

CHAPTER – 1

INTRODUCTION

1.1 Introduction

In the modern education system, revolutionary changes in education, technology have changed the overall outlook of schooling. Now teacher plays a different role. He is acting as resource person rather than a traditional classroom teacher with chalk and blackboard.

New experiments and methods are being tried out to facilitate the pupils the best learning environment in the classroom. Group teaching method is one of them. The students are divided into groups of 6-8 students. Almost all type of students from high achievers to slow learners are taken in each group. Number of groups depends on the number of students in the class.

It is not possible to involve the whole class in any activity at once. In Group Teaching Method, small groups can be given different activities and individual participation in the activity can be assured. Each member of the group can be assigned a specific task to complete and thus the Group Teaching Method emphasizes on Activity Oriented Teaching-Learning Process in the classroom.

In Group Method, Blackboard should be used only if a particular concept is to be taught to the whole class. It is a good teaching tool and very helpful to explain concepts to the class but not so good for tiny tots who want individual attention and involvement in learning process where not only eyes and ears but their hands and hearts are to be involved in the process of learning. The group teaching encourages lesser use of blackboard and more activities in the classroom.

Learning is a continuous process. Teacher is to facilitate such an environment where the process of learning can be pushed in the right direction. Teaching in-group emphasizes on learning more than teaching. Student Interact with each other and learn in their peer groups.

Group work is one way of ensuring active participation of students. Group work may challenge many teachers as control of classroom knowledge and organization is passed to the students.

Group work enables students to move more readily from receiving knowledge to generating knowledge. Through talk, students are able to personalize this knowledge and scaffold their thinking processes and understandings.

Group work activities or Group method may play a positive role in providing practice to the students in the use of language and improving the academic achievement. This study was undertaken to see whether the teaching of English by using the group work technique has a positive effect on the academic achievement on English subject of the secondary school students.

1.2 Statement of the Problem

AN EFFECTIVENESS OF GROUP WORK ACTIVITY IN TEACHING ENGLISH AT SECONDARY LEVEL

The problem under study is to find an effectiveness of teaching English by using group work activities. The study also attempts to see group works positive effect on the academic achievement of the secondary school student in Ankleshwar. (Gujarat – India).

1.3 Conceptual Definition

Effectiveness

Successful or achieving the result that one wants, or getting the desired result.

Group Work

The work of a group or organization to achieve an aim, two or more person working together. Or Activity done in group.

Activity

Things, which you do for enjoyment, especially organized events

Secondary Level

Secondary education relating to the education of students aged between 11 and 18. It is a bridge between primary and higher secondary level.

1.4 Operational Definition

Effectiveness

In the present study the researcher, investigate the positive effect of group work activity in teaching English at secondary level, which means the researcher wants to see the success or the usefulness of the helpfulness of the Group work activity in teaching English subject at secondary school.

Group Work

In the present study for researcher Group work means, the students divided in cluster of two or more then two to investigate or learn something, e.g. the syllabi of the English subject.

Activity

In the present study for the researcher the word Activity means, students doings assign task in cluster of two or more then two. To learn the syllabi of the English subject

Secondary Level

In Gujarat, the Government has changed the education policy in which the school pattern as follow:

- 1. Pre-Primary School** : class 1st to 5th – aged between 5 to 10 years students.
- 2. Upper-Primary School** : class 6th to 8th – aged between 11 to 13 years students.
- 3. Secondary School** : class 9th and 10th – aged between 14 to 15 years students.
- 4. Higher Secondary school** : class 11th and 12th – aged between 16 to 17 years students.

For the researcher secondary level means the school, which provides education of 9th and 10th class student that followed by the upper primary school. In which the students are admitting after the success of std- 8th, and received an education of 9th and 10th standard.

1.5 Objectives of the Study

To find an effectiveness of teaching English by using group work activities of the secondary school students in Ankleshwar. The main objective split into the following objectives:

1.5.1 Task Objectives

1. to compose Group work activity in the selected unit of std. 9th English text book.
2. to test an effectiveness of Group work activity in selected unit of std. 9th English text book.
3. to know an opinion of the students of Experimental Group about Group Work Activity.

1.5.2 Research Objectives

1. to compare between the mean scores of pre-test and post test of the students of control group.
2. to compare between the mean scores of pre-test and post test of the students of experimental group.
3. to compare between the mean scores of post-test of the students of control group and experimental group.

