



Modern Strategies in Teaching English as a Second Language

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1. Introduction

The innovation method that the researcher speaks of in the paper is specific to both and materials used in language teaching. Moreover, this article brings out the subtle the difference between research and the scholarly realization of language as a treatment pedagogy. The argument goes on as the paper moves forward with education trends the exact context of the Indian view, the methods adopted, the methods passed, peer practice, current trend, new teaching design, new devices, need change, ICT and English language. English language has been taught over the years, tremendous changes, especially in the last ten years.

Students are content to learn, learn and grasp and grasp courses, lectures with a collection of relevant information from suggested texts. Many career options, once considered trivial, are currently gaining importance communication skills, soft skills, technical skills, interpersonal skills, ICT literacy etc. The need for chiseled graduates to successfully merge into the difficult competition of survival in the global market is in great demand nowadays.

In present study, the researcher used group discussion and multimedia strategy against traditional teaching method in teaching of English Grammar and studied the effect of all strategies.

2. Objectives

1. To study the effect of different teaching strategies in teaching English grammar.
2. To study the effect of different teaching strategies in teaching English grammar in the context of groups.

3. Hypotheses

- H₀₁** There is no significant difference between mean scores of post test obtained by the students of standard 9 learned by group discussion strategy and traditional teaching method.
- H₀₂** There is no significant difference between mean scores of post test obtained by the students of standard 9 learned by multimedia strategy and traditional teaching method.
- H₀₃** There is no significant difference between mean scores of post test obtained by the students of standard 9 learned by group discussion and multimedia strategy.

4. Research Method

In present study, the researcher had to studied the effect of different strategies on teaching in English grammar subjects. The researcher selected three different strategies for this. Three different equivalent groups were constructed. All three groups were treated with different strategies. Thus, the researcher used experimental research method in present study.

5. Experimental Design

The researcher used three different strategies in teaching English grammar to the students of standard 9. Experimental group 1 was treated with group discussion strategy, experimental group 2 was treated with multimedia strategy and controlled group was treated with traditional teaching method. The three

groups were selected according to their achievement in English subject of the previous test taken by their schools. The groups were equivalent according to their achievement. The researcher used **only post-test equivalent group** experimental design.

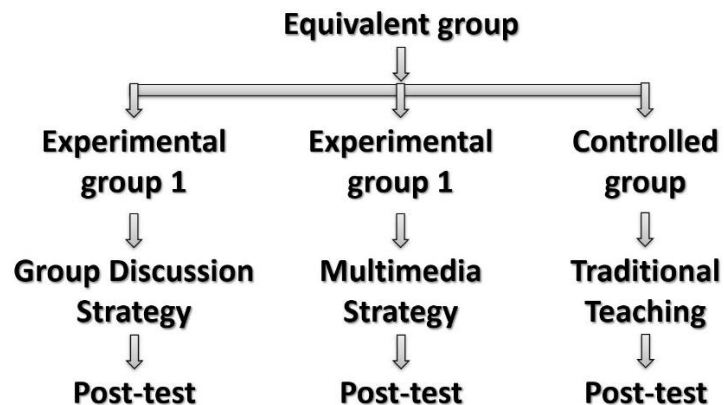


Figure 1.0: Experimental Design

6. Sample of the Study

The researcher selected 120 students from Ankur High School of Ahmedabad city. These students were divided in three different groups. The students were divided three different groups according to their achievement in English subject in previous school's exam. The researcher used **pair match** sampling technique in distribution of students.

The sample of study was as mentioned in table below.

Table 1. Sample of the study

Groups	Group 1	Group 2	Group 3	Total
Boys	23	23	22	68
Girls	17	17	18	52
Total	40	40	40	120

In group 1 and group 2, 23 boys and 17 girls were selected in each. In group 3, 22 boys and 18 girls were selected. Overall, 68 boys and 52 girls were selected as a sample.

7. Experimentation

The researcher selected following units of English grammar:

1. Voice

- Active voice
- Passive voice

2. Degree

- Positive degree
- Comparative degree
- Superlative degree

The researcher treated students of every group with different strategies. This took almost 9 periods of 35 minutes in each group. On the 10th day, the researcher gave students a post-test of 50 marks regarding English grammar. The students were given 1 hour and 30 minutes to complete this test. The answer sheets were checked later and the scores of answer sheets were used for data collection.

