EFFECTIVENESS OF PARTICIPATORY APPROACHES TO ELT AT 8TH GRADE STUDENTS OF VAVDI SCHOOL

Mr. Ketan B Parmar

INTRODUCTION

Education is most effective when it is centered on experience and related to the student's real needs. Students are motivated feeling themselves and experts on their own lives. Teachers are co-learners, asking questions about student's everyday occupations. Students learn to see themselves social beings, a part of the society they interact. It is rather easier for the student to express his opinion if he completely penetrates in the topic that is discussed. This happens, when if the discussion, in which he participates, touches his own experience. The goal of the participatory approaches is to help the student to understand the social, historical or cultural forces that affect their lives, and then to help empower students to take action and make decisions in order to gain control over their existence as an element of the society. For students, a goal of the participatory approaches is to be evaluating in their own learning and to increasingly direst it themselves. "The language focus in the participatory approaches is not established in advanced, rather it follows from content which itself emerges from ongoing, elaborative investigations of critical themes in students life.

- Teachers and principals work best on problems they have identified for themselves.

- Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently.

- Teachers and principals help each other by working collaboratively.

- Working with colleagues helps teachers and principals in their professional development.

Focus on school issue, problem, or area of collective interest

Research done with the teacher's students, in a setting with which the teacher is familiar helps to confer relevance and validity to a disciplined study. Often, academic research is seen as disconnected from the daily lives of educators. While this might not always be true, it can be very helpful for teachers to pick up threads suggested in academic circles, and weave them in to their own classroom. It is also comforting for parents, or education administrators outside of the school, to know that a teacher is not just blindly following what the latest study seems to suggest, but is transforming the knowledge into something meaningful.

Form of teacher professional development

Research and reflection allow teachers to grow and gain confidence in their work. Action research projects influence thinking skills, sense of efficacy, willingness to share and communicate, and attitudes toward the process of change. Through action research, teachers learn about themselves, their students, their colleagues, and can determine ways to continually improve.

STATEMENT OF THE PROBLEM

"THE EFFECT OF PARTICIPATORY APPROACHES TO ELT AT 8TH GRADE STUDENTS OF VAVDI SCHOOL"

DEFINITIONS OF THE TERMS

For teachers of English, as a second or foreign language, the tendency to pick out only two or three teaching approaches they are most comfortable with is very strong. But as can be gleaned from the proliferation of literature on language instruction, there are quite a number of available approaches that can help both the teachers and the students in the learning engagement, trying out different approaches from time to time and in various combinations will likely address some learning difficulties encountered along the way.

PARTICIPATORY APPROACH:

Δ The participatory approaches is one of them which involves learners in participating language learning activities.

Δ Participatory approaches means to help both teachers and learners co-operate and collaborate in the learning process and make learning meaningful.

Participatory approach in teaching English classroom at secondary level is to improve English teaching quality of their level and explore an effective teaching and learning strategies, with the further advance of the new curriculum reform, developing students integral language skills and ability of listening, speaking, reading and writing by means participatory activities for students will be able to help them learn from each other and gain a sense of honor and success, and thus develop their sense of participation. Currently as a kind of leading teaching way, participatory approach has been more and more widely implemented in the student centered teaching practice, becoming a complement and breakthrough to traditional teaching approach.

SECONDARY LEVEL:

Secondary level is a stage of education following primary education. Except states where only primary or basic education is compulsory, secondary education includes the final stage of compulsory education and in many states it is entirely compulsory. Primary education is characterized by transition from primary education for minors to tertiary, "post-secondary", or "higher education". Depending on the system, schools for this period or a part of it may be called primary schools.

EENGLISH LANGUAGE TEACHING (ELT)

English language teaching here refers to teaching English as a second language at a primary level, especially teaching on speaking and listening

AREA OF THE RESEARCH

The formal jurisdiction of the present study is the vavdi primary school of Jamnagar district of Gujarat state where District Primary Education Project exercises its power and polices. However, the findings of the study would be applicable to the students undergoing primary and secondary education in India whose mother tongue is other than English.

TYPE OF RESEARCH

The present study has been designed on the base of experimental design as for the suggestion of the experts. The study has been conducted on the two or parallel groups which were given treatment of participatory method of teaching and traditional method of teaching. The experimental effort had played the pivotal role in the deriving the real effect of the effective treatment on the learners.

OBJECTIVES OF THE STUDY

Following objectives were formulated to realize the present study which is as follows.

1. To find out how far participatory approaches followed in this School in teaching English
2. To study the use of participatory approaches in primary school in Vavdi in order to find out the effectiveness.
3. To try-out participatory approaches in different students to teach English and its effectiveness.
4. To study the view of students in following the participatory approaches.

HYPOTHESES

There exists no significant difference of participatory approach on the primary school students.

There exists no significance difference among boys and girls students on their achievements of participatory approach

There exists no significance difference of teaching of participatory approach in different students of this school.

RESEARCH QUESTIONS

The researcher had undertaken the present study to get the answer of some of these research questions.

