A Study of the Effectiveness of Inductive Thinking Model for Development of Conceptual Competence in Reported Speech in English Grammar Among IX Standard Students

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Abstract-

　　Models of teaching are really models of learning. Models help students acquire information, ideas, skills, values, and ways of thinking and means of expressing in Language teaching. The most important long-term outcome of instruction may be the students increased capabilities and competencies to learn more easily and effectively, because of the knowledge and skills in languages that students have acquired and they mastered learning processes in language teaching.

　　The use of different models in language teaching has a large impact on students abilities in learning process. Teaching language by using models becomes more effective as the students progress becomes forever. The effects of various models of teaching in languages is important to achieve the specific objectives towards which are directed and also it increase the ability to learn. The models teaching in language learning enhances the ability of students to achieve various learning objectives. Thus, the use of models of teaching in languages change students learning strategies increases and student will be able to accomplish more and more types of learning more effectively.

Keywords- *Models of teaching, strategies, learning objectives, long-term outcome, Concepts, Competence, Reported Speech etc.*

Introduction:-

　　Models of teaching have been developed on the ascertain that a single best known way to teach, does not exist and as such different models of teaching are required to realize different instructional goals. Recently models of teaching have come up as innovative practices of teaching

　　The use of different models in language teaching has a large impact on students abilities in learning process. Teaching language by using models becomes more effective as the students progress becomes forever. The effects of various models of teaching in languages are important to achieve the specific objectives towards which are directed and also it increase the ability to learn. The models teaching in language learning enhances the ability of students to achieve various learning objectives. Thus, the use of models of teaching in Degrees of Comparison la change students learning strategies increases and student will be able to accomplish more and more types of learning more effectively.

Inductive Thinking Model- Hilda Taba

　　Taba's approach to design of teaching strategies to develop creativity and autonomous thinking has a wide range of applicability. Recent studies have shown that thinking can be learnt developmentally. Teaching strategy that helps the student to higher level of thinking.

　　Inductive Thinking Model includes following strategies and abilities.

I　Concept Formation
II　Interpretation of Data
III　Application of Generalizations

1. Objective Of The Study

- To study the effectiveness of Inductive Thinking Model for the development of conceptual competence in Reported speech in English grammar among IX standard students.

2　Variables In The Study

　　Variables considered in the study are three types -

1. Independent variables

　　The researcher used Inductive Thinking Model for the following variables

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I Grammar concepts – Reported speech in English grammar,

II Lesson plans based on Inductive Thinking Model.

III Instructional materials – Power Point Slides, Tables, Charts.

2. Dependent Variables

Students achievement in conceptual competence in Reported speech in English grammar

3. Attribute Variables

Chronological age, sex, physical condition, previous achievement and study habits.

Delimitations of the Study

The present study is delimited to -

1. The population of the sample was the students in IX standard.

2. The study was restricted only to the selected concept of Reported speech in English grammar of IX standard English text book.

3. The findings of the study would be applicable only for models of teaching related to information processing family.

3 Hypotheses of the Study

1. There is no significant difference between the mean performance of the students from control group and Experimental group on Cumulative Test on Reported speech in English grammar.

4. The Plan and Procedure of the Study

Sample And Sampling Process

In the present study purposive sampling procedure was used. The researcher selected the sample from the population of Annasaheb Kalyanai Vidyalaya, Satara, run by Rayat Shikshan Sanstha, Satara. It has six divisions for IX Standard. There were in all 362 students in these divisions. From these divisions four divisions were selected randomly. Out of 257 students first unwilling students were dropped at the beginning, remaining students were enlisted according to their previous years academic achievement i.e. viii. All the students were put in descending order. Every third number in the list was selected as a sample for the study. Out of 200, 60 students were finally fixed for the study. The percentage of the sample size was 30.

Sampling Procedure

In order to make two equivalent groups, the researcher constructed the achievement test (Diagnostic Test) of forty marks based on their previous knowledge about conceptual competence in written English grammar and also considered their last year achievement in English. The test was conducted under the supervision of the researcher.

The scores obtained from the test and their previous achievement were put together and put in descending order. He assigned the subjects one by one and obtained two groups. The scores obtained by the students of both the groups were further analyzed and interpreted.

5 Research Tools

For the present study the researcher used following research tools -

1 A Questionnaire for Secondary School Teachers of English.

2 A Questionnaire for IX Standard Students.

3 The Comprehensive Diagnostic Test.

4 Lesson plans based on Inductive Thinking Model.

5 Inductive Thinking Model lesson Observation Tag.

6 Pre and Post Tests for Assessing conceptual competence in written English Grammar.

6 Research Design

In the present study researcher had selected Pre-test-Post-test Equivalent Group Design. Pre-tests and post-tests were administered to find out the effectiveness of Inductive Thinking Model for students conceptual competence in written English grammar.

