EFFECT OF METHODS OF TEACHING, LOCALE AND THEIR INTERACTION ON ENGLISH LANGUAGE PROFICIENCY

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ABSTRACT

This present research is with an objective to compare the effectiveness of Smart class versus Traditional class on English Language Proficiency of VIII class students studying in middle school of Durg district of Chhattisgarh state. The researcher investigated the effect of Locale, Methods of Teaching and their interaction along with the Methods of Teaching. The study was executed on four hundred students, revealed that Methods of Teaching had a significantly differential effect on English Language Proficiency, but neither Locale nor the interaction between Locale and Methods of Teaching did not produce any significantly differential effect on English Language Proficiency of the students.

INTRODUCTION

In the field of education, state like Chhattisgarh is backward especially in education. Hence, taking very good teachers to interior part and tribal or rural area is a very big trouble. There any other methods of teaching with or without the physical presence of teachers is always excellent. Here, the present investigation was taken up with an objective of verifying the effectiveness of Smart class over Traditional class , as well to find the influence of Locale and their interaction of the two variables on English Language Proficiency of VIII Class students.

OBJECTIVE

To compare the effect of locale, methods of teaching and their interaction on English Language Proficiency of VIII class students.

HYPOTHESIS

There will be no significant effect of locale, methods of teaching and their interaction on English Language Proficiency of VIII class students.

TOOL

English Language Proficiency test developed by Mishra, K.S. & Dubey, Dr. R. was used to assess the English language proficiency skills of the students. The test covers fourteen sub-areas of the language. The test possesses high face validity and the split-half reliability of the test is 0.85.

SAMPLE

The study was carried out on a sample of 400 students, studying in VIII class. The process of sample selection started with procurement of a list of secondary schools situated in Durg district of Chhattisgarh state. After obtaining the list, the researcher categorised the schools in two categories, in the first category the schools with smart class facilities were place while the second group consisted of schools devoid of smart class facilities. From both of these categories two schools each was selected randomly, that is in all four school were selected for the execution of the present study. All the students studying in Class VIII formed the sample for the present study. A schematic representation of the sample is depicted in table 1.

Table 1: School, gender & group-wise distribution in sample

School	Smart Class			Traditional Class			Grand-Total
Gender	Boys	Girls	Total	Boys	Girls	Total	
No. of Students	100	100	200	100	100	200	400

DATA COLLECTION

Data collection for the present study was initiated after the selection of the four schools. The data collection started with the administration of English Language Proficiency test on the eight class students studying in the schools selected with Smart Class facilities. The researcher first briefed the procedure of responding to the Reading Comprehension test, there-after distributed the test booklet and answer sheet to each student. When the students finished their tests, the test booklets and answer sheets were collected from them. The same procedure was employed to collect the data from the rest of three schools selected as a part of sample.

DATA ANALYSIS

The objective of the present study was 'To study the effect of Locale, methods of teaching and their interaction on English Language Proficiency of VIII class students'. The data collected with respect of this objective were analyses by employing 2*2 Factorial Design ANOVA. The result of the analysis has been provided in table 2

Table 2: Summary of 2*2 Factorial Design ANOVA for English Language Proficiency

Sources of Variation	Sum of Squares	df	Mean Sum of Squares	F-value	Sig.
Locale	18.923	1	18.923	0.406	0.524
MOT	41.602	1	41.602	0.893	0.345
Locale * MOT	592.922	1	592.922	12.721	0.000**
Error	18457.450	396	46.610		
Total	761207.000	400			

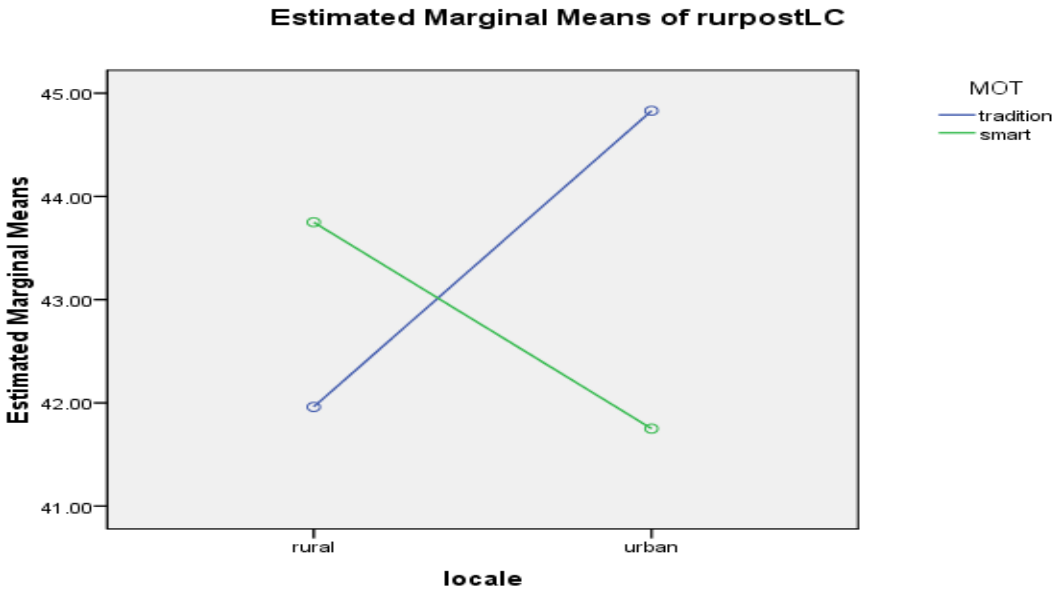
** significant at 0.01 level

From Table 2, it can be observed that the F-value of 0.406 for Locale was not found to be significant. This reflects that Locale did not produce any significantly differential effect on the English Language Proficiency of the students. Therefore the null hypothesis stated as 'There will be no significant effect of Locale on the English Language Proficiency of VIII class students.' is not rejected.

From Table 2, it can be further observed that the F-value of 0.893 for Methods of Teaching was not found to be significant. This reflects that Methods of Teaching did produce any significantly differential effect on the English Language Proficiency of the students. Therefore the null hypothesis stated as 'There will be no significant effect of Methods of Teaching on the English Language Proficiency of VIII class students.' is not rejected.

In other words the English Language Proficiency of the students is free from the influence of Methods of Teaching i.e. both the methods, namely Smart Class and Traditional Method produce equal impact on development of English Language Proficiency.

From Table 2, it can also be observed that the F-value of 12.721 for Interaction between Locale and Methods of Teaching was found to be significant at 0.01 level, with df =1/396. This reflects that Interaction between Locale and Methods of Teaching produced a significantly differential effect on the English Language Proficiency of the students. Therefore the null hypothesis stated as 'There will be no significant effect of Interaction between Gender and Methods of Teaching on the English Language Proficiency of VIII class students.' is rejected. In order to understand the trend Graph 1 was plotted.



Graph 1: Effect of Interaction between Locale and Methods of Teaching on English Language Proficiency

From Graph 1: it can be concluded that there is a sharp rise in the English Language Proficiency as we move from rural to urban area in case of traditional class. Where as in case of Smart Class the trend is just the reverse, i.e. there is a fall in English Language Proficiency as we move from rural to urban area

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