



Innovative Teaching Strategies to Sustain Students' Attention in Teaching English Language

Dr. GHALI MADHAVI

Asst. Professor, St. Ann's College of Education, Hyderabad

ABSTRACT

Teachers having concern about students not paying attention during teaching is not an unknown fact. Sustained Attention is the process of continuously focusing on the topic being discussed in the classroom during the teaching-learning process. The purpose of the paper is to investigate the outcome of following innovative teaching strategies in English Language Pedagogy and compare students' sustained attention using conventional methods and innovative practices during teaching. In order to study the sustained attention, the author conducted pre-tests and post-tests to measure their retention and recall ability in six phases on a sample of 30 girls and boys of grade VII belonging to the age group 11-12 years of Government High School, Telangana. The results revealed that there was no significant difference in the retention and recall ability in the pre-test and post-test achievement scores of boys and girls and between boys and girls. It was found during the study that there were several factors which were accountable for their un-sustained attention during instruction which resulted in low post-test achievement scores among boys and girls.

Mean, Standard Deviation and t-test were used to analyze the data. The current study suggests that continuous use of variety of teaching-learning strategies and bringing innovative practices in the teaching-learning process would not only help students sustain attention but also enhance their academic achievement. Results of the study are discussed further in the paper.

Keywords: Sustained Attention, Innovative teaching strategies, Teaching-Learning process and Academic achievement.

Introduction

The Indian Education System has shown rapid progress in the recent times, all the more due to the pandemic. The chalk and talk method of teaching of yester years is gradually getting wiped off and innovative teaching practices are evolving. Jenny Arledge has aptly said "technology can become the wings 'that will allow the educational world to fly farther and farther than ever before: if we allow it.'" Children no longer are confined to the classrooms. The 21st century children are highly active, creative and tech savvy. What they need is little ignition from parents and teachers. Educators must make the teaching learning process joyful by introducing innovative instructional strategies. Teaching learning process can be defined as a transformation process of knowledge from teachers to students. Teaching is not just sharing of knowledge. It is complete only when the information shared by the facilitators is

retained and students are able to recall the same in the long run. It becomes important for the facilitator to ensure that the students possess sustained attention during the teaching-learning process.

Objectives of the Study

- 1.To study the sustained attention of the boys and girls of grade VII, Government High School, Hasmathpet, Secunderabad, Telangana.
- 2.To study if there is any difference in the sustained attention after the interventions were given.
3. To study the difference between the sustained attention of the boys and girls before and after the interventions were given.

Hypotheses

- 1.There is no significant difference in the sustained attention of the boys after using innovative instructional strategies.
- 2.There is no significant difference in the sustained attention of the girls after using innovative instructional strategies.
- 3.There is no significant difference in the sustained attention between boys and girls after applying innovative instructional strategies.

Method of the Study

Quasi Experimental research design was adopted in the current study. The data for the study was collected through pre-test and post -test achievement scores.

Sample

Purposive Sampling technique was used for the study. The sample consisted of 30 students of grade VII, aged between 11-12 years of Government High School, Hasmathpet.

Experimental Procedure

All the 30 students were divided into two groups of 15 boys and 15 girls and were administered a pre-test based on retention and recall ability using conventional instructional method and the achievement scores were recorded. Likewise, post-test was also conducted with a gap of one week using innovative instructional strategies. These tests were conducted in six phases and the achievement scores were recorded.

Statistical Analysis

Based on the obtained pre-test and post-test scores of boys and girls their Mean, Standard deviation and t-values were calculated for the analysis and testing of the hypotheses.

Data Analysis

The data thus obtained is represented in a tabular form:

Table 1: Boys Achievement

	MEAN	SD	t-Value	SIGNIFICANCE 0.05
PRE-TEST	20.06	3.64	0.245	NS
POST-TEST	18.87	5.75		

From table 1. It is observed that the obtained t-value (0.245) is less than the table value for 0.05 level of

significance. Hence, it can be concluded that there does not exist statistically significant difference in the pre-test and post- test achievement scores of boys. Therefore, Null Hypothesis 1 is accepted.

Table 2: Girls Achievement

	MEAN	SD	t-Value	SIGNIFICANCE 0.05
PRE-TEST	15.87	7.83	0.146	NS
POST-TEST	18.4	8.57		

From table 2. It is observed that the obtained t-value (0.146) is less than the table value for 0.05 level of significance. Hence, it can be concluded that there does not exist statistically significant difference in the pre-test and post- test achievement scores of girls either. Therefore, Null Hypothesis 2 is accepted.

Table 3: Gender-wise Boys and Girls Pre-test Achievement

	MEAN	SD	t-Value	SIGNIFICANCE 0.05
BOYS	18.87	5.75	0.889	NS
GIRLS	18.4	8.57		

Table 4: Gender-wise Boys and Girls Post-test Achievement

	MEAN	SD	t-Value	SIGNIFICANCE 0.05
BOYS	20.06	3.64	0.14	NS
GIRLS	15.87	7.83		

*NS: Not Significant at 0.05 level

From table 3 and 4 it is observed that the obtained t-values (0.889) and (0.14) is less than the table value for 0.05 level of significance. Hence, it can be concluded that there does not exist statistically significant difference in the pre-test and post- test achievement scores of boys and girls. Therefore, Null Hypothesis 3 is accepted.

Conclusion

The results of the present study led to the following conclusion:

After the analysis of the data and discussion with the teacher fraternity and the Headmaster of the Government High School it is understood that students were hardly taken to the AV room. Hence, although they did show sustained attention their achievement scores showed no improvement. This was due to the fact that the children found the audio video equipment amazing and concentrated more on how it works rather than the instructions given. Moreover, most of the parents are illiterate and cannot communicate in English language and thus fail to guide their children back home. The standard of these students is very low and they were not aware of the vocabulary taught at grade VII. Consequently, in spite of having sustained attention students' achievement scores were low leading to poor retention and recall ability even after the interventions were given. After discussion with the teachers, it was learnt that most of them were inclined to implement innovative teaching strategies in their classrooms and it was seen and observed, teachers implementing the intervention programs which resulted in sustained attention of the students and learning with joy.

limitations

- 1.The study was conducted taking one government school with a limited sample.
- 2.The intervention program was for a shorter period and needs a longer length to see improvement in achievement along with their sustained attention.

Suggestions

Students understand and retain information for a long time when teaching- learning process is made joyful. Teachers must try to build the curiosity in the child and allow the child to explore. Teachers must explore innovative instructional strategies to sustain their attention throughout the teaching-learning process. Innovative Instructional strategies not only help students sustain attention but also help in their academic achievement.

References

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