Effectiveness of Project Method In Teaching English Subject

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Abstract

Educationists now-a-days realize that in education ‘learning’ is more important than ‘teaching’. Learning is concerned with pupils where teaching is concerned with pupils and teachers. In the ancient time, a teacher was the only source of knowledge. The student learnt what the teacher taught. With the advent of textbooks and other learning aids, the teacher’s personal knowledge though important, ceased to be the only or even the paramount source of learning. Hence new methods, textbooks, author, the radio programmer, the film producer and many other now assist in the learning process.

Keywords: Project Method In Teaching English Subject.

1. Main objectives of the study
1. To develop programme based on Project method in teaching English subject.
2. To know the effectiveness of Project method in teaching English subject.
3. To compare the effectiveness of Project method and Traditional method in teaching English subject.
4. To know the opinions of the students regarding the developed Project.

2. Hypotheses
1. There will be no significant difference between the mean of posttest scores of experimental group and control group.
2. There will be no significant difference between the mean of posttest scores and retention test scores of experimental group and control group.
3. There will be no significant difference between the mean of posttest scores and retention test scores of experimental group.
4. There will be no significant difference between the opinions of boys and girls regarding the developed project.

3. Importance of the study
1. The study follows the psychological principles of learning. For example, the law of readiness, the law of exercise and the law of effect are very well taken care in organizing a project and providing learning experiences through it.
2. This project method gives ample freedom the learners which are so valuable for self – direction, self learning and self – satisfaction.
3. In absence of external direction and imposition, the learners plan, implement, experiment, explore and learn according to their interest and ability.

4. This study may help the students to derive social values like cooperativeness, sharing responsibility, dignity of labor, respect for the individual etc.

4. Delimitation of the Study

1. The present investigation covered only English subject from various subjects of std. IXth.

2. In std. IXth, English subject’s text book has 15 units. Out of which only one unit ‘Reduce Waste’ had selected and the investigator had developed Project on only one topic of ‘Pollution’ from that unit.

3. The experiment was carried out in one school and only in one standard, i.e. IXth std. of Gujarati medium schools of Surat city.

4. In the present investigation, only the students of std. IXth were selected as sample. Besides, not all the students of IXth std. were selected but only 40-40 students were selected by equivalent both the groups.

5. Research Design

Research Design is given in the following table.

<table>
<thead>
<tr>
<th>Group - A (Experimental Group)</th>
<th>Group - B (Controlled Group)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 girls + 20 boys (N = 40)</td>
<td>20 girls + 20 boys (N = 40)</td>
</tr>
<tr>
<td>Teaching through Project method</td>
<td>Teaching through Traditional method</td>
</tr>
<tr>
<td>Posttest stage</td>
<td>Posttest stage</td>
</tr>
<tr>
<td>Retention test stage</td>
<td>Retention test stage</td>
</tr>
<tr>
<td>Opinionnaire</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Student Diary</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>

6. Population and Sampling Procedure

All the students of IXth standard of Gujarati medium school had become the population for the present investigation. For the present investigation, the investigator selected sample from the mentioned population at two stages, as below:
Table - 2

Achiever's category for Tryout

<table>
<thead>
<tr>
<th>Category</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 60 marks</td>
<td>Less than 60 marks</td>
<td>Less than 45 marks</td>
<td></td>
</tr>
<tr>
<td>But more than 45 marks</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table - 3

Details of the Sample for Pilot Testing

<table>
<thead>
<tr>
<th>Name of the school</th>
<th>Gender</th>
<th>Std. IX Achiever's Category</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gajera Vidhyalaya, Surat</td>
<td>Boys</td>
<td>High Mid. Low</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

Table – 4

Details of Sample for Final Experiment

<table>
<thead>
<tr>
<th>No.</th>
<th>Place of Experiment</th>
<th>Std</th>
<th>Experimental Group</th>
<th>Control Group</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
</tr>
<tr>
<td>1</td>
<td>R. S. M. Punawala Experimental School Surat</td>
<td>IX</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

7. Research method

For the present study, the investigator had selected the experimental method, and in it, the investigator selected the experimental design ‘The Posttest Only, Equivalent Groups Design’ for evaluating the effectiveness of Project method.

8. Research Instruments

8.1 Instruments for conducting the experiment

The objective of the present investigation was to give self experience to students by teaching. Thus students had prepared instruments in the groups as following:

- Script of drama
- Outline of questionnaire
- Transparency programme
- Slide Show Programme (Power point Presentation)
- Develop Chart
- Develop model during the experiment. Apart from all these instruments brainstorming, group discussion, dramatization etc. techniques were also used.
8.2 Instruments for measuring the effectiveness of the experiment

Instruments developed by the investigator.

1) Criterion Test
2) Opinionnaire
3) Students Diary

9. Scheme of Data Analysis

Statistical Technique is shown as per the research objectives which are given dissertation in detailed.

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Objective</th>
<th>Hypothesis</th>
<th>Statistical technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 to 6</td>
<td>1 to 6</td>
<td>Independent T-test</td>
</tr>
<tr>
<td></td>
<td>7 to 9</td>
<td>7 to 9</td>
<td>Correlated T-test</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>10</td>
<td>Independent T-test, Chi-square, Percentage, Ranking</td>
</tr>
</tbody>
</table>

10. Findings

10.1 Findings related to Treatment

1) The independent t-value for the mean of posttest scores of achievement is highly significant at .01 level of significance for Experimental group than Controlled group which indicates that there is a good effect of treatment on Experiment and students can very well understand which was learnt through treatment.

2) The independent t-value on criterion test as posttest and retention test for Experimental group is highly significance at .01 level of significance than the Controlled group. The result shows that there is a significant difference among both the groups. It means that the students of Experimental group can very well.

3) The correlated- t value for posttest and retention test of Experimental group is not significant at .05 level of significance. The result shows that there is no difference among posttest scores and retention test scores of Experimental group. It means that the period between posttest and retention test not much effect and which is learning through treatment remained as it is earlier.

10.2 Findings related to the opinions of the students

1) 97% students agree that learning through Project method was enjoyable and makes students active in learn.

2) 95% students agree that learning through Project method is their very first experience.

3) 80% to 95% of the students agree that such Project method can increase their knowledge of English language, and they recommend that subject teacher should use this type of presentation for teaching other aspects of English language and this method is students centered and also effective in learning. It also developed creativity power.
11. Educational Implications

1) Project method programme should be developed and used in teaching various other aspects of English language.

2) Project method programme should be developed and should be used in the entire subject at the secondary as well as higher secondary level of education. Student’s opinions also support this.

3) Every teacher, involved in educational field, should use such Project method programme in teaching at their subject. If readymade programme are not available, and then the teachers should develop such programme for their own subjects’ teaching.

Reference


