

Analysis of Students' Perceptions Regarding Effectiveness and interest of Interactive Teaching Methods in Comparison of Traditional Teaching Methods for Teaching English at Secondary Level Schools in Implementing Standards-Based-Education in Sindh

Analysis of Students' Perceptions Regarding Effectiveness and interest of Interactive Teaching Methods in Comparison of Traditional Teaching Methods for Teaching English at Secondary Level Schools in Implementing Standards-Based-Education in Sindh

Rafuqul Islam

Govt. Comprehensive Higher Secondary School, Azizabad, Karachi.

Intizar Husain

Lecturer, Department of Teacher Education, University of Karachi, Karachi.

Hina Hussain Kazmi

Chief of Party, USAID-WGS-PROJECT, Sindh, Pakistan.

Received on: 16-07-2024

Accepted on: 18-08-2024

Abstract

This research was framed in positivist paradigm so the paper reports a quantitative research on analysis of students' perceptions regarding effectiveness and interest of interactive teaching methods in comparison of traditional teaching methods for teaching English at secondary level schools in implementing standards-based-education in Sindh. A perception questionnaire based on five point Likert scale was used as research instrument to collect the numerical data from the randomly selected respondents. Only Class X students were taken as population. This research is the part of the large scale study where 80 respondents were selected randomly from the population as sample then randomized in the two groups of Classroom size. One is taken as control group and other is experimental group. The students of experimental group were taught by using interactive teaching methods while the students of control group were taught by the currently practicing teaching methods or traditional teaching methods. The only those students who attended the experiment and experienced different teaching methods in their 45 minutes' classroom-teachings for 78 days were the part of the sample. SPSS was used to analyze the obtained numerical data. The researchers selected ANOVA as the statistic for inferring hidden reality. It was found that students of experimental group whom were taught by interactive teaching methods found enthusiastic in participating the learning activities. Their learning was stable and motivating them to perform confidently. They didn't have fear of making mistakes. On the other hand, the students of control group whom were taught by currently practicing teaching methods or traditional teaching methods were found unconcern about their performance and seemed reluctant in

Analysis of Students' Perceptions Regarding Effectiveness and interest of Interactive Teaching Methods in Comparison of Traditional Teaching Methods for Teaching English at Secondary Level Schools in Implementing Standards-Based-Education in Sindh

participating the learning activities. Their learning was of lower level as well as that make them hesitant in perform confidently. They had fear of making mistakes. The findings suggest that the methods that foster the students interest, motivation, and enthusiasm such methods are effective in achieving students' learning outcomes. Interactive teaching methods have more opportunities for fostering the students interest, motivation, and enthusiasm while teaching English language at secondary level.

Keywords: Standard-Based-Education, Interactive teaching methods, Traditional teaching methods, fostering motivation, nurturing social skills, ethical development, opportunities and ANOVA

INTRODUCTION

The undertaken study is the part of an experimental study where the students were the part of the research and they took part in the 78 classes of forty minutes in different groups. Each group was taught by different teaching methods in order to determine the efficacy of the teaching methods and their compatibility with the standard-based-education. The study was conducted in classroom setting to collect facts inductively from the class. Researcher hopes that the findings are helpful in presenting empirical implications to improve program for teachers' professional development at the time of planning. In classroom teaching, Use of interactive teaching methods contribute greatly to inculcate students' cognitive, ethical and social development. It saves time and facilitates learners in learning new concepts as well as makes classroom congenial place where learner enjoys and learns social skills along with ethical development, instead of being boredom.

Besides measuring their learning and achievement in the English language learning, the researcher also measured the students' perception regarding their experiences of attending interactive teaching methods and practicing or traditional teaching methods in order to explain the phenomena in the students' perspectives. Perception refers to the way sensory information is organized, interpreted, and consciously experienced.

Perception is "awareness of something which related to previous knowledge". Through the perception process produce the meaningful experiences of the world which basis of the reality and attitude. Students adopt profession according to their own perception, abilities, and interest (Acikgoz 2003). Simply, a perception generates an attitude, which by extension, triggers a certain reaction. Information received by a person through any of the human senses stimulates sensations which he /she interprets to generate an understanding. Perception not only creates our experience of the world around us; it allows us to act within our environment. Perception is very important in understanding human behavior because every person perceives the world and approaches life problems differently.

