



A Study on the Effectiveness of Group Activity and Group Discussion Method in English

DR. HETAL T. PATEL

Assistant Professor,

The New Progressive College of Teachers Education, Mehsana.

Gujarat (India)

Abstract:

It is very essential for a language teacher to teach the lesson of English language very effectively and higher quality in today's classroom. Now a day there is assorted teaching methods and techniques to be introduced by language teacher for language lesson teaching in the classroom. According to me there is a advanced way for English language teacher is that, the teacher must teaches their lesson through the multiple and reciprocal use of the teaching methods as well as its techniques in current classroom dealings and for learning through students centered methods. In this article I want to express the qualitative approaches for English language teaching as well as for English method teachers.

Keywords: *Class, Group activity, Effectiveness, Education, English, Language, Methods, Teacher, Teaching, Techniques*

1. Introduction

In Recent time new inventions are carried out every day. Education is a continuous and Complex process. Education has been split up into different stages like pre-primary, primary, secondary and higher secondary. But higher secondary is very important part of the student life. It is very important that students of each stream learn different subjects on different days in different ways.

It is necessary that students are active and working continuously thereby they learn something. It is important that students achieve high scores and be able to solve the problem themselves. Every student is given a small Project and each student takes part actively and is involved in the process of learning.

2. Problem of the Study

A Study the Effectiveness of Group activity and Group Discussion method in English.

3. Objectives

1. To compare the mean score of post-test of the Experiment group and the Control group taking students pre-test score as co-variate.
2. To measure the effect of teaching method, gender and its interaction on the mean score of post-test score taking students pre-test score as co-variate.
3. To measure the effect of teaching method, achievement and its interaction on the mean score of post- test score taking students pre-test score as co-variate.
4. To study the opinions of the Experimental group about Group activity and Group discussion method.

4. Hypotheses

Ho₁: There is no significant difference between the mean score of post-test of the Experiment

group and the Control group taking student's pre-test score as co-variate.

Ho₂: There is no significant effect of teaching method, gender and its interaction on the mean score of post-test score taking student's pre-test score as co-variate.

Ho₃: There is no significant effect of teaching method, achievement and its interaction on the mean score of post-test score taking student's pre-test score as co-variate.

Ho₄: There is no significant difference between opinions of girls and boys of Experimental group.

5. Methodology of the Study

5.1 Population

All the class eleventh students of higher secondary Gujarati medium school of Patan city were the population of this study.

5.2 Sample of the Study

This study follows a "Randomized Pre-test Post-test Control group Experimental Design." Selection of School and student in experimental group (25 Boys + 11 Girls) and Control group (23 Boys + 13 Girls) was random in Experimental group researcher formed six sub groups & each group comprised of six students.

5.3 Tools

The Researcher used Chart, Questionnaire, Graph, Reference books; self made material as research tool and Achievement test, Opinionnaire used as data collection tool.

5.4 Variable

- Independent Variable : Educational Method
- i. Traditional Method
 - ii. Group activity and Group discussion Method
- Dependent Variable : Post-test Score
- Co-Variate : Pre-test Score
- Interviewing Variable : Interaction, Capacity, Interest
- Moderator Variable : Gender, achievement test

Data was analyzed with ANCOVA, 2x2 and 2x3 factorial design and Percentage was calculated for the opinions obtained on the Opinionnaire.

6. Findings

1. Calculation F-Value is 7.52 which are significant at 0.01 levels. Therefore there is a significant difference in mean score of post-test between control group and experimental group. So Group activity and Group discussion method is better than traditional Method.
2. There is no significant effect of teaching method, gender and its interaction on the post-test score of students.
3. There is no significant effect of teaching method, achievement and its interaction on post-test score of students.
4. According to student opinion

7. Output of Group activity and Group discussion method

- Develop confidence and good relationship between students.
- Develop deep understanding about the content of English.
- Student would like to study any other topic of this subject.
- Or other subject by Group activity and Group discussion method.

- They know the thought of other group members about content.
- Students were able to know the thoughts / understanding about the other group members.
- Boys and Girls of Experimental group are given similar opinion about the Group activity and group discussion method.

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