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EFFECTIVENESS OF DIRECT INSTRUCTIONAL MODEL ON ENGLISH LANGUAGE LEARNING

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Abstract:

The past 6 decades have shown a steady increase in interest of English language learning (ELL) in India. The major purpose of present study was to find the effectiveness of DIM on ELL. The sample selected consisted of 100 secondary school students from 9th standard Kannada medium government school students of Shimoga District, The experimental group were exposed to Direct Instruction Model developed by the researcher for about one week. Pre and post tests were conducted and results were collected from both the experimental and control group. The results of the study showed that the students of experimental and control group. The results of the study showed that the students of experimental group showed a significant improvement in ELL when compared to control group. Thus the present study analyses that DIM can be a very effective model for ELL of kannada medium students whose mother tongue is not English.

INTRODUCTION:

Language is a symbol of thought. No thinking can take place without the employment of sounds and words. The power to use language is the most important heritage of man. Man's ability to associate sound with action and ideas has been very much helpful in the development of thinking. It is spoken all over the world as it has flexibility, receptive power and assimilating element and above all it carried the rapport of major economic and political powers. It is the knowledge of English that helps the countries, to maintain the high level of their intellectual and scientific training and achievement.

In the present Indian context the learners lack exposure to the English language outside the classroom and this directly accounts for the poor English language. Language teaching should be aimed at the principles of the development of skills and it must not be mere examination oriented. Lack of tutorial supervision, larger classroom situation and neglect of composition make remedial teaching impossible. Error analysis and remedial teaching are neglected. The other reasons for students failure is lack of efficient trained teachers, because English language teaching is not a series of monotonous drilling of language skills. Modern methods, approaches, techniques and strategies must be used to make the teacher learner interaction a pleasant experience of both. Lack of learning materials, unrealistic nature of learning materials makes its impossible to select sound approach to language teaching. Materials preparation has been commercialized and the present 'Text Book industry' will have a negative impact on English language teaching. In order to teach effectively, the teacher must have sufficient knowledge about the students, as well as the knowledge about the subject and appropriate methods of teaching.

Modern research indicates that if proper and suitable methods and techniques are used, even the students of normal intelligence can easily learn. It is the teacher's responsibility to see that the lessons are taught in such a manner that the child-related goals are met. To do so, the teacher must understand the requirements of the program and be able to teach using appropriate skills and techniques. For the better results from the learners, many teaching models have been developed; namely, Direct Instruction. This

model of instruction has proven to be successful in enhancing learning outcomes. Direct Instruction is highly structured and teacher-directed which maximizes student learning time. Mastery Learning implies giving enough time and quality instruction, whereby nearly all students can master any set of objectives.

The Direct Instruction model offers a comprehensive approach to school reform, which includes professional development, measurable weekly goals, staff support, and evaluation and coordination of resources. "If the child hasn't learned, the teacher hasn't taught." That is the philosophy behind Direct Instruction. Direct instruction rejects (or at least sets aside) the assumption that students will spontaneously develop insights on their own. Rather, Direct Instruction takes learners through the steps of learning systematically, helping them see both the purpose and the result of each step. The present study has been conducted to test the effectiveness of DIM on ELLs. The researcher has developed a lesson plan based on DIM by selecting a lesson "WHO DESERVED HER THE BEST", from 9th Standard English Reader, prescribed by the Karnataka State Government

OBJECTIVES OF THE STUDY

The study has been conducted with the following objectives.

- 1 To study the effectiveness of (DIM) Direct Instruction Model on the English Language Learning among 9th Standard Government Rural Kannada Medium Secondary School Student of Shimoga Taluk.
- 2 To study the effectiveness of (DIM) Direct Instruction Model on the English Language Learning among 9th Standard boys and girls student of Government Rural Kannada Medium Secondary School of Shimoga Taluk.
- 3 To study the effectiveness of (DIM) Direct Instruction Model and traditional method of teaching on the English Language Learning among 9th Standard Government Rural Kannada Medium Secondary School student of Shimoga Taluk.

VARIABLES

The study had the following variables.

Independent Variable: Direct Instructional Method

Dependent Variable: Achievement of students in English Language Learning.

HYPOTHESES

1. There is no significant difference between the pre test scores of control and experimental groups with respect to ELL.
2. There is no significant difference between the pre test and post test scores of control group with respect to ELL.
3. There is no significant difference between the pre test and post test scores of experimental groups with respect to ELL.
4. There is no significant difference between the post test scores of control and experimental group with respect to ELL.
5. There is no significant difference between the post test scores English among boys and girls of 9th standard kannada medium students.

SAMPLE OF THE STUDY

The present study was conducted on 100 students (50 experimental group and 50 controlled group) of IX standard rural school. Sample of the study constituted all the students of Government High School at Pillangere, Shimoga Taluk and Dist.-a rural government Kannada medium high school.

DESIGN OF THE STUDY-

The study intended to see the effectiveness of teaching through DIM on English language learning students and its influence on their achievement. The students were exposed to DIM developed by the researcher by selecting one lesson of 9th Standard English Reader prescribed by Government of Karnataka. The groups were divided as experimental and control group. They were made homogeneous on the basis of the previous achievement in English. Then 50 students from the total sample were assigned as

experimental group and another 50 students were assigned as control group. For checking the initial status of the students in English language learning a Pre-test on the related aspects of the selected lesson was given to the students of both experimental and control groups. The Experimental group was then exposed to DIM. The control group was taught with traditional method. The experimental treatment was followed by the post test for both the group on the same selected lesson. The programme was conducted for a period of 7 days.

