



VIDHYAYANA

An International Multidisciplinary Research e-Journal

ISSN 2454-8596

www.vidhyayanaejournal.org

A Research Paper

On the Topic

Teaching Prepositions with Work-Cards :

An Experimental Study

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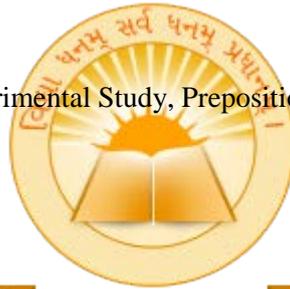
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**Abstract :**

Many students find difficulty in learning English language. Moreover, we have overcrowded classrooms so individuality of a learner cannot be paid attention to. There can be many ways of learning a single topic. It was in this area that an attempt was made to teach Prepositions with the help of a self-learning technique called Work-card. With the help of Work-cards, the learners can move ahead in learning any topic at their own pace and this brings confidence in the learners. The objectives of the study were: (1) To check the effectiveness of Work-cards as compared to the Lecture method, and (2) To check the effectiveness of Work-cards on both the gender. The study was experimental in nature hence 'two groups, randomized subjects, only post-test design' was selected. The researcher evaluated the effectiveness both techniques by administering a post-test of 30 marks. The statistical analysis was done with the help of the software called SPSS. As a result, the work-card proved better than the Lecture method. And the girl students performed better than the boy students.

Keywords:

ELT, Work-card, Effectiveness, Experimental Study, Prepositions





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Introduction:

“Language is the most distinguishing single trait of human kind without which most of human activity would cease.” These words of R. S. Pathak express how important the language is. It is English language that connects one with the entire world. It is an international link language. It is helpful in gaining information about different customs, traditions, culture, literary forms of the world. English is important from vocational point of view, too.

Though Hindi has been declared as the official language of India in 1965, English language serves as the national link language. This has established the importance of English language in India.

Most of students in Gujarat study English as the second language. So, many students find it difficult to understand grammatical aspect of the language. If they don't understand the grammar of English language, they will find it difficult and gradually they will lose interest in it. And as a result of this, they will be weak in English.

It is in this context that an endeavour was made in the proposed paper to investigate the effectiveness of Work-Cards for the teaching of Prepositions in Secondary Classrooms.

Work-Card is a learner centred self learning technique. In this technique, the grammatical units are divided into small bits and a work-card for each small bit is constructed presenting the content in an easy and logical sequence. An exercise is given at the end of each work-card to evaluate the students' achievement. If their answers are correct, they can go on another work-card otherwise they have to study the same card again.

The researcher has ten years of teaching experience at various levels. On the basis of this, two groups of Std. 10th were made on the basis of their past achievement in English language. Out of these two groups, one was taught with Work-Cards and the other was taught with Lecture Method. Then the researcher evaluated the effectiveness of both the groups on the researcher made unit achievement test.

Objectives of the Study:

- (1) To check the effectiveness of Work-card technique as compared to the Lecture method
- (2) To check the effectiveness of Work-card technique on both the gender

Null Hypotheses:

- (1) There will be no significant difference between the mean scores of the students receiving instruction through Work-Cards and the Lecture Method.
- (2) There will be no significant difference between the mean scores of the students of both the genders.



Area of Research:

In the present educational investigation, the researcher developed Work-Cards for teaching Prepositions. Hence, this research comes under the area of *English Language Teaching (ELT) and Curriculum*. Moreover, the proposed research probed the effectiveness of Work-Cards as compared to the normal / regular classroom teaching. Thus, *Educational Technology* is also one of the areas, on which this investigation was depended.

Type of Research:

So far as the development and try out of Work-Cards are concerned, the proposed research is an applied research. Moreover, in respect of data collection and statistical analysis it was a quantitative research.

Variables:

The following were the variables in the present study:

1. Independent Variables:

Methods of instruction: (1) Instruction through Work-Cards technique, (2) Instruction through Lecture Method.

2. Dependent Variable:

Students' academic achievement on the researcher-made unit test.

3. Moderator Variable:

Gender : (1) Boy, (2) Girl.

