the most useful design for this study following is the symbolic representation of the design

| | | | | |
|---|---|----------------|---|----------------|
| R | E | O | T | O ₁ |
| R | C | O ₂ | - | O ₄ |
| R | E | - | T | O ₅ |
| R | C | - | - | O ₆ |

R = Randomly selected, E = Experimental Groups, C= Control Group, O = Observation, T = Treatment.

Sample:

Two section of IX class students and two section IX class students of different schools were taken as the sample of the study. The students were further divided in to two groups the experimental and the control groups on the basis of pretest by using pair random sampling technique. While the another group of students were not taken as pretest. These students were further divided in to two group on the basis of previous achievement test.

Data Collection:

During the experiment two different treatment pattern were applied. The control groups were taught with traditional method and experimental groups were taught direct teaching method as treatment. The experiment continued for six weeks soon after the treatment was over posttest was administered to measure the achievement of sample subject.

Data Analysis:

Raw scores obtained from pretest school record and post test were present in tabular form for the purpose of interpretation. For the manipulations of data, the means, standard deviation and different of means were computed for each group. Significance of difference be-

tween the mean scores of both the experimental and control groups on the variable of pretest scores, school record and post test scores was tested at 0.05 level by applying t-test.

Conclusion:

1. On the whole direct teaching method is more effective as a teaching learning technique for English as compared to traditional method.
2. Low achievers in direct showed significant superiority over low achievers teaching English by the traditional method.
3. High achievers taught English by direct method or traditional method retained learnt material at the same rate.
4. Low achievers taught English by direct method is more effective.
5. English text books mostly written for direct teaching were taught through traditional method. These showed not good result because teachers were not conversant with the direct method.

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