

Effectiveness of Direct Method and Traditional Method of Teaching English in std- 9: An Experiment

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ABSTRACT

English language is believed as a tourists' coin. It has been considered one of the chief subjects in education. In the state like Gujarat, English is adopted as a compulsory subject from the primary to the graduation. English language teaching (ELT) has also become the choice of teachers yet it is unploughed area in research. Methods of teaching English have been always a matter of debates and discussion among the educationists. It is said that any language can be best learnt in the natural atmosphere, It suggests the use of 'the direct method' in teaching English. At the second hand, it is observed that English is taught by 'the translation method' in the most of Gujarati medium schools of Gujarat. This method has become not only students' cup of tea but teachers' too. It is a question which method is effective in teaching English language in the Gujarati medium schools of Gujarat. The present study was an experiment to find out the effectiveness of the direct method and the translation method in teaching English in std 9.

Key Words: Direct method-, Translation method, Effectiveness.

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The present study was an experiment to find out the effectiveness of the direct method and the translation method in teaching English in std 9.

Objectives of the study

- To test the effectiveness of the direct method
- To test the effectiveness of the translation method
- To compare the effectiveness of the direct method and the translation method.

Hypothesis of the study

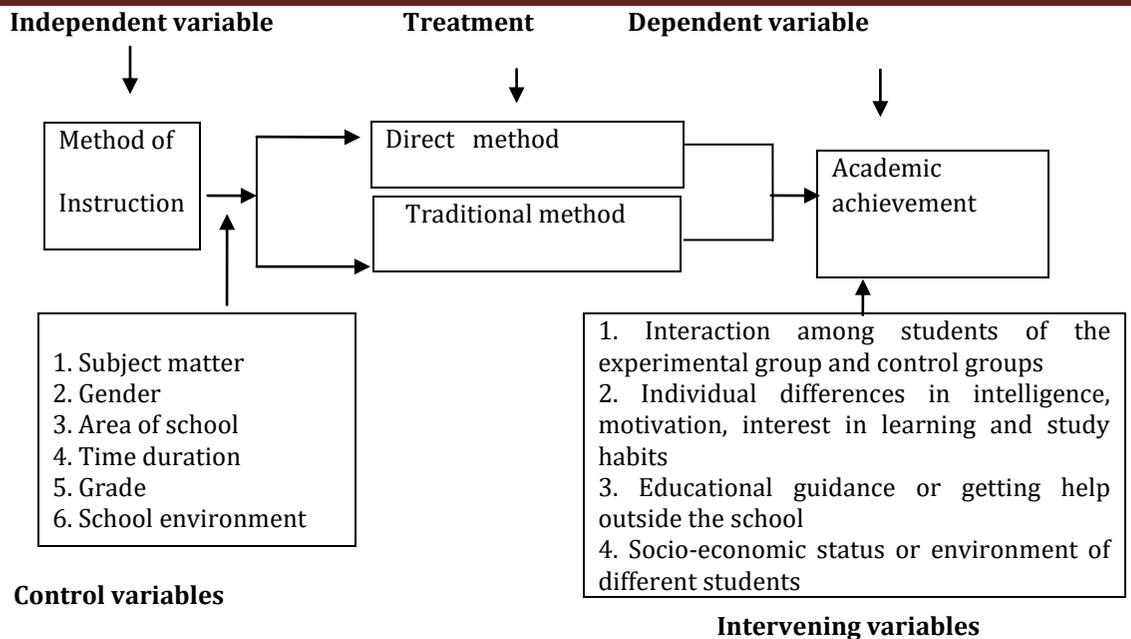
- There will be no significant difference between the mean scores of the post test of the direct method and the translation method in teaching English in 9th grade of Gujarat secondary school.

Population and Sample

The population of the study was students of grade 9th of Gujarat secondary education board. For the sampling, the school was selected purposely and sample was stratified. The study was undertaken in Nonghanvadar secondary school of Bhavnagar district. Two groups were selected randomly and stratified by their previous test scores in English subject. By using chits, one group was declared experimental group and another was selected as control group. Each group contained 25 students.

Variables

The following variables were considered in the research. The required variables were controlled. The detail of the variable is as under.



Experiment Design and Application

As the research was experimental type research, the proper research design was made. It was two groups pretest-post test design. After defining the groups, both experimental group and control group were given pre test to examine the pre knowledge related to the content. Then, the experimental group was taught in 'prepositions' by using only English language. All instructions were given in English only. The control group was taught 'prepositions' traditionally by using mother tongue-Gujarati as a medium of instruction. Both the groups were taught for 10 days according to the lesson planning. After the teaching-learning work, the post test was employed in both of the groups.

Tool

A teacher made test was used as a tool in this experimental research. The test consisted 30 objective type of questions formed according to the teaching objectives. Each question valued one mark. The test offered the time limit of 30 minutes.

Data Collection

The data was collected by using pretest and post test. The scores obtained by the students were considered as data of the study.

Data Analysis

Received data by pre-test and post-test was counted. Different values were found by using computer based SPSS program. The data analysis was as under.

T-value of the post test scores of experimental group and control group

Group	Test	N	Mean	T-value	sig
Experimental Group	Post test	25	16.76	2.080	0.05
Control group	Post test	25	18.96		

Findings

Analyzing the data the research came to conclusion that the traditional method was significantly effective than the direct method in teaching English at grade 9th of Gujarat secondary schools.

Conclusion

Thus, the study suggests that traditional method of teaching English at secondary education level in Gujarat is effective than the direct method. In fact, educationist suggests that language can be better learnt in only natural atmosphere and direct method but 'the traditional method' which is often mixture of the mother tongue and the second language may have positive effect in the exam scores. More researches are recommended in this field so that results can be reached to the generalization.

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2. દેસાઈ, એચ. ને દેસાઈ, કે (૧૯૭૯). સંશોધન પદ્ધતિઓ અને પ્રવૃત્તિઓ. અમદાવાદ: યુનીવર્સિટી ગ્રંથનિર્માણ બોર્ડ, ગુજરાત રાજ્ય.