Traditional Teaching Methods or Practicing Ones

Traditional teaching methods make the classroom teaching uninteresting, teacher centered and content based. Abrahamson (1992) said, even the most lucid and brilliant lecture lack the opportunity of interaction or development of social and ethical values and understandings. Instead of desire to expend the mental effort to follow the presentation, understanding the arguments, making sense of the positions, and validating the inferences mere passive learning of some facts were occurred in these methods.

Analysis of Students' Perceptions Regarding Effectiveness and interest of Interactive Teaching Methods in Comparison of Traditional Teaching Methods for Teaching English at Secondary Level Schools in Implementing Standards-Based-Education in Sindh

Interactive Teaching Methods

Interactive teaching methods make the classroom teaching interesting, student centered and activity based. Students learn by; doing, making, writing, designing, creating, and solving. Pose questions, encourage students to suggest approaches to solve a problem or to guess the results of an experiment. To Work in group, to meet with friends, to plan with friends, to share with friends are the things those are inherited in every individual. He or she enjoys these phenomena in interactive teaching methods. The methods provide students a lot of opportunities for interacting, developing norms and remaining abide to them or following ethics. In this approach students satisfy their intellectual, ethical, moral, social and emotional needs.

Statement of the Problem

Students are considered conscious being instead of taking them insensible or insane about their learning or performing their tasks. They act, perceives and they learn from their experiences in result they update and upgrades their insight about their practices and perceptions. The things those ends at their loss or damage, they leave them and the things those provides them joy and success they continue to do them According to skinner (1976) an individual decides to opt or leave a method or practice at the consequences of the practice or activity in the last of the experiment different students' group experiencing different teaching methods help in providing evidences regarding the effectiveness of teaching methods

Research Objective

To examine the students' perceptions regarding the different teaching methods used for teaching English reading and thinking skills at secondary level in different groups

Research Question

Do the students of interactive teaching methods perceive their teaching methods effective than the students of traditional teaching methods in Implementing the Standard-Based-Education?

Research Hypotheses

1. the students of interactive teaching methods are significantly different in perceiving their teaching methods effective than the students of traditional teaching methods for teaching

Significance of the Study

The empirical data was obtained inductively from the students by asking the effectiveness of the teaching methods that they availed in the classroom settings 78 days in contextualized situation. The researcher assumed that obtained facts from the students' perceptions are helpful in understanding students inclination, desire and factors to keep them motivated for attending the class of the particular teaching method. The findings of the research are also helpful in identifying useful teaching, approaches, strategies, techniques, and methods. The researcher hopes that the findings helpful in suggesting empirical implications to improve

Analysis of Students' Perceptions Regarding Effectiveness and interest of Interactive Teaching Methods in Comparison of Traditional Teaching Methods for Teaching English at Secondary Level Schools in Implementing Standards-Based-Education in Sindh

the environment of a classroom, enhance teaching practices, and foster learner motivation at the secondary school level. The findings are significantly useful for the given stake holders in order to bring educational reforms at all levels of education system in Pakistan:

- Instructors / Teachers,
- Organizations
- Administration
- Curriculum developers and
- Researchers

Delimitation of the Study

They included participant students' perceptions of experiencing two different teaching methods in their classes. They took gender, their first language; socio-economic status; parents' education; ethnicity; family education, and rural-urban division as the variables extraneous to the study. Data obtained through valid research instruments were considered credible for the findings of the study, whatever data the researchers obtained through informal mean were not considered credible for the findings. In the selected research design, the researchers remained objective to the findings so they oweed less value for exploring the data than the research instruments used in the study.they are not allowed to select the sample with his judgments instead they were abode to follow probability sampling techniques.

Research Methodology

The research is the part of a large scale of research. The research was conducted under the positivist paradigm. All process of the research was gone on objectively. The researchers' influences were absolutely avoided throughout the research. Quantitative approach was the adopted approach. survey was the adopted research design. numerical data was collected by using perception questionnaire based on 5point likert scale.

