

**EFFECTIVENESS OF ACTIVE LEARNING APPROACH IN TEACHING ENGLISH LANGUAGE OF STANDARD IX STUDENTS****Voice of Research**  
Vol. 2 Issue 1,  
June 2013  
ISSN No. 2277-7733**Khevna Trivedi**Lecturer, S. S. Patel College of Education,  
Gandhinagar**Abstract**

*The present study aims to compare Active Learning Approach and tradition method of teaching. 200 students of English medium school were the sample of the study. Two equivalent group pre test post test experimental design was used. It was found that Active Learning Approach had been more effective than Conventional Approach.*

**Keywords :** Active Learning Approach, Standard IX students, English subject

Learning is a continuous process. A man learns throughout his life at all stages. A student learns in the classroom through different methods approaches and techniques. One such approach is "Active Learning Approach" in which the emphasis is on students maximum involvement in the learning process. This approach helps to construct knowledge rather than only to consume it. Active involvement can be through different activities like discussion or project based learning or dramatization or through any other means. A teacher asks questions or put forward various situations for students and they actively react accordingly. Active Learning Approach may have to be fully implemented in schools to carry out effective language educational programme. Language teaching is somewhat a difficult and complicated process. Educator in the field of language teaching forever has to struggle hard to find ways to make language learning enjoyable for the learners. Language is a system for the expression of meaning, for interaction and communication. For teaching English to the young learners, one really need to competent teachers who are well verse with the principles of pedagogy, psychology and linguistic skills. After all, the student is not a bench- bound listener, but is taking part in the formulation and may play an active role in it.

**Active Learning Approach:** It is an approach of learning in which a learner learns through audio, visual, and audio - visual mode, role play, collaborative learning, project based learning, project based learning, here the teacher is a facilitator only. He/she can only help the students to learn the way they want. The teacher prepares a number of activities such as critical reading, questioning, quiz, puzzle, memory games review where in the students actively participate in the activities. The students have the freedom to participate in the activity. The job of the teacher is to create a conducive environment that enthuse/motivate the students for independent learning and participation.

**Effectiveness:** Effectiveness is the difference between the mean score of control and experimental group on achievement test administered on the standard IX students.

**Variables**

Variables of the study are as under.

Independent Variables : 1. Approach : (i) Active Learning Approach (ii) Conventional Approach 2. Gender : (i) Male (ii) Female

Dependent Variable: Academic Achievement

**Rationale of the Study**

Today's changing scenario of the world demands for child centered education and development of whole child. Hence, needs to shift to new techniques, methods and approaches. There are many methods and approaches of teaching English but the investigator from the reviewed of the studies felt that Active Learning Approach can be one of the good approaches, which can provide natural environment for learning English language. Active Learning Approach is the approach which can provide good opportunity to communicate as well as for reading, writing, and listening through the group work and group discussion. This approach also provides students to develop problem solving; through encouraging students to interact with their group members and to discuss in English as well as to present their work etc, lead increased student's interest in learning language. In Active Learning Approach children can easily adjust themselves with their group members of the same age and can discuss their thoughts and the task which is given to them. In this way students will not feel any hesitation in expressing themselves as Active Learning Approach helps them with positive inter dependence and individual accountability. In Active Learning, environment are created for less emphasis on memorization, rote learning and cramming for examinations and more for real world abilities such as communication, problem solving and articulation of solutions. The incorporation of active learning approach in the classroom can enhance student learning greatly. As active learning involves substantial student participation a student - centered environment is automatically created through this approach. Through greater student teacher and student - student interactions learning becomes more student - centered which creates a classroom that is more conducive to develop language skills.

**Objectives of the Study**

The main objectives of the study were as under :



To compare the academic achievement of students taught through Active Learning Approach and Conventional Approach

To compare the academic achievement of boys and girls taught through Active Learning Approach

To compare the academic achievement of boys and girls taught through Conventional Approach

To compare the academic achievement of boys taught through Active Learning Approach and Conventional Approach

To compare the academic achievement of girls students taught through Active Learning Approach and Conventional Approach

There is no significant difference in mean scores of academic achievement of the students taught through Active Learning Approach and Conventional Approach.

There is no significant difference in mean scores of academic achievement of boys and girls students taught through Active Learning Approach.

There is no significant difference in mean scores of academic achievement of boys and girls students taught through conventional Approach.

There is no significant difference in mean scores of academic achievement of boys students taught through Active Learning Approach and Conventional Approach.

