EFFECTIVENESS OF CONCEPT ATTAINMENT MODEL IN RELATION TO THE CONVENTIONAL TEACHING OF ENGLISH LANGUAGE TO VIII GRADE STUDENTS

Research Paper

ABSTRACT

The main objective of the study was to find out if there is any effect of concept attainment model on English language teaching. The experimental method was adopted for the present study. A sample of 50 students from two English medium schools in Jamshedpur were selected randomly according to their grades in their terminal exam. Achievement tests in English for pre-test and post-test were prepared by the investigator. 't' test was used for analyzing the data. The major finding was that there is some effect of concept attainment model on English language teaching.

INTRODUCTION

Concept attainment model was developed by Jerome Bruner (1961; Bruner et al., 1959) with the intention of introducing, teaching and nurturing students' critical thinking skills. Bruner wanted these skills to become an integral part of students' cognitive repertoire over time and to transfer from subject familiar concepts. Once the process of concept attainment itself was in place, students would be ready to discover new concepts. This progression from the familiar to the unfamiliar was still the most appropriate way to introduce students to concept attainment.

Keeping the above background of concept attainment in mind the following objectives were framed.

OBJECTIVES OF THE STUDY

1. To find out the difference between the means of scores in pre-test in English language of the Control Group and the Experimental Group.

2. To find out the difference between the means of scores in post-test in English Language of the Control group and the Experimental Group.

3. To find out the difference between the means of scores in pre-test and post-test in English language of the Control Group.

4. To find out the difference between the means of scores in pre-test and post-test in English language of the experimental group.

SAMPLE

Two English Medium schools in Jamshedpur were selected and, adopting random sampling, from each school 40 students of class VIII were selected. Out of 40 students, all those whose grades were A$^+$, A and B$^+$ in their terminal exam were selected. Thus only 25 students were selected from each school. The students belonging to school I were considered as Control Group and of those school II as Experimental group.

TOOLS

An achievement test prepared for pre-test in English language, Concept attainment model of teaching and a post-test in English language.

COLLECTION OF DATA

A general class was taken by the researcher to get acquainted to the students and to establish rapport with the students. Then the pre-test was administered both to the Control group and the Experimental group separately.

TEACHING THROUGH THE CONVENTIONAL METHOD

The control group was taught the unit 'Active and passive voice' through the conventional method. The researcher took four periods to complete teaching the unit.

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Each class was of 30 minutes duration. The Deductive Method and the Lecture Method were used to teach the unit, questions were asked at the end of each class and the doubts of the students were clarified.

ADMINISTRATION OF CONCEPT ATTAINMENT MODEL TO THE EXPERIMENTAL GROUP

The Control Attainment Model was administered on the experimental group on the same unit. The unit was divided into 4 sub-units. Each sub-unit was taught in one period of 30 minutes. In each period, a particular concept was introduced and was discussed following to the model. To explain the concepts, models, charts, flash-cards etc were used ensuring students active participation. The last eight minutes were devoted to ask questions about the content covered, re-enforcing the students' learning and to some stimulus variation activity. Few students at the end explained the concept following the rules of concept attainment model similarly. The unit was completed in the next three periods of 30 minutes each.

The post-test was administered both to the control group and the experimental group after completing the lesson.

ANALYSIS OF DATA

Table 1 presents the mean, standard deviation and t-value of the pre-test taking by the Experimental Group and the Control Group. The mean of the Experimental Group was 12.02 and that of the Control Group was 11.74. 't'- value was 0.38 which is not significant at 0.05 level of significance.

Table 1

MEAN, STANDARD DEVIATION AND 't'-VALUE OF THE PRE-TEST TAKEN BY THE EXPERIMENTAL GROUP AND THE CONTROL GROUP

Group	Mean	S.D.	t' - Value	Remark
Experimental	12.02	2.6	0.38	NS
Control	11.74	2.56		

Table 2 presents the mean, standard deviation and t-value of the post-test taking by the Experimental Group and the Control Group. The mean of the Experimental Group was 19.12 and that of the Control Group was 15.62. 't'- value was 4.38 which was significant at 0.05 level of significance.

Table 2

MEAN, STANDARD DEVIATION AND 't'-VALUE OF THE POST-TEST TAKEN BY THE EXPERIMENTAL GROUP AND THE CONTORL GROUP

Group	Mean	S.D.	t' - Value	Remark
Experimental	19.12	2.9	4.38	Significant
Control	15.62	2.76		

Table 3 presents the mean, standard deviation and t-value of the pre-test and the post-test taken by the Control Group. The mean of the pre-test was 11.74 and that of the post test was 15.62, while SD was 2.56 for the pre-test and 2.76 for the post-test. 't'- value was calculated as 5.19 was significant at 0.05 level of significance.

Table 3

MEAN, STANDARD DEVIATION AND 't'-VALUE OF THE PRE-TEST AND THE POST-TEST TAKEN BY THE CONTORL GROUP

Group	Pre-Test		Post-Test		t' Value	Ramark
	Mean	SD	Mean	SD	5.19	Significant
Control	11.74	2.56	15.62	2.8		

Table 4 presents the mean, standard deviation and t-value of the pre-test and the post-test taken by the Experimental Group. The mean of the pre-test was 12.02 and that of the post test was 19.12, while SD was 2.6 for the pre-test and 2.9 for the post-test. 't'- value was calculated as 8.88 which was significant at 0.05 level of significance.

Table 4
MEAN, STANDARD DEVIATION AND 't' VALUE OF THE PRE-TEST AND THE POST-TEST TAKEN BY THE EXPERIMENTAL GROUP

Group	Pre-Test		Post-Test		t' Value	Remark
	Mean	SD	Mean	SD	8.88	Significant
Control	12.02	2.6	19.12	2.9		

RESULTS

1. There is no difference between the mean scores of the pre-test in English language taken by the Experimental Group and the Control Group.

2. There is significant difference between the mean scores of the post-test in English language taken by the Experimental Group and the Control Group.

3. There is only a slight difference between the mean scores of the pre-test and the post-test in English language of the Control Group.

4. There is significant difference between the mean scores of the pre-test and the post-test in English language of the Experimental Group.

INTERPRETATION

Table 2 reveals that there is significant difference between the mean scores of the post-test in English language taken by the Experimental Group and the Control Group. The Experimental Group showed better improvement after the treatment. Thus it shows that the concept attainment model proved to be effective on VIII grade students of the English medium school in the unit 'Active and Passive Voice' of English Language.

Table 3 reveals that there is slight difference in the achievement of the students of the control group in English language. Students do understand when taught through the conventional method but not as when taught through the concept attainment model.

Table 4 reveals that there is significant difference between the mean scores of the pre-test and post test in English language by the experimental Group.

Thus it can be infused that the concept attainment model is effective in bringing improvement on the achievement of the VIII grade students of English medium School in the unit active and passive voice' of English Language for the experimental Group.

EDUCATIONAL IMPLICATION

It was found that the Concept Attainment Model was significantly effective with the Experimental Group in achieving the objective. English medium schools should use this model in the class to make the concepts clear to the students. It is found that if once the concepts are clear, there is no difficulty for the learner to understand the topic further. For this, teachers should be made aware of this model.

REFERENCE

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