



Effectiveness of the use of Translation Method in Teaching English to the Pupils of Class – X

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ABSTRACT

Teaching of English as a second Language is a burning problem for all the teachers of vernacular medium school world wide from time immemorial. The acquisition of four foundation skills i.e. Listening, Speaking, Reading and Writing by the pupils should be considered the most important object of teaching English in India as a second Language at the secondary level. If the pupil's power of speaking in his mother tongue is properly develop, his power of speaking in English will be improved. Because when he begins to speaking English he will do so in the light of the experience gained in speaking the vernacular Translation Method is the Method in which a foreign language is taught through the medium of mother tongue. Here teaching through the mother tongue. So, this paper tries to find the effectiveness of the use of Translation method in teaching English to the pupil of class X.

KEYWORDS: translation method, comprehensibility, language skills

Introduction

At present English is taught in our school without specific aim in view. It is extremely necessary for the teacher of English to know the Goal in his teaching and knowledge, abilities and skills of English to impart to his pupils. The acquisition of these four foundation skills by the pupil should be considered the most important object of teaching English in India as a foreign languages at the secondary level. The understanding of English whether written or spoken is easier than the written or speaking of it. Because in the first case a passive knowledge needed, in the second case an active knowledge is required. It should be borne in mind that these four skills should be developed in continual inter – relation of the language activities of speaking, listening, reading and writing.

Language and literary development, whether in the first or the second language, involve difficult challenges and complex processes. In teaching English as Second Language (L2) teachers face the same difficult challenges, if the pupil's power of speaking in his mother tongue is properly developed, his power of speaking in English will be improved. Because when he begins to speak in English he will do so in the light of the experience gained in speaking the vernacular". (Thompson and Wyatt). Translation Method is the Method in which a foreign language is taught through the medium of mother tongue. Here the teaching of a foreign language gives importance to its teaching through the mother tongue.

Statement of the problem

Effectiveness of the use of Translation Method in teaching English to the pupil of class X

Objectives

- * To investigate the effectiveness of the use of Translation Method on comprehension among the pupils of class X in English.
- * To compare the comprehensibility of English Language through achievement test between boys and girls.

Hypotheses

- * H1 : The performance of the experimental group would be better than that of control group in the achievement test .
- * H2 : The experimental boys group would score better than that of control boys group .
- * H3 : The experimental girls group would score better than that of control girls group .
- * H4 : The experimental boys group would score better than that of experimental group .

Delimitations

- * The experiment was limited to class X students of boys and girls separately .
- * The teaching was also limited to a selected prose – piece " The Refugees" from the text book (Learning English : Class – X) .

Population

The researcher here intends to find the comprehensibility in English through translation method as the field of research .

Hence, the researcher chooses the students of class X because they are the senior most class of secondary level and they are going to appear

to an external (Secondary level final) examination conducted by West Bengal Board of secondary Education . At this stage their comprehensibility in English is required to be tested.

Sample

A sample of hundred students was selected from urban areas. Total number of boys and girls were fifty and fifty respectively . All the students , taken as sample , were the Class X standard .

Methodology of the study

In order to obtain empirically dependable answers to the research questions and to test the formulated hypotheses , the researcher has developed two types of tools : 1) Instructional tool and 2) Evaluation tool . The researcher has made a lesson plan on the proposed prose piece to teach in both the methods : Translation Method and structural Approach to prepare a standard evaluation tool the researcher has made a standardized , reliable and valid achievement test .

DISCUSSION OF RESULTS .

The content area selected for the present study was to analyze the effectiveness of the use of translation method in teaching English of the student of class X. So a prose piece of the text book "Learning English (class X)" "Refugee" was selected for achievement test.

The objectivity of the tool was maintained in terms of construction, administration and scoring.

For finding out the reliability of the achievement test, test – retest method was adopted. Twenty students (20 % of the original sample) were randomly chosen for the retest. The co – efficient of correlation was found to be 0.83 which was highly significant at the 0.01 level.

