



Effectiveness of Use of Neurolinguistic Approach in Teaching of English Language

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Abstract:

The language teaching is very important and integral part of school education. One of them is teaching of English in our schools. The researcher rendered his services as a teacher in higher secondary school for three and half years and has also remained as resource person and attended teacher training programme conducted by Government of Gujarat. The present research therefore gains a social vitality and validity as it provides enough insights about the English language teaching and learning which has been a problem for a long for students, teachers with objectives of to develop and implement neuro linguistic approach on English language for Class : IX, to study the effectiveness methods and compare the mean retention scores of students of experimental group and control group. Experimental method applied to the study and study found that there was a statistically significant difference between the mean gain scores of control group and experimental group. The significant difference found was because of neuro linguistic approach programme, there is no gender effect in effectiveness of neuro linguistic approach programme. Neuro linguistic approach programme is equally effective for boys and girls.

Keywords: *Neuro linguistic approach, Neuro linguistic approach programme, linguistic approach on English language, Class: IX, teaching of English*

1. Introduction

Significance of English as a language for communication in business Industry, education, medicine, fashion, sport, Travel, Hospitality, service sector (as a matter of fact in furthermost characteristics of Lie) has nowadays conventional by the individual linguistic but it is visibly the greatest appropriate language for communicating with in Indian framework from diverse ceremonial. English become the word language most of the word learns English as a second language and hence the age at which this learning begins is higher for them than those for whom it is the first language. It is continuously a substance of discussion that which technique or slant is the greatest appropriate one for English language teaching. A child centric method which involves more than one sense can make a child a good communicator of the target language. There are numbers of languages and the people all over the world have been using them for their communication but English has made this world more beautiful because it has enabled us interacting with others in society and above all across the borders. It is the common means of communication among the people of different nations. The reasons for the popularity and continued acceptance of English in India are its utility as the chief vehicle of scientific and technological knowledge and it has become the fashion of the day. Pandit Nehru has rightly said, "English is our major window on the modern world." There is no doubt in saying that English language has occupied very important place in millions of the people all over the world. It has been observed that one out of seven people in the world speak English either as a native or second/foreign language. The language teaching is very important and integral part of school education. One of them is teaching of English in our schools. The researcher rendered his services as a teacher in higher secondary school for three and half years and has also remained as resource person and attended teacher training programme conducted by Government of Gujarat and also remained as key resource

person in a Sarva Shiksha Abhiyan-primary teacher training programme conducted by MHRD and Indira Gandhi National Open University, New Delhi at Diu has observed that at present teachers' target is to prepare students for the examination and not to make students competent in the use of the language they are learning. Students are nervous only about success in the examination and the teachers' sole problem is to see that the pass percentage does not go down. Pupils are assessed in all the states in India by means of a single examination conducted towards the end of the year. In this system pupils usually work hard for a few days just before the examination and get through the examination. But such last-minute preparation does not help in the case of language learning. Moreover, the question papers are set in such a way where all the questions can be answered with the help of cramming. For such an examination, students require no thinking, no originality, no imagination and no skill, though the vital aspect of language learning is integrated skill and they are listening, speaking, reading and writing and moreover Language needs constant practice over an extended period of time. Because of these factors the standard of English Language Teaching is said to be going down day by day in India particularly Gujarat.

2. Rationale of the Research

The youth of Gujarat loved learning English but it is difficult to say that English is being taught scientifically. It is very painful to state that though English has been taught throughout the years of schooling around six to eight years but it is observed that most of the students unable to use the English language effectively. In other words, many of the learners cannot use the English language for communication. Not only this, after getting their first degree, many students irrespective of their medium of education find themselves handicapped at state and national level examination like G.P.S.C., U.P.S.C., S.S.C. etc. and thus talents of the state do not get the wider scope to be developed. One of the main factors for such dismal situation is that everything is not well with the teaching of English. It is indeed bitter to notice that even though various serious efforts have been taken by the educationists and by the Government of Gujarat for improving the status of English language teaching for the past few years in India in general, in Gujarat in particular, a sorry state of affairs is still found to exist in the achievements of English linguistic behaviour among the students of all levels. So, it is really imperative to unearth real reasons behind the poor achievements of the students in English.

Dr. alpesh Pathak (2005) opined that "the most important issue is how to teach English in our classrooms. The present scenario is blurred and as there is no consensus, the teaching of English is without having common goals. Moreover, English is taught as English and Social Science are taught. Frankly speaking, English is taught unscientifically." Moreover, different Approaches and methods of Teaching English as Second Language have been used for teaching English in classroom at present. There are many opinions swinging in regard to issues like; which approach or method is more effective in teaching English as a second or foreign language in Indian classrooms in general and Gujarat in particular. The present research will help to measure the effectiveness of communicative approach, structural approach and conventional method in ELT at primary level. By comparing the result, it will be easy to find out the effective method of English Language Teaching. The present research therefore gains a social vitality and validity as it provides enough insights about the English language teaching and learning which has been a problem for a long for students, teachers and Society.

3. Objectives

The present study has been conducted to achieve the following objectives.

- 1.To develop and implement neuro linguistic approach on English language for Class: IX
- 2.To study the effectiveness of neuro linguistic approach and conventional methods in relation to previous Achievement on English language for Class: IX
- 3.To compare the mean retention scores of students of experimental group and control group.

4. Hypotheses

The following hypotheses were formulated and tested-

H₀₁: There will be no significant difference between mean score on achievement test for control group and experimental group.

Ho₂: There will be no significant difference between the mean scores on achievement test for experimental group boys and girls in post-test.

5. Population and Sample

The main purpose of the research was to check to effectiveness of neuro linguistic approach in Gujarati Poem. So, the researcher used purposive sampling technique for selecting two different group, one of them (50) students of were applied treatment of neuro linguistic approach in English language and another 50 students were treated as the control group with traditional method of teaching, in secondary school studying in High school from the Mehsana, Gujarat during the year of 2020-21.

6. Tools of the study

The tools used during the researcher for collecting the data are as follows:

1. Achievement Test
2. Neuro linguistic approach-based programme

7. Research Design

The present study was developmental cum experimental in nature and consisted of two parts. The first part consisted of development of neuro linguistic approach programme on English language. The second part of the study was concerned with measuring the effectiveness of the developed neuro linguistic approach programme.

8. Statistical Techniques Used for Data Processing

The present study is experiment research. Hence for the analysis and interpretation of data the statistical techniques 't-test' was employed.

9. Analysis of Data

Hypothesis – 1 is rejected at 0.01 level of confidence. So, the alternate research hypothesis was accepted. Thus, Neuro linguistic approach programme was found effective for the students of class IX. Hypothesis – 2 is not rejected at any level of confidence. So, the hypothesis was accepted. Thus, neuro linguistic approach programme was found equally effective for boys and girls.

10. Major findings of the study

The major findings of the study are as follows:

1. There was a statistically significant difference between the mean gain scores of control group and experimental group. The significant difference found was because of neuro linguistic approach programme.
2. There is no gender effect in effectiveness of neuro linguistic approach programme. Neuro linguistic approach programme is equally effective for boys and girls.

11. Conclusion

Present research was a modest attempt to check the effectiveness of neuro linguistic approach programme as an aid in teaching of English language by applied such innovative approaches in education. In conclusion, it can be said that neuro linguistic approach programme could prove to be effect teaching approval if it is used in classroom.

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