4. Control Variables:

1. Content or Topic
2. Medium of the students (Gujarati)
3. Timings of the experiment
4. Grade or Standard (Standard 10)
5. School Environment



**5. Intervening Variables:**

Following were the intervening variables in the present study.

1. Interaction between students of the experimental group & the control group
2. Individual differences in terms of intelligence, motivation, interest in learning & study habits
3. Out sources of guidance
4. Novelty of the experiment

Research Method:

In the proposed study, efficiency of an experimental method was evaluated in the terms of achievement recorded on the researcher made unit achievement test. In this method, the experimental design selected for the study was 'two groups, only post-test design'.

Collection of Data:

The researcher individually conducted the experiment on the students of Std. 10 in Balkishor Vidyalaya – Rajkot for seven days. The sample of the present study comprised of 53 students (26 boys, 27 girls) who were evaluated on the marks they got on the researcher made unit achievement test at the end of the experiment.

Analysis of Data:

The present research was undertaken to evaluate the effectiveness of the methods of instruction for the teaching of *Prepositions*. To collect the data the investigator conducted an experiment. The received data were statistically preceded. The statistical analysis was done with the help of computer programme named SPSS. The analysis of the data according to both the hypotheses is given below.

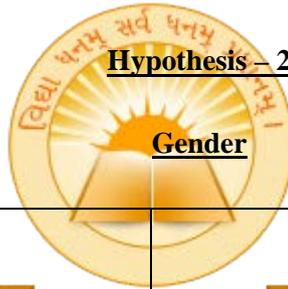


Hypothesis – 1

Teaching Techniques

	Groups of Students	N	Mean	S.D.	t - value
Post -Test	Experimental Group	25	8.54	5.02	3.01 **
	Control Group	28	6.78	2.84	

** Significant at 0.01 level



Hypothesis – 2

Gender

	Gender	N	Mean	S.D.	t - value
Post -Test	Boy	26	4.96	2.31	6.23 **
	Girl	27	8.54	5.02	

** Significant at 0.01 level

Findings / Result of the Study:

To test *the first hypothesis*, the t-value was found. The mean score of both the groups receiving instruction through Work-cards and Lecture Method was 8.54 and 6.78 respectively. The t-value of these mean scores was 3.01



which was significant at 0.01 level. This shows that the students who studied the topic with Work-cards performed better than the controlled group. Hence, the first hypothesis was rejected.

To test *the second hypothesis*, the t-value was found. The mean score of the girls and the boys receiving instruction through Work-cards and Lecture Method was 8.54 and 4.96 respectively. The t-value of these mean scores was 6.23 which was significant at 0.01 level. This shows that the girls performed better than the boys. Hence, the second hypothesis was also rejected.

Limitations of the Study:

- 1) The unit achievement test used in the proposed research was researcher made and not the standardized one.
- 2) The school for experiment was selected purposively in the year 2016-17.
- 3) Novelty of treatment, interaction among students, individual differences, and educational guidance outside the school are non- controlled variable that might have affected the result.
- 4) Lack of time due to school activity calendar, only certain Prepositions that are prescribed in the syllabus of Standard 10 were chosen for the present study.

Significance of the Study:

- 1) Work - Cards can be of great help to the language learning at any stage of learning.
- 2) Work-Cards once created, can be used as many times as one wants.
- 3) With the help of this study, one can know the effectiveness of the instructional techniques i.e. Work-Cards.
- 4) With the help of these instructional materials, novelty can be brought in the teaching-learning process.
- 5) By constructing such materials viz. Work-Cards, time and energy of the teacher can be saved.
- 6) Learning through Work-Cards can encourage the students learn on their own.
- 7) The students can have different ways of learning a single topic and hence individual differences can be handled easily.

Educational Implementations of the Study:

- 1) Different teaching techniques bring novelty in the classroom teaching
- 2) Work-cards can fulfil the individual needs of the learners
- 3) Work-cards can be used utilized in the absence of a teacher
- 4) These teaching techniques can be helpful in increasing interest and concentration of the learners
- 5) By applying this technique, the students' involvement can be had on a greater scale



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