A number of test items were selected against each dimension of English Items were judged by a jury of experts and then tried out upon a small sample of subjects. Ambiguities and misunderstanding that appeared in connection with certain items were modified in statements or omitted entirely. The test was then given to its final form. In this way content validity of the test was assured.

Predictive validity of the was determined by finding out the co – efficient of correlation between the achievement test scores and the scores in English in the last unit test examination. The two sets of scored obtained from the twenty students who were previously chosen randomly for the retest. The co – efficient of correlation was found to be 0.89 which was highly significant at 0.01 levels.

Distribution of scores in the achievement test of the whole group, experimental group control group, experimental boys group, control boys group, experimental girls group, control girls group were shown separately. The mean and standard deviations of scores of those different categories of distribution in the achievement test were 33.4 and 5.94, 36.1 and 6.45; 34.36 and 5.29, 31.84 and 5.2; 29.2 and 4.8; 39.24 and 5.15 and 3396 and 4.22.

From the above statement it was apparent that the experimental group performed better in the achievement test than the control group in

case of both sex. On an average the girls scored more in the achievement test than that of boys.

A frequency polygon of the distribution of the scores obtained by the total students (N = 100) in the achievement test had been drawn. From the figure it was seen that the curve was a leptokurtic one.

From this it could be concluded that the distribution was compact not scattered. The mean of the scores was also shown in figure.

The frequency polygons of the two distributions of scores of experimental group and control group have been drawn on the same axis. It was seen that the distributions drawn for the scores were leptokurtic but the distribution of scores of the experimental group was more scatter than that of control group.

From these curves it might be concluded that the result of the experimental group were better than that of control group.

Again two frequency Polygons of the distributions of the scores of experiment boys group and control boys group had been drawn on the same axis from the two curves it was seen that both the curves were leptokurtic one but experimental boys curve slightly scattered than that of control boys curve.

Next, two frequency polygons of the distributions of the scores of experimental girls group and control girls group had been drawn on the same axis. From the two curves, it was seen that the curve of experimental girls group was leptokurtic and that for control girls group was a Platikurtic one.

From these, it was apparent that the experimental girls group performed better in the achievement test than that of the control girls group. The distribution of the experimental girls group being homogenous, the curve showed leptokurtic properties and distribution of the control girls group being heterogeneous the curve was platikurtic.

The cumulative frequency percentage curves of the distribution of scores of the total experimental group and the total control group had been drawn on the same axis. The ogive of the experimental group laid all along the right side to that of the control group. This showed that the experimental group performed better in the achievement test than that of control group.

Again, the cumulative frequency percentage curves of the distribution of scores of the experimental girls group and the control girls group had been drawn on the same axis. The ogives of the experimental girls group laid all along the right side to that of the control girls group laid all along the right side to that of the control girls group. This proved that the experimental girls group performed better in the achievement test than that of the control girls group.

Finally, the cumulative frequency percentage curves of the distributions of scores of the experimental boys group and the experimental girls group has been drawn on the same axis . The ogive of the experimental girls group laid to the right side mostly to that of the experimental boys group.

Findings

For finding out the significance difference of mean scores in the achievement test of the students ' t ' test was made taking the whole sample into consideration.

The difference of mean scores in the achievement test of the experimental group and the control group was found to be 4.01 which was highly significant at 0.01 level. That means the experimental group scored more in the achievement test than the control group. Hence the hypothesis H1 was retained.

The difference of mean scores in the achievement test of the experimental boys group and control boys group was found to be 1.87 which was not significant at 0.05 level and that for the experimental girls group and the control girls group was found to be 3.96 which was highly significant at 0.01 level which means the experimental boys group did not differ in their performance in achievement test than the control boys group on an average . But the experimental girls group performed much better than the control girls group . Hence hypothesis H2 was rejected but hypothesis H3 was retained.

The difference of mean scores in the achievement test of the experimental boys group and experimental girls group was found to be 4.84 which was highly significant at 0.01 level. So , the experimental girls group performed better in the achievement test than the experimental boys group . So hypothesis H4 was discarded.

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