1.6 Hypothesis of the Study

The main research problem was to find an effectiveness of teaching English by using group work activities and to see the method had a positive effect on the academic achievement in the English subject of secondary school student in Ankleshwar (Gujarat). In order to investigate the various dimensions of the general

research problem, the following null hypotheses were tested at the secondary school level:

1. There will be no significant difference between the mean scores of pre-test and post test of the students of control group.
2. There will be no significant difference between the mean scores of pre-test and posttest of the students of experimental group.
3. There will be no significant difference between the mean scores of post-test of the students of control group and experimental group.

1.7 Variables

Variable are the conditions or characteristics that the experimenter manipulates, controls or observes. Independent variables are the conditions or the characteristics that the experimenter manipulates in his attempt to as certain their relationship to observe phenomena. Hence in the present experiment '**Independent Variables**' were the types of approaches to teaching English i.e. –

- a. Group Work Activities
- b. Conventional teaching programme

The dependent variables are the conditions of characteristics that appear, disappear or change as the experimenter introduces, removes or changes independent variables. Hence in the present experiment '**Dependent variables**' were the achievement scores measured on the achievement test administered before starting the Experiment and at the end of the experiment. The effect of the independent variable on the dependent variables would be obtained on achievement of gain scores i.e. Post test MINUS pre test scores. Achievement scores measured on Achievement test, which was administered on the Experimental and Controlled group.

Controls:

Variable that are not of the direct interest to the researchers may be removed or their influence be minimized. In the present study the investigator tried by means of different ways to minimize the influence of the following variables:

1. Two Groups
2. Teacher's efficiency
3. Content matter
4. Time factor
5. Environment

1.8 Limitation and Delimitation of the Present Study

Every investigation has its own boundaries beyond which its result cannot be generalized. The present investigation is no exception. The following are the Limitation and delimitations of the study.

1.8.1 Limitation

Due to non-availability of standardized achievement test, teacher made validate test used to measure the achievement in English language teaching by Group work activity.

1.8.2 Delimitation

- The study conducted on only secondary school students of Shree Sajod Sarvajnic High School, Sajod, Ta. Ankleshwar, Dist. Bharuch.
- Only 9th class students of the secondary school level was taken.
- Only one unit of the text book of English Gujarat Board for class IX was taken.

1.9 Significance of the Study

This study is significant because of the following reasons:-

In Gujarat, the traditional method of teaching English is being practiced at the school level. More time and importance is given to the teaching of English textbook. English grammar is mainly taught by deductive method in which the principles and rules of different aspects of grammar are first taught and then particular examples are given to the students. No practice is provided to the students in the use of different aspects of grammar. Only casual reference is made to them during teaching the prescribed textbook. The study may prove helpful in

bringing a positive change in the classroom. The English teachers working in the field can utilize the group work activities by using the inductive teaching model at the secondary school level. It may bring positive result because the students may be practically involved in the lesson.

The study may prove helpful to the students. Working in groups and practicing the different aspects of grammar during reading, writing, speaking, listening practice and during different activities this process will help in making their concepts clear and in applying the rules of grammar during reading, writing, speaking etc.

Findings of the study may prove helpful to the teachers' trainers. The prospective teachers may be given practice in using group work activities along with the other methods of teaching English and it may be popularized in the schools while these teachers go to the field.

1.10 Scheme of the Chapters:

A brief description of the content in the forthcoming chapters of the thesis has been given in the following paragraphs.

The first chapter being the present needs no description. The Second chapter contains the Conceptual Frame work of the study.

The Third chapter contains a review of the previous researchers and literature conducted in the area of teaching language studies. It includes Book review, article review and studies both conducted both in India and abroad.

The Forth chapter describes design and procedure of this study. It presents details relating to the sample chosen, the methodology adopted and tools used for investigation and techniques of analysis employed for studying the result gained. This chapter also consists of schematic as well as descriptive presentation of instructional programme and evaluation tools, which developed for the present study.

The Fifth chapter presents a brief summary of the try-out study, modifications for the final experiment, then the result of the final experiment and detailed discussion thereof.

The Sixth chapter gives the conclusions and suggestions for further research.

1.11 Conclusion

Teaching of English in a democratic country like ours is very necessary since the aim of teaching English is to develop certain functional competencies. For achieving this objective, the language of English should be taught through the ‘Group Work Activities.’

An effort has, therefore, been made in this study to try out the developed Group Work Activities and find out its practicability and utility in the light of the objectives to be achieved. It is a felt need to study the impact of Group Work Activities upon the performance of the students. However, before turning to the actual tryout of the said programme, it will be worthwhile to consider the conceptual framework in this direction. That would give the second footing to the present investigation and avoid unnecessary repetition and labor of experimentation; hence, the next chapter has been devoted to the conceptual framework of English language teaching methodology with special reference to Group Method.