Population

All Government secondary school students in Hyderabad district who were enrolled in Board of Intermediate and Secondary Education Hyderabad and had passed their Ninth grade examination were the accessible population for the study and All Government secondary school students in Pakistan were the target population to whom result would be generalized.

Sample of the Study

The researchers selected 80 students randomly from the determined population then randomized them into two groups; experimental for using interactive teaching methods to teach students English reading and thinking skill while control group for using practicing or traditional teaching methods from the population of 26689 students for the study.

They selected the sample of only boys to keep attendance intact in order to conduct the research study smoothly and successfully. they used chance procedure in selecting the sample and assigning the groups.

Research Instrument

The researchers developed an attitude scale for collecting Students' Perception of

Analysis of Students' Perceptions Regarding Effectiveness and interest of Interactive Teaching Methods in Comparison of Traditional Teaching Methods for Teaching English at Secondary Level Schools in Implementing Standards-Based-Education in Sindh

Experiencing the Course attended during the implementation of Standards based Education experimentally in the classroom setting. The scale contained 10 items. The researcher used the split-half reliability measure to estimate the coefficient of reliability of the instrument. He obtained the Spearman-Brown coefficient of reliability of the scale .806 that determined the efficacy of the instrument for measuring the Students' attitudes towards the teaching methods those they enjoyed in their classes. They Obtained coefficient of construct validity .829 using Cronbach's Alpha which determined that the items of the test were more than 83% homogeneous and measuring Students' attitudes for the learning and teaching experiences.

Analysis of Closed Ended Items

The researchers administered the students of both groups the attitude scale to measure their attitudes towards the teaching methods that they experienced in the classroom while being taught the English language. The data for control group shows that all values of the data are lower than the data of experimental group but its value of standard deviations higher than the experimental group data. It evident that though the respondents of control group have weak perception about their teaching methods but they also have higher variation in their perceptions. Descriptive statistics was used to convert the wordy data into numerical in order to make it measurable statistically then analyzed by employing ANOVA to make credible inferences and presented to explore the underlying facts and making useful prediction about the population.

Research Findings & Discussion

The researchers administered the perception questionnaire at the end of the experiment to the both of the groups in order to collect their experiences and their perceptions regarding their experiences of attending the different teaching methods. This part of the research also gave the researchers a thoughtful insights regarding the use of teaching methods for teaching English at secondary level. only those students were taken as sample who were the participants of the experiment of implementing standard based education. the researchers got the perceptions from the students about the effectiveness of the teaching methods for getting the students involved for learning. they found the interactive teaching methods effective in their cognitive, emotional, ethical and social development besides their content learning. Perceptions of bothe groups wer analyzed by employing ANOVA by testing a hypothesis

In implementing "Standard-Based-Education", use of interactive teaching methods is an effective approach for developing students' thinking skills and maximizing their academic performance than the traditional teaching methods.

Table 4.45

The students of interactive teaching methods are significantly different in perceiving their teaching methods effective than the students of traditional teaching methods for teaching

Analysis of Students' Perceptions Regarding Effectiveness and interest of Interactive Teaching Methods in Comparison of Traditional Teaching Methods for Teaching English at Secondary Level Schools in Implementing Standards-Based-Education in Sindh

ANOVA

Sources of variance	Sum of Squares	df	Mean Square	F	Sig.
(01)	(02)	(03)	(04)	(05)	(06)
Between Groups	15235.200	1	15235.200	2919.768	.000
Within Groups	407.000	78	5.218		
Total	15642.200	79			

The table 1 represents the result of Analysis of Variance (ANOVA) for testing Hypothesis.

The students of interactive teaching methods are significantly different in perceiving their teaching methods effective than the students of traditional teaching methods for teaching

In this regard, the table shows the value of 15235.200 as between groups' variance, the value 407.000 shows within groups' variance, and the value 15642.200 as the sum of these two variances in column 2. degrees of freedom are represented the column 3. the value of mean square i.e. 15235.200 of between groups data and mean square i.e. 5.218 of with in group data are in Column 04.