8. Data Analysis

The researcher constructed three hypotheses as mentioned above. These hypotheses were checked using t-test. The results obtained by t-tests are given in table below.

H₀₁ There is no significant difference between mean scores of post test obtained by the students of standard 9 learned by group discussion strategy and traditional teaching method.

Table 2. Significance between mean scores of students of Experimental Group 1 and Controlled Group

Group	N	M	SD	SED	t	Significance
Exp 1	40	47.29	5.21	1.11	5.14	0.01
Controlled	40	41.56	4.75			

df	0.01	0.05
78	2.64	1.99

According to above table, mean scores of students of experimental group 1 and controlled group are 47.29 and 41.56 respectively, standard deviations are 5.21 and 4.75, standard error of deviation is 5.11 and calculated t-value is 5.14. For df = 78, table t-values are 2.64 at 0.01 level and 1.99 at 0.05 level. Calculated t-value is more than table t-value at both the levels. Therefore, hypothesis is rejected and there is a significant difference between mean scores of students of experimental group 1 and controlled group. Moreover, mean score of students of experimental group 1 is more than mean score of students of controlled group. Thus, it is said that the group discussion strategy is more effective than traditional teaching method in the teaching of English grammar to the students of standard 9.

H₀₂ There is no significant difference between mean scores of post test obtained by the students of standard 9 learned by multimedia strategy and traditional teaching method.

Table 3. Significance between mean scores of students of Experimental Group 2 and Controlled Group

Group	N	M	SD	SED	t	Significance
Exp 2	40	47.59	5.35	1.13	5.33	0.01
Controlled	40	41.56	4.75			

df	0.01	0.05
78	2.64	1.99

According to above table, mean scores of students of experimental group 21 and controlled group are 47.59 and 41.56 respectively, standard deviations are 5.35 and 4.75, standard error of deviation is 1.13 and calculated t-value is 5.33. For df = 78, table t-values are 2.64 at 0.01 level and 1.99 at 0.05 level.

Calculated t-value is more than table t-value at both the levels. Therefore, hypothesis is rejected and there is a significant difference between mean scores of students of experimental group 2 and controlled group. Moreover, mean score of students of experimental group 2 is more than mean score of students of controlled group. Thus, it is said that the multimedia strategy is more effective than traditional teaching method in the teaching of English grammar to the students of standard 9.

H₀₃ There is no significant difference between mean scores of post test obtained by the students of standard 9 learned by group discussion and multimedia strategy.

Table 4. Significance between mean scores of students of Group 1 and Group 2

Group	N	M	SD	SED	t	Significance
Exp 1	40	47.29	5.21	1.18	0.25	NS
Exp 2	40	47.59	5.35			

df	0.01	0.05
78	2.64	1.99

According to above table, mean scores of students of experimental group 1 and experimental group 2 are 47.29 and 47.59 respectively, standard deviations are 5.21 and 5.35, standard error of deviation is 1.18 and calculated t-value is 0.25. For $df = 78$, table t-values are 2.64 at 0.01 level and 1.99 at 0.05 level.

Calculated t-value is less than table t-value at both the levels. Therefore, hypothesis is not rejected and there is no significant difference between mean scores of students of experimental group 1 and experimental group 2. Thus, it is said that the group discussion strategy and multimedia strategy are equally effective in the teaching of English grammar to the students of standard 9.

9. Findings

1. The group discussion strategy is more effective than traditional teaching method in the teaching of English grammar to the students of standard 9.
2. The multimedia strategy is more effective than traditional teaching method in the teaching of English grammar to the students of standard 9.
3. The group discussion strategy and multimedia strategy are equally effective in the teaching of English grammar to the students of standard 9.

10. Conclusion

It is very difficult the teaching of English as a second language in secondary schools of our country. In most of the schools, teachers teach English using grammar-translation method. To improve conversation of students in English language it is necessary to teach them using some modern and effective ELT strategies. In present study, the researcher studied the effectiveness of group discussion strategy and multimedia strategy in teaching English grammar to the students of standard 9. It was revealed that both the strategies are more effective than traditional teaching method.

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