DATA COLLECTION:

The pre-testing of the sample students was carried out in the classrooms where they were informed that the test had nothing to do with their school exam. The post-test was the culminating activity. It was administered in the same room used for pre-testing the students.

TOOLS:

The tool/material used in the study comprised of lessons plans. In order to conduct the experiment, the researcher developed lesson plans and worksheets, by selecting one lesson of 9th Standard English Reader prescribed by Government of Karnataka. The lesson plans were formulated according to the guidelines on Direct Instruction Model. The steps in the lesson transcript were Orientation Phase, Presentation Phase, Structured Practice, Guided practice and Independent Practice. The pretest and post tests were constructed based on the taught lesson.

STATISTICAL TECHNIQUES:

The statistical technique used by the investigator was t-test to find the significant difference between means.

DATA ANALYSIS

To test the above said hypothesis, t- test was applied and results of the same are presented in the following tables.

Table-1 Pre-test scores of Rural High school

Sl. no	Group	Mean	N	Standard deviation	t-value
1	Control group	1.2600	50	1.2423	0.719
2	Experimental group	1.0800	50	1.1036	NS

Note: - NS=Not significant

A pre test on ELL was administered to pupils of the two groups of 9th standard in order to compare their previous knowledge related to the selected lesson. The scores obtained from both the experimental and control group were subjected to a test of significance of the difference between means of the groups. The obtained t-value 0.719 is below the table value at 0.05 level of significance. So it can be noted that there is no significant difference in the mean scores of achievement in ELL of experimental and control group. Hence the null hypothesis is accepted. It means that, there is no difference in the ability of the ELLs in learning English language and it is almost equal.

Table -2 Pre and post test scores of control group of Rural high school

Sl. no	Test	Mean	N	Standard deviation	t-value
1	Pretest scores	1.2600	50	1.2423	8.064**
2	Post test scores	3.7000	50	2.7199	

** Significant at 0.01 level

A pre test and post test on ELL was administered to the control group of 9th standard in order to compare their achievement in ELL related to the selected lesson, which was taught through traditional method. The scores obtained from both the pre and post test were subjected to a test of significance of the difference between means of the groups. The obtained t-value 8.064 is more than the table value at 0.01 level of significance. So it can be noted that there is significant difference in the mean scores of achievement in ELL of pre and post test scores of control group. Hence the null hypothesis is rejected. It means that, the traditional method of teaching is significant in improving the ability of the ELLs.

Table -3 Pre and post test scores of experimental group of Rural high school

Sl. no	Test	Mean	N	Standard deviation	t-value
1	Pretest scores	1.0800	50	1.1036	19.603 **
2	Post test scores	15.4800	50	5.6324	

** Significant at 0.01 level

A pre test and post test on ELL was administered to the experimental group of 9th standard in order to compare their achievement in ELL related to the selected lesson, which was taught through DIM. The scores obtained from both the pre and post test were subjected to a test of significance of the difference between means of the groups. The obtained t-value 19.603 is above the table value at 0.01 level of significance. So it can be noted that there is significant difference in the mean scores of achievement in ELL of pre and post test scores of experimental group. Hence the null hypothesis is rejected. It means that, the DIM of teaching is significant in improving the ability of the ELLs in acquisition of English language.

Table-4 Post-test scores of Rural High school

Sl. no	Group	Mean	N	Standard deviation	t-value
1	Control group	3.7000	50	2.7199	12.027**
2	Experimental group	15.4800	50	5.6324	

** Significant at 0.01 level

A post test on ELL was administered in order to compare effectiveness of DIM with that of traditional method of teaching on ELL related to the selected lesson. The scores obtained from both the experimental and control group were subjected to a test of significance of the difference between means of the groups. The obtained t-value 12.027 is more than the table value at 0.01 level of significance. So it can be noted that the students of experimental group differs significantly from the students of control group. Hence the null hypothesis is rejected. That is, the mean value of experimental group (15.480) is found more than the mean value of control group (3.7000). Which means that the lesson taught through DIM was found to be more effective than the traditional method.

Table-5 Post-test scores of Kannada medium High school students

Sl. no	Group	Mean	N	Standard deviation	t-value
1	Boys	13.3000	50	4.5591	6.853**
2	Girls	18.8800	50	4.9719	

** Significant at 0.01 level

The post test conducted for the boys and girls of high school students was evaluated. The mean values of both the groups were compared for significance. It was found that the obtained t value 6.853 is more than the table value at 0.01 level of significance. So it can be noted that the performance of girls is more than that of boys. Hence the null hypothesis that there is no significant difference between the post test scores of boys and girls of high school ELLs was rejected and alternative hypothesis is that there exist significant differences between the post test scores of boys and girls in English language learning is accepted. This prompts the researcher that the ability of girls is more than that of boys in English language learning at high school level.

RESULTS AND CONCLUSION:

From this it may be inferred that experimental group improved their learning in English language after exposure to Direct Instruction Model of teaching. The percentages of experimental group students are scoring advanced or proficient when compared to control group scores. Strategically planning the placement of varied methods, materials, and technology tools into direct instruction lesson plans ensures students are purposefully working toward the learning objective.

When the results are over viewed it was observed that the lessons taught by using DIM were in all more effective than that of traditional method. Especially the difference that is achieved by the ELLs when taught through DIM is significantly higher than the scores obtained by traditional method.

This makes the researcher to conclude that English as a language which is totally different from the students mother tongue has to be taught through proper indoctrination. The DIM is such a model which takes care of the objectives of learning in a direct way. It caters to the need for development of basic skills of English language and brings a direct impact on it.

Hence it can be considered that English language learning which is not a usual encounter in the daily life of the students that too ailing from a rural background has to be taught by using Direct Instruction model which has been proved effective through this study.

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