7 Research Data Collection

Researcher collected the data after standardization of tools. Pre-tests, Post-tests and Comprehensive test were administered to IX standard students of Annasaheb Kalyani Vidyalaya, Satara in order to study the effectiveness of Inductive Thinking Model. Researcher used Questionnaires for both Secondary School teachers of English and IX Standard students for collecting data.

8 Analysis of Data

Descriptive Statistics of data collected from Diagnostic tests, pre-tests, post-tests, Comprehensive test and Retention test of Control group and Experimental group were

computed by using mean, SD and 't' test. Significance of the hypothesis was found by using 't' test.

Hypothesis - 1

There is no significant difference between the mean performance of the students from control group and Experimental group on Cumulative Test on Reported Speech

Objective - 1

To study the effectiveness of Inductive Thinking Model for conceptual competence in Reported Speech

Null Hypothesis -

There is no significant difference between the mean performance scores of the students from control group and experimental group in the cumulative test on Reported Speech.

Means and Standard deviations of both the groups were computed. In order to tests the above stated hypothesis , 't' test was applied.

Means, SDs and calculated 't' value are given below -

Table - 1
Means, Sd's And 'T' Value Of Both The Groups In Cumulative Test On Reported Speech

Group	N	Means	SDs	df	Calculated 't' value	Level of significance
Control	30	7.5	15.64	1/58	7.98	0.01(S)
Experimental	30	12.93	15.16			

S = Significant

Observations and Interpretations

As the evident from the above table the means of both the groups are different. The difference is 5.43. The SDs of both the groups differ significantly which is 0.48. In order to know the significance between the two groups 't' value is calculated. The 't' value is 7.98. It is significant at 0.01 level.

Hence, the Hypothesis no.1 was rejected at 0.01 level.

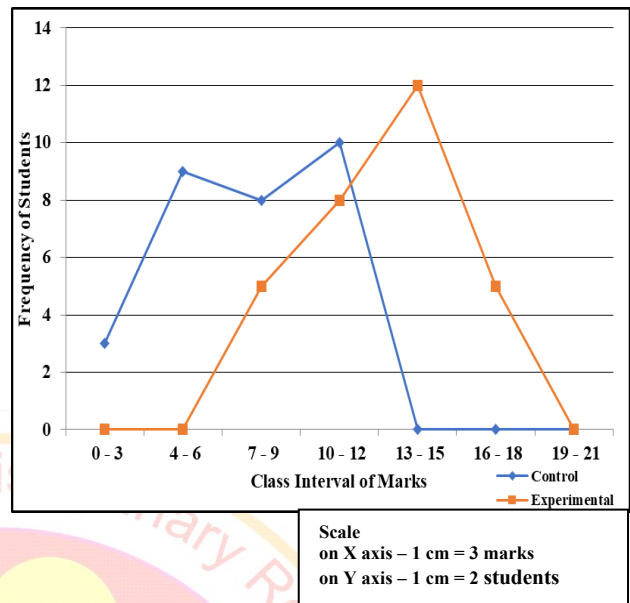In order to have the concrete idea, it is presented graphically in the Fig. No. 1.1

Figure No. 1.1
GRAPH OF SCORES OBTAINED BY CONTROL GROUP AND EXPERIMENTAL GROUP ON CUMULATIVE TEST IN REPORTED SPEECH

In the Fig. No. 1.1 the graph shows that the range of marks obtained by Experimental group is between 4 – 6 to 19 – 21. But that of Control group is between 0 – 3 to 13 – 15. The graph of Experimental group is completely shifted towards right side that of Control group.

So it is clearly evident from the graph that the Experimental group is superior than that of Control group in the Cumulative Test on Reported Speech.

9. Major Conclusions Of The Study

After testing the hypotheses obtained conclusions are as given below.

1. Inductive Thinking Model is effective for conceptual competence in Reported Speech.
2. There is the significant difference between the mean performance of the students from control group and experimental group in the cumulative test on Reported Speech.
3. The difference is 5.43 and the calculated 't' value is 7.8 which is significant at 0.01 level.
4.. It is found that the students from experimental group effectively listed and categorized and made groups of examples related to the Reported Speech.

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5.. Students from experimental group effectively identified the critical relationships and made inferences among the different sets of examples related to Reported Speech.

6. Students from experimental group effectively predicated the consequences and verified the predictions related to Reported Speech.

7.. It is found that the experimental group students effectively applied and generalized the grammatical rule.

8. It is found that the use of supporting material produced great effect to the students from experimental group in order to make inferences and verify the predications regarding the Reported Speech in English Grammar.

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