



Effectiveness of Play-Way Method In Teaching English Language Among Ix Standard Students

KEYWORDS

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ABSTRACT Language learning strategies is a term referring to the processes and actions that are consciously deployed by language learners to help them to learn or use a language more effectively. As Frank Candling observes, "Language is not a body of facts or information, like geography or history, but a human activity." Any language of the world can be acquired only by practicing it. Practicing need repetition. As such the easiest way to make anyone to get into the practice of repetition, is introducing the language games inside the classroom, which is also known as "Play-way Method of Teaching." Therefore this study focuses on Play way method in Teaching English Language Among IX Standard Students". Tools used were the Package on play way method for teaching grammar for IX standard which was developed for the study. It was administered to 60 samples of the controlled group. The statistical treatment was done with the results got after administering achievement test. Pre test scores and post test scores were used to calculate the gain ratio. t test was carried out to find the significant difference between variables. Findings show that i) there is effectiveness in learning through the package ii) there is mastery level attainment by the samples after using the package iii) there is a significant difference among the samples in attaining mastery level in terms of Gender, Parental Education and Locality.

INTRODUCTION :

Language learning strategies is a term referring to the processes and actions that are consciously deployed by language learners to help them to learn or use a language more effectively. More recent research has examined language learner strategies in more context-specific situations, rather than catch-all categories. The terms cognitive and meta-cognitive strategies remain common in strategy research, but others related to managing a learners' own affective state or social environment have been examined under the umbrella term self-regulation. As Frank Candling observes, "Language is not a body of facts or information, like geography or history, but a human activity." Any language of the world can be acquired only by practicing it. Practicing need repetition. As such the easiest way to make anyone to get into the practice of repetition, is introducing the language games inside the classroom, which is also known as "Play-way Method of Teaching." Therefore this study focuses on the effectiveness of Play way method of in Teaching English Language Among IX Standard Students"

Significance of the study: English has become an important language and is still playing significant role in the world development and more specially in the school curriculum. Language learning is the complex process and requires the acquisition of various skills for the effectiveness use of the language. A language can be learned only by using it. This means it needs to be repeated, at the same time the repetition may lead to weariness. To overcome this, language games can be used in classrooms. Through games learners practice and internalize vocabulary, grammar, and structures. By making the language convey information and opinion, games provide the key feature for drill with the opportunity to sense the working of language as a living communication. Games can be found to give practice in all the skills (reading, writing, listening and speaking) in all the stages of teaching and learning sequence (presentation, repetition, recombination, and free usage of language) and for many types of communication (encouraging, criticizing, agreeing, explaining) whatever

the game, the skills employed in it are developed through the repeated use they get, and most important the participants want to improve the skills necessary for the game they enjoy.

STATEMENT OF THE PROBLEM:

The problem is entitled "Effectiveness of Play-way Method in Teaching English Language Among IX Standard Students", in order to infuse innovative method in teaching learning process for the maximum gain of knowledge in the students and to involve them to use the language in their day-to-day practical life.

OPERATIONAL DEFINITIONS OF TERMS

EFFECTIVENESS: Refers to the knowledge, scores and attained by the students through the play-way method prepared by the investigator in terms of Mastery Level MI, MII, MIII and MIV.

MI is 90% and above gain in performance; MII is 80% and above gain in performance; MIII is 70% and above gain in performance and MIV is 60% and above gain in performance.

PLAY-WAY METHOD: Refers to a technique developed by the investigator to the playing activity of the children to learn the language. It is an inductive method where teaching occurs gradually with fun and frolic which also nourishes the language proficiency effortlessly.

IX STANDARD STUDENTS: Refers to students at the secondary level education aged at 14-15 years and completed VIII standard under the equitable system of education in Tamil Nadu.

TEACHING: Refers to the delivery of knowledge to students by the instructor, here it means the new strategy developed by the investigator which is the Play Way Method

ENGLISH LANGUAGE: Refers to the foreign and second language introduced by the British rulers and used in Tamil

Nadu Education system at all levels of learning.

VARIABLES OF THE STUDY

The variables involved in this study are as follows:

Independent Variable : Play-way method developed by the Investigator

Dependent Variable : Gain Performance

Intervening (Population) Variables: a) Sex: Male / Female b) Locality-Rural/Urban c) Parental Education - School/Graduate

OBJECTIVES OF THE STUDY:

- i) To develop and standardize language package for Play Way activities to teach English Language for IX Standard.
- ii) To prepare the teaching material for English through Play-Way Method by the investigator.
- iii) To test the effectiveness of the Play Way Method on the Experimental Group over the Traditional Method.

HYPOTHESES OF THE STUDY

There is effectiveness in each and every individual in IX standard after the administration of Play-Way Method on English Grammar.

There is Mastery Level attainment of IX standard pupils in learning English Grammar through Play-Way Method.

There is a difference in the Mastery Level attainment among IX standard pupils in learning English Grammar through Play-Way Method in terms of:

- i) Gender ii) Parental Education iii) Locality

METHODOLOGY IN BRIEF:

Experimental method was used to realize the above mentioned objectives. It is Experimental Group -Control Group Pre-Test and Post-Test Experimental Study. A representative sample of 120 students from the secondary level under Tamil Nadu State Board System served the study. **TOOLS USED:** Package on Play Way Method to teach English language for IX standard and Achievement test developed by the investigator.

STATISTICAL TECHNIQUES USED: 1.GAIN RATIO 2. 't' Test

Data Analysis and Interpretation

HYPOTHESES: 1

There is effectiveness in each and every individual in IX standard students after the administration of Play-Way Method on English Grammar.

The collected data of each and every individual IX standard student shows that there is difference in the Post test scores from that of the Pre test. There is also gain in their performance. Hence the hypothesis, **"There is effectiveness in each and every individual in IX standard students after the administration of Play-Way Method on English Grammar" is accepted.**

HYPOTHESES: 2

There is Mastery Level attainment of IX standard students in learning English Grammar through Play-Way Method.

TABLE 1

TABLE SHOWING ATTAINMENT MASTERY SCORES OF IX STANDARD PUPILS IN LEARNING ENGLISH THROUGH PLAY-WAY METHOD.

MASTERY LEVEL	FREQUENCY	PERCENTAGE
I (90 and above)	34	56.6
II (80 and above)	45	75
III (70 and above)	57	95
IV(60 and above)	60	100

RESULT: From table 1 it is interfered that all 60 pupils have attained the Mastery Level achievement in the English Lesson by learning through Play-way method - 34% pupils attained Mastery Level I. 45% pupils Mastery Level II.57% pupils Mastery Level III.

60% pupils Level IV. Hence the hypothesis, **"There is Mastery Level attainment of IX standard pupils in learning English Grammar through Play-Way Method" is accepted.**

HYPOTHESES: 3 There is a difference in the Mastery Level attainment among IX standard pupils in learning English Grammar through Play-Way Method in terms of:

- i) Gender ii) Parental Education iii) Locality

TABLE SHOWING MASTERY LEVEL ATTAINMENT BASED ON GENDER, PARENTAL EDUCATION AND LOCALITY

TABLE-2

MASTERY LEVEL	GENDER		PARENTAL EDUCATION		LOCALITY	
	BOYS	GIRLS	GRADUATION	SCHOOL EDUCATION	RURAL	URBAN
Mastery Level I 90% and above	60	50	23.80	33.33	26.92	41.17
Mastery Level II 80% and above	76.66	70	42.85	55.55	46.15	70.50
Mastery Level III 70% and above	93.33	93.33	73.80	72.22	80.60	88.23
Mastery Level IV 60% and above	100	100	100	100	100	100

Result: i) From table no.2 it is inferred that all the boys and girls have attained the mastery level achievement . Among the sample of students- 60% boys and 50% girls attained Mastery Level I; 76.66%

of boys and 70% of girls attained Mastery Level II; 93.33% of boys and 93.33% of girls attained Mastery Level III and 100% of boys and 100% of girls attained Mastery Level IV. At the Mastery Levels I-IV, there is difference in the achievement of boys and girls in the favour of girls.

ii) Table shows that all the 60 pupils have attained the Mastery Level attainment in learning English through Play-way method. Among the pupils with parental education at graduate level 23.80% pupils got Mastery Level I. 42.85% pupils got Mastery Level II. 73.80% pupils Mastery Level III. 100% pupils got Mastery Level IV. Among the pupils with parental education at school level 33.33% pupils got Mastery Level I. 55.55 % pupils Mastery Level II. 72.22% pupils got mastery level III. 100% of pupils got Mastery Level IV. There is difference between pupils of Graduated parents and parents with School education.

iii) Table shows that 26.92% rural students 41.17% urban students have attained mastery level I. It is also noted that 46.15% of rural students 70.50% of urban students have attained Mastery Level II. 80.76% of rural students and 88.23% of urban students have attained Mastery Level III. It is noted that 100% of rural students and 100% of urban students have attained Mastery Level IV. There is difference in the percentage of rural pupils and urban pupils in the favour of rural pupils.

Hence the hypothesis, **“There is a difference in the Mastery Level attainment among IX standard pupils in learning English Grammar through Play-Way Method in terms of:**

i) Gender ii) Parental Education iii) Locality is accepted.

EDUCATIONAL IMPLICATIONS:

The trend in education at present aims at giving complete preparation to the pupils and hence, it is more important to see how the instructions are conveyed rather than what is conveyed. At this point, usefulness of play-way method are decided by ways and means it is presented. Since English is very important in each and every place, its teaching demands continued re-assessment and periodical review of the content and the methods of teaching. The grammar teaching is very important for the pupils to attain the mastery level using the rules. So the English teachers should be acquainted with the use of the variety of methods and approaches in teaching English grammar.

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