



Effectiveness Of Work Card As Self Learning Material On English Grammar Achievement

* Dr.Ramesh B. Sakhiya

* Manan, 8/2 Corner, Vishvanagar, Patel Boarding Road, Mavdi Main Road, Rajkot (Gujarat)

ABSTRACT

There are number of steps and efforts that have been taken to improve the educational system and class-room teaching. Today, the emphasis is given on the teaching and learning process to create the live and interesting atmosphere into the class-room teaching. The present study was aimed to find out the effectiveness of work card method on educational achievement with reference to the achievement level and sex of the students. The result of the present study indicates that teaching of English grammar through workcard method was more effective than the lecture method to all kinds of students.

1.0 Introduction

It is necessary to use science and technology in the field of Education. Sometimes education system becomes teacher-centered and students become inactive in their study. So, new and innovative technology must be used in Education.

To provide an adequate education to each and every learner through trained-teachers with enough facility is economically difficult task. In this situation self learning methods are very important. Work card is one of such important methods. Keeping this thing in mind, the researcher prepared the work card material on the unit, "ACTIVE AND PASSIVE VOICE" in the subject of English and examined its effectiveness on English grammar achievement.

2.0 Objectives of the study

Following objectives were decided for the present study :

- 2.1 To prepare the work-card material for teaching the grammar unit "ACTIVE AND PASSIVE VOICE".
- 2.2 To study the effect of teaching methods on the English grammar achievement with reference to achievement level and sex of the students of std. IX.

According to above objectives the following six experiments were conducted.

- (1) The boys having high achievement in English
- (2) The boys having middle achievement in English
- (3) The boys having low achievement in English
- (4) The girls having high achievement in English
- (5) The girls having middle achievement in English
- (6) The girls having low achievement in English

3.0 Variables involved in the study

The variables of the study were as given below.

3.1 Independent variable

In this study, 'Teaching Method' was an independent variable. Two levels of this method were (1) work card method (2) Lecture method.

3.2 Dependent variable

The dependent variable of the study was English grammar achievement.

3.3 Control variables

Following variables were controlled during the implementation of the treatment in each experiment.

- (1) Standard (5) Medium
- (2) Subject (6) Area

- (3) Unit (7) School environment
- (4) Sex (8) Achievement level of students

3.4 Intervening variables

It was assumed that the following variables might have been affected during the study.

- (1) Interest and enthusiasm towards the subject
- (2) Novelty of the study
- (3) Other's help
- (4) Inter process between the groups

4.0 Hypothesis of the study

To examine the effect of Independent variable on dependent variable, the following null hypothesis was framed for each experiment and tested.

There will be no significant difference between means of scores of English grammar achievement of experimental group (taught by work card method) and control group (taught by lecture method).

5.0 Research method

The present study was carried out by using experimental research method. The design of the study was "Two groups, Randomized subjects, post-test only design" which is true experimental design.

6.0 Population and sample

The population of this study was the students of 9th std. of the Gujarati-medium schools of Rajkot city in the year of 2002-2003.

To examine the effectiveness of the work card method in compare with the lecture method, the researcher selected the groups. From these groups, two similar groups were of the boys having high achievement level in English, another two similar groups of the boys having middle achievement level and the last two similar groups of the boys having low achievement level.

In the same way, two similar groups were of the girls having high achievement level in English, another two similar groups were of the girls having middle achievement level and the last two similar groups of the girls having low achievement level.

The score of the terminal test of English was considered for deciding the achievement level in English. (1) The students who got 32 or more marks out of 50 in terminal exam were high achievers. (2) The students who got 25 or more and less

than 32 marks out of 50 in terminal exam were middle achievers. (3) The students who got 24 or less marks out of 50 in terminal exam were low achievers.

One group (experimental group) of the each pair was treated with the work card method and the second group (control group) with the lecture method.

For the implementation of the experiments, the researcher selected 116 boys in the Saurashtra High School and 112 girls in Kotak Kanya Vinay Mandir.

7.0 Tool

Teacher made grammar achievement test was constructed to measure an achievement of the English unit, "ACTIVE AND PASSIVE VOICE."

8.0 Work Card as self learning material

Work card is such method through which students can learn without the Help of teachers and others. Difficult grammatical units of English can be presented effectively before the students. Students can learn with their own speed.

According to Dunn Rita and Dunn Kenneth, "A curriculum work card is a single unit or topic initially outlined by a teacher and selected from the predetermined course of study. It is expanded or restricted for use based on the teacher's diagnosis of each child's academic strengths, weakness and learning style."

Derek Said, "Each work card would represent the minimum amount of material a learner might usefully tackle at a single study session."

9.0 Preparation of work card material

For the unit "ACTIVE AND PASSIVE VOICE", the work card material was prepared in the following steps;

- (1) Planning of the work card material
- (2) – Selection of the unit
 - Content analysis of the unit. Total 32 sub unit were identified.
- (3) Writing the work card material in simple and easy language using short sentences. Total 32 work cards were prepared.
- (4) Views, comments and evaluation by experts
- (5) Piloting of the work card material on the students
- (6) Final writing of the work card material

10.0 Analysis and Interpretation

The present study was aimed to find out the effect of teaching methods on english grammar achievement of the students with reference to the achievement level and sex.

The data are reported in the given table. Achievement level, sex, experiment, teaching methods, number of students, mean, standard deviation and t-value are given in the analysis table-I.

TABLE – I
effectiveness of teaching methods on English grammar achievement of the students according to their achievement level and sex.

Achievement Level	Sex	Experiment	Teaching Methods	English grammar achievement			t-value
				N	Mean	SD	
High achievers	Boys	1	Work card Method	18	27.5	6.51	2.68**
			Lecture method	18	21.66	6.56	
	Girls	2	Work card Method	16	28.69	6.85	2.08*
			Lecture Method	16	24.06	7.57	

Middle achievers	Boys	3	Work card Method	22	21.91	7.91	2.60**
			Lecture method	22	16.91	4.33	
	Girls	4	Work card Method	24	23.87	3.96	2.42*
			Lecture Method	24	20.75	4.94	
Low achievers	Boys	5	Work card Method	18	19.72	6.63	2.05*
			Lecture Method	18	15.72	4.92	
	Girls	6	Work card Method	16	19.62	3.67	0.48
			Lecture Method	16	18.93	4.49	

* Significant at 0.05 level

** Significant at 0.01 level

Table-I indicates that in the first experiment t-value was found significant. That means there was significant difference between the means of two groups. The mean of the achievement score of the boys taught through work card method was high than the boys taught through the lecture method. So it can be said that the work card method was more effective than the lecture method for the boys.

Like the first experiment, the same result for experiment-2, experiment-3, experiment-4 and experiment-5 were found significant. That means in these experiments also the work card method was more effective than the lecture method.

In experiment – 6, t-value was not found significant. That means, there was no significant difference between the means of two groups of this experiment. So it can be said that the work card method was as effective as the lecture method for the girls having low educational achievement.

11.0 Findings of the study

* As far as English grammar achievement was concerned the work card method was more effective than the lecture method for the boys having high, middle and low achievement level and girls having high and middle achievement level.

* For the girls having low achievement level in English, the work card method and lecture method were found identically effective.

12.0 Implications of the study

* Teachers can use the prepared work card material which has been found useful for the boys as well as girls.

* Students themselves can learn through this material without the help of others.

* Teachers and Researchers can prepare a work card material on the difficult topics of English grammar and can use it.

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