1. What are the types of methods and approaches are followed in teaching English in primary level in Vavdi school?
2. Whether there is a remarkable variation in English language proficiency where participatory approaches are followed?

3. Whether the participatory approaches or other existing methods of teaching English at primary level are more effective or not?

IMPORTANCE OF THE STUDY

The participatory approaches center the student with his own world of thoughts that he won't be against to share with others. The complicity is that he constantly doesn't know about his hidden desire to speak about something that happens in his life. The goal of the teacher as the user of participatory approaches in this case is to awake the students desire to share his thoughts with the surroundings partaking EFL. The difference between the information learned at home, as for example a text on the cultural topic, and the information that the student exposes as the part of his life experience for example an opinion essay, is in the grades of simplicity. The second one being easier reproduced by a student because he will know exactly what is he talking about. On the other hand we speak about two different processes, learning and expression. The participatory approaches are more connected with expression. Statement which is based on the general learning of EFL learners has a didactic goal to increase it. However, it is important to note that learners are different and they learn through different ways. Therefore, there is no single method or technique on its own which can satisfy the learning needs of all the learners, it is necessary for the teacher to vary the methods of teaching, and the teacher can easily do it by using a participatory approaches because it is directed in developing the speaking skills by using the best way which is to speak, appropriate for any type of learner.

TOOLS FOR DATA COLLECTION

To collect the required data according to the need of objectives, a questionnaire on effect of participatory approaches on primary school was prepared by the investigator. Then the questionnaire was given to guide for further correction. According to the expert's suggestions, necessary modification was done and final questionnaire was prepared.

To review the English Language Teaching, a pre-test was prepared. This form was availed as it provides greater depth of response. This tool was piloted before administering it.

METHODOLOGY

The present study is an experimental type of work where the investigator had studied the effect of participatory approaches in teaching English language at primary level students of the Vavdi primary school. Details of the research methodology follows in this present study included population; sample, tools, data collection and method of data analysis are given at a time.

Research methodology refers to the theory of the research and the reasons for the way, the research had been designed. Methodology explains the research question and why the question is important. Methodology explains the literature the researcher is using, the language and terminology, the other

theories and explanations being used, the methods and type of analysis that has been used to interpret the data and information collected.

DATA COLLECTION

For the present study the required data has been collected from the primary school students from Vavdi School. For this purpose the investigator distributed the questionnaire to all the students of 8th grade level of the same school and explained the purpose of the study. After getting the questionnaire, the students filled the answers in the question sheets they had. This way the data of the present study was collected.

DATA INTERPRETATION

The analysis and interpretation of the collected data is present as under:

› In the use of participatory approach in this school, we see that the teacher (71.02) show more actively user of participatory approaches in his teaching method. Sot the null-hypothesis framed here is accepted at 0.5 level of T-value of significant.

› The effectiveness of participatory approaches is scored high in comparison with other traditional method. The effectiveness of participatory approach is much more (78.05) than the traditional approaches. So the hypothesis is accepted here.

› The effect participatory approaches is seen different on the girls and boys students of the school. The girls scored (65.78) while the boys scored (53.45) mean on the effect. So here the hypothesis framed is rejected.

CONCLUSION

The above results show that the teaching of a second language can be best established by the use and application of the participatory teaching method. The learners are very eager to do all the work and assignment with the help of their peers as well as with the suggestion and help of their teacher. The researcher here has found that the participatory method of teaching is better than other existing methods of English Language Teaching. The present scenario is fascinated with the much more importance of English knowledge. The teachers can achieve their level best knowledge by implementing such teaching methods to their teaching. Here it is clearly seen that participatory teaching method is affecting a lot to the learners' counterparts. The students can be benefited enough through the application and implementation of participatory teaching method.

REFERENCE

1. Campbell. P. (2001). *Participatory literacy practices:* Exploring padagogy. In P. Campbell and B. Burnaby (Eds). *Prticipatory practices in Adult education* (pp.55-75). Mahwah, N.T: Lawrence Erlbaum Associates.

2. Merrifield, J. (1997). Knowing, learning, doing: *Participatory Action research.* Focus on basics, 1(A), 23-26. Retrived January 21, 2005.

3. Nash, A. (Ed) (1999). *civic participation and community action sourcebook.* Boston, MA: The New England Literacy Resource center.

4. Shang, H.F. (2000). *A comparative analysis on alternative approaches to literacy instruction.* Intenational Journal of Literacy Educatoin. 19(4), 291-299.

5. Allwright, R.L. (1980). Turns, topics and tasks: Patterns of participation in language learning and teaching. In D. Lassen – Freeman (Ed), Discourse analysis in second language Research. (pp.165-187 0. Rowley, Mass: Newbury House.

6. Carell, P. (1988). Introduction: interactive approaches to second language reading. In P. Carell, J. Devine, & Eskey, D. (Eds). Interactive approaches to second language reading (pp.1-8). New York: Cambridge.

7. Widdowson, H.G. (1990). Aspects of language teaching. Oxford: Oxford University.