



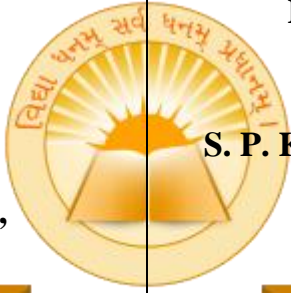
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EFFECTIVENESS OF DIRECT METHOD AND TRANSLATION METHOD IN THE TEACHING OF PREPOSITION

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This paper aims to study the effectiveness of direct method and translation method in the teaching of preposition. The objectives of this study are : (1) To prepare teaching programmes in both the way, direct method and indirect method, On the 'preposition' unit of English subject of 9th Standard. (2) To prepare teacher made test 'preposition' unit of 9th Standard. (3) To test an effectiveness of direct method in the comparison of translation method. This research was experimental research. 'Two paired only post test' pattern was followed in this study. The secondary schools of Junagadh City were taken as population. There were fifty students as the sample moreover; the teaching programme was prepared on both of the methods. Teacher made test was as a tool