There is no significant difference in mean scores of academic achievement of girls students taught through Active Learning Approach and Conventional Approach.

**Dilimitations of the Study**

The present study was delimited to two schools (English medium) of standard IX of Ahmedabad city.

The present study was delimited to five chapters as per the content selected for the study.

The present study was delimited to prose section of the textbook of standard IX following Gujarat State Textbook Board.

**Research Design**

The researcher has selected experimental method for testing the hypotheses. This study has used True Experimental design i.e. Two Equivalent Group Pretest Posttest design. All the students of standard IX of Secondary English Medium schools approved by Gujarat Secondary Education Board were the population of the present study. Purposive sampling technique was used to select the sample for the present study. Two schools from Ahmedabad city were purposively selected from all the GSEB English medium schools. Two divisions of standard IX were selected from each school in which one class was control group and another class was experimental group of 50 students in each school for the purpose of carrying out experiment Group Test of Intelligence: Group Test of Intelligence constructed by G. C. Ahuja for 13 to 17 years

pupils. Achievement Test: Achievement test was constructed for administering Pre-test and Post-test. Pre test was administered to check the prior knowledge of the students and post test was administered to check effectiveness of Active Learning Approach. This test was constructed keeping in mind the content of the English prose which was selected for purpose of Active Learning Approach. It was comprised of twenty questions of 50 marks. The time allotted to the students was 90 minutes each for pre test and post test.

**Data Analysis and Interpretation**

Data were collected personally by the investigator. Achievement test was administered by Pre Test and Post Test. Data entry was done in MS Excel of MS Office. It was classified and organized in accordance with the requirement of variables, objectives and hypotheses of the study. The data collected through achievement test was used to calculate mean of achievement scores, standard deviation, Standard Error of Difference, and Critical ratio.

**Table : 1 Table for Analysis and Interpretation of Data**

Objectives	Hypotheses	C.R.	Significant at
Objective-1	Ho <sub>1</sub>	9.90	Significant at 0.01
Objective-2	Ho <sub>2</sub>	1.28	Not Significant at 0.05
Objective-3	Ho <sub>3</sub>	1.35	Not Significant at 0.05
Objective-4	Ho <sub>4</sub>	7.36	Significant at 0.01
Objective-5	Ho <sub>5</sub>	6.88	Significant at 0.01

**Findings :**

Findings of the study are as under :

It was found that Active Learning Approach had been more effective than Conventional Approach in terms of academic achievement.

It was observed that Active Learning Approach had been more effective for girls than boys in terms of academic achievement.

It was revealed that academic achievement of boys and girls was not much effective in Conventional Approach group.

It was observed that academic achievement of boys of Active Learning Approach group had been more effective than Conventional Approach group.

It was observed that academic achievement of girls of Active Learning Approach group had been more effective than Conventional Approach group.

**Implications of the Study**

Following implications can be drawn from the present study:

Active Learning approach makes a teaching learning process student centered. This can make the interactive and innovative environment for learning. It can also possible for English teaching in other standard as well as other subjects at different level. It can help to change the



educational scenario in constructive direction.

The present study leads to use the various techniques of Active Learning Approach in teaching learning process in the classroom which can provide innovation and effective impact on learners as well as on teachers.

Active Learning Approach helps to provide an opportunity for collaborative and co-operative environment for learning.

The present study helps to manifest the potential of learners more comfortably.

### References

- Ary, D., Lucy C Jacobs, and Asghar Razavieh (1972). *Introduction to Research in Education*. New York : Holt, Rinehart and Winston, Inc.
- Best, John W. and Khan James V. (1995). *Research in Education (Seventh Edition)*. New Delhi : Prentice

Hall of India Pvt. Ltd.

Dowine, N. M. and Heath, R. W. (1970). *Basic Statistical Methods*. NewYork : Harper & Row Publishers.

Fox, Long & Long, J. (1990). *Modern Methods of Data Analysis*. New Delhi : Sage Publications.

Koul, Lokesh. (1998). *Methodology of Educational Research*. New Delhi : Vikas Publication House Pvt. Ltd.

Runyon, R. T., & Haber, A. (1991). *Fundamentals of Behavioural Statistics*. New York : McGraw Hill.

Slakter, M. J. (1972). *Statistical Inferences for Educational Researchers*, London : Addison-Wesley Publishing Company.

Turney, B and George, Robb (1971). *Research in Education An Introduction*. Illinois : The Dryden Press Inc.