



A Comparative study of the Project method and the Traditional method in English subject for the unit of 'Solar Energy' for standard VIII

SHEETALBEN C. TRIVEDI

Ph.D. Research Scholar,

Department of Education, H.N.G. University, Patan.

1. Introduction

English is very useful language in this competitive age. It is the language of communication for all. One can get the knowledge of whole world through the medium of this language. Teaching of English is very complex task in the country like India. English is taught differently in different parts of our country. Indian classes have their own problems and one of them is teaching methodology. There is no single method. But all have different types of method. Whatever teacher likes they can choose for the students because the development and success of any country is dependent on teaching method and teaching quality.

For this the teachers have tried their best, they have to know about all the different types of teaching methods. The Project method is a type of student-centered method and whether it is effective or not, is the question that emerged in the mind of investigator. So, investigator selected to study the effectiveness of the project method.

2. Statement of the Problems

The study was aimed to make project and study of its effectiveness. The effectiveness of the project method and traditional method were measured by comparing the scores on posttest. The educational achievement was dependent variable and project method were the independent variables in the study.

3. Objectives of the Study

1. To construct the posttest for the unit of 'Solar energy'.
2. To try out the Project method on the experimental group.
3. To study the effectiveness of the Project method with reference to the educational achievement of the students.
4. To study the effectiveness of the Project method with reference to the gender of the student.
5. To study the opinions of the students of the experimental group towards the project method.

4. Hypotheses of the Study

- H₀₁:** There will be no significant difference between the mean scores of the experimental group and controlled group on pretest.
- H₀₂:** There will be no significant difference between the mean scores of the experimental group and controlled group on posttest.
- H₀₃:** There will be no significant difference between the mean scores of the controlled group on pretest and posttest.
- H₀₄:** There will be no significant difference between the mean scores of the experimental group on pretest and posttest.
- H₀₅:** There will be no significant difference between the mean scores of the girls and boys of the experimental group on posttest.

5. Variables of the Study

Independent Variable. In present study, teaching method was independent variable. It was divided in two levels: (1) Teaching through Project method, (2) Teaching through traditional method.

Dependent Variable. In present study the investigator studied the effectiveness of project method. So, the educational achievement of the students was the dependent variable.

Moderator Variable. In present study the moderator variable was gender and it has two levels. (1) Boys and (2) Girls.

Controlled Variable. In present study-controlled variables were (1) Standard, (2) Subject.

Intervening Variable. In present study the intervening variables were interest of study, inspiration, school environment, etc...

6. Limitation of the Study

1. Investigator selected the sample of 60 students of standard eight in this programme.
2. The Project was self-made.
3. All the limitations of the project method are the limitations of the present study.

7. Tool Used

In the present study different types of tools were used. They are (1) pretest, (2) posttest, and (3) Opinionnaire for the students of experimental group.

8. Research Method

In present study, experimental method was used.

9. Sampling of the Study

In present study Shri Ghanithar primary school was selected randomly as an experimental group and the other Gagodar Sarkari madhymik school was selected as a controlled group. And in present study the sample of 60 students was selected purposively. The selection of the both schools were purposively and also the experimental and controlled group were selected by randomly.

10. Statistical Methods Used

According to the objectives of present investigation, the scores of first term exam and posttest were classified into 't' test. For testing hypotheses 't' test was performed. The opinions of the experimental group towards the Project method were analyzed by Chi – Square test.

11. Testing Hypotheses

The investigator formulated three hypotheses. Table 1.2 presents the 'F' values, the level of significance and the rejection or non-rejection of the hypotheses.

Table 1.2 Level of Significance and the Rejection or Non Rejection of the Hypotheses

No.	Hypotheses	't' Value	Level of Significance	Rejected/ Not Rejected
H ₀₁	There will be no significant difference between the mean scores of the experimental group and controlled group on pretest.	1.87	N.S	Not Rejected
H ₀₂	There will be no significant difference between the mean scores of the experimental group and controlled group on posttest.	4.61	0.01	Rejected
H ₀₃	There will be no significant difference between the mean scores of the controlled group on pretest and posttest.	1.05	N.S	Not Rejected

H ₀₄	There will be no significant difference between the mean scores of the experimental group on pretest and posttest.	8.18	0.01	Rejected
H ₀₅	There will be no significant difference between the mean scores of the girls and boys of the experimental group on posttest.	0.79	N.S	Not Rejected

12. Implementation of the Experiment

1. All the students of the controlled group and experimental group were given the pretest as T₁. Necessary instructions were given to the students and made them sure that their scores would be confidential and used for this investigation only before they start work on the Project method.
2. The pretest was scored and the equality of experimental and controlled group was tested in the both classes.
3. The Project method was implemented for six days. From November 28, 2011 to December 3, 2011 every day for 30 minutes and last day the investigator gathered opinions of the students of the experimental group towards the project method and took sixty minutes.
4. At last the posttest T₂ was given in to the experimental group and controlled group. And opinions of the experimental group towards the Project method were also collected them.

13. Presentation of the Data

After the implementation of the Project method, the effectiveness of the Project method and traditional method was measured. The responses of the 60 students were gathered on the achievement test by administrating it as posttest. Their responses were scored according to the scoring scheme. The raw scores were tabulated and treated according to the following variables.

- Experiential Treatment (Experimental and Controlled Group)
- Gender (Boys and Girls)

The investigator used 't' test for the analysis to have more accuracy in the findings and conclusions and the opinions of the experimental group towards the Project method were analyzed by Chi- Square.

14. Findings of the Study

1. The controlled group and experimental group are equal on the scores of first term exam.
2. The mean score of experimental groups is more than the controlled group on posttest.
3. The mean score of the controlled group pretest and posttest is equal.
4. The mean scores of the experimental group on pretest is less than the posttest.
5. The girls and the boys of the experimental group is equal on pretest.
6. Students got enjoy and concentrated their mind in study teaching through the Project method.
7. The opinions of the students were positive towards the Project method.

15. Educational Implications of the Study

1. In present study the project method was more effective than traditional method. Teaching through Project method can improve the educational achievement of students.
2. Teaching through project method can become the guide of the teachers.
3. English teachers and principals should implement the project method for the students.
4. Project method can useful for the other subjects.
5. Government should encourage the researches to construct the Project method for the rural and urban area.

References

1. Bajpai, R.B. & Singh, Y.K. (2007). Research Methodology, Volume – 1 & 2. New Delhi: A P H Publishing Corporation.

2. Dave, J.D., (1995). An Inquiry into the Effectiveness of the Communicative, the Structural and the Conventional Approaches to English language Teaching at Secondary Level. Unpublished Ph.D Thesis (Education), Saurashtra University, Rajkot.
3. Mehta, K.K. (2008). The Construction and Effectiveness of a C.A.I. programme for the Students of Standard nine in English Subject. Un published Dissertation for the degree of M.Ed, Patan: Hemchandracharya North Gujrat University.