The obtained value 407.000 is taken as the error term for the F-ratio. obtained F-ratio 2919.768 is in Column 05 The obtained higher F-ratio is significant enough to predict the population behavior. P-Value 0.00 is in Column 06 determines the level of significance of the obtained results statistically.

P-Value 0.00 expresses that the obtained findings are significant enough to accept the alternative hypothesis and to reject the null hypothesis.

The table also explains between groups variance is higher than the within-group variance that reveals that minimum sampling error exists in the groups and the groups are statistically equal. The perception of students who belonged to the experimental group is more positive than those who belonged to the control group towards the teaching methods those they enjoyed in the class. The effects of interactive teaching methods were found productive and progressive in implementing "Standard-Based-Education". Thus the alternative hypothesis has been accepted that *The students of interactive teaching methods are significantly different in perceiving their teaching methods effective than the students of traditional teaching methods for teaching.*

The interactive teaching methods have remarkable potential for adopting appropriate teaching behavior in English language class that enable them to inculcate students' thinking skills and to enhance their academic performance. They also have an opportunity to Develop good habits, good teacher-students-relationships, and student-student- relationships. Interaction among the student and teacher in interactive teaching methods give the teachers opportunities for using different kinds of motivational strategies in developing the students cognitively, ethically and socially

Conclusions

It is concluded that the practicing or traditional teaching methods are quite unable to keep teaching interesting and to make learning active where all the process goes on inattentively and students learning the things passively. In result students lose their curiosity for learning

Analysis of Students' Perceptions Regarding Effectiveness and interest of Interactive Teaching Methods in Comparison of Traditional Teaching Methods for Teaching English at Secondary Level Schools in Implementing Standards-Based-Education in Sindh

and become passive learner instead of exploring they started memorizing what they listen instead of exploring new knowledge. on the other hand, interactive teaching methods significantly effective in developing students interest in taking part in learning activities and do sufficient efforts to learn the taught knowledge as well as explore new concepts on the basis of the already learned knowledge and concept. Students-centered and activity-based methods provide students many opportunities to learn various norms and values. In the interactive teaching method, they worked individually, in pairs, and groups. They learned and build new knowledge in multiple dimensions. They learned to consider individual differences in a group or community and managing their attitudes to maintain coherence in the group or community. interactive teaching methods play a significant role in converting the students into independent learner and in realizing them the significance of interdependence. interactive teaching methods brought the students in to the sociologically knitted environment that strengthened them socially and academically.

Recommendations

The obtained findings of the research enable the researcher to present some recommendations for applying it in the classrooms to make the environment of the classroom teaching interactive, congenial for learning as well as to make students active learner instead of passive listener:

1. English language teachers should not adopt practicing/traditional teaching methods to teach the English language at the secondary level to implement "Standard-Based-Education".
2. English language teachers should adopt interactive teaching methods for teaching the English language at the secondary level to implement "Standard-Based-Education" as it has the maximum potential of cognitive development along with the teaching of language ethical and social development.
3. English language teachers should involve the whole class into the assigned activities to explore the answer of the given questions or in learning new knowledge.
4. A teacher should encourage students to work in groups and help others. It benefits low-and medium-ability students in their learning.
5. A teacher should encourage the non-volunteers to take part joy ably. He should use such questions that foster students' successful answering. When they respond appropriately, the teacher should praise them and give them positive feedback on their effort.
6. A teacher should avoid using the grammar-translation method (GTM) or direct method (DM) in implementing "Standard-Based-Education".
7. A teacher should adopt the bilingual method of language teaching in the class because of it's suitability and effective for students of second language at secondary level.
8. A teacher should allow students a little bit and careful use of a language other than the target language in the English language classroom as it helps in second language teaching learning instead of minimizing the students' exposure.
9. English language teacher should have the strong interpersonal skill to interact with people efficiently so that he/she may obtain better results of his/her teaching activities for English language teaching effectively to implement "Standard-Based-Education"..

Analysis of Students' Perceptions Regarding Effectiveness and interest of Interactive Teaching Methods in Comparison of Traditional Teaching Methods for Teaching English at Secondary Level Schools in Implementing Standards-Based-Education in Sindh

10. A teacher should avoid criticizing students' thoughts as well as allowing students to criticize any other students' opinions.
11. A teacher should encourage students to work in groups and help others. It benefits low-and medium-ability students in their learning.
12. A teacher should pay them respect and avoid passing innuendoes and sarcastic remarks.
13. A teacher should be considerate and approving all the times for the student's efforts in the class.
14. A teacher should have a grasp over questioning taxonomies or hierarchies to frame appropriate questions that stimulate higher cognitive achievements as well as to make the information more meaningful.
15. A teacher should recognize students' effort by recognizing their work and achievement; Monitoring their' progress and celebrating their success; by making sure fair assessment and grade.
16. A teacher should promote learners' self-confidence, encourage them to accept the challenge, and do work hard to accomplish it

REFERENCES

1. Abrahamson, L. (1992) Better Education Inc., 4824 G. Wash. Mem. Hwy., Yorktown, VA 23692, USA <http://www.bedu.com/interactive.htm>
2. Bonwell, C. C., & Eison, J. A. (1991). Active learning: Creating excitement in the classroom. ASHE ERIC Higher Education Report No. 1. Washington, D.C.: The George Washington University.
3. Birzer, M. L. (2004). Andragogy: Student centered classrooms in criminal justice programs. *Journal of Criminal Justice Education*, 15(2), 393-411.
4. DiPerna, J. C. (2006). Academic Enablers and Student Achievement: Implications for Assessment and Intervention Services in the Schools. *Psychology in the Schools*, 43(1), 7-17.
5. DiPerna, J. C., & Elliott, S. N. (2000). *Academic Competence Evaluation Scales*. San Antonio, TX.: Psychological Corporation.
6. Eleby, C. (2009) the Impact of a Student's Lack of Social Skills on their Academic Skills in High School, university Dissertation, University of Michigan, USA
7. Greenwood, C. R. (1991). Longitudinal Analysis of Time Engagement and Academic Achievement in At-Risk and Non-Risk Students. *Exceptional Children*, 57, 521-535.
8. Jacobs, L. C, Razavieh, A., & ARY, D. (1990). *Introduction to Research in Education*,
9. Lane, K. L., Pierson, M. R., & Givner, C. C. (2003). Teacher Expectations of Student Behavior: Which Skills Do Elementary and Secondary Teachers Deem Necessary for Success in the Classroom?. *Education and Treatment of Children*, 26(No. 4), 413-430.
10. Logue, M. E. (2007). Early Childhood Learning Standards: Tools for Promoting Social and Academic Success in Kindergarten. *Children & Schools*, 29(1), 35-43.
11. Parke, R. D., Harshman, K., Roberts, B., Flyr, M., O'Neal, R., & Welsh, M. et al. (1998, September/October 1998). Social Relations ACADEMIC SUCCESS. *Thrust for Educational Leadership*, 28 (1), 32-34.
12. Ray, C. E., & Elliott, S. N. (2006). Social Adjustment and Academic Achievement: A Predictive Model for Students with Diverse Academic and Behavior Competencies. *School Psychology Review*, 35(3), 493-501.
13. Skinner, B.F. (1954). The Science of Learning and the Art of Teaching. *Harvard Educational Review*, 24(2), 86-97.
14. Teddlie, C. (2007). Mixed Methods Sampling: A Typology With Examples. *Journal of Mixed*

Analysis of Students' Perceptions Regarding Effectiveness and interest of Interactive Teaching Methods in Comparison of Traditional Teaching Methods for Teaching English at Secondary Level Schools in Implementing Standards-Based-Education in Sindh

Methods Research, 1-77.

15. Wentzel, K. R. (1993). Does Being Good Make the Grade? Social Behavior and Academic Competence in Middle School. *Journal of Educational Psychology*, 85, 357-364.
16. Wigfield, A., & Karpathian, M. (1991). Who Am I and What Can I Do? Children's Self-Concept and Motivation in Achievement Situation. *Educational Psychologist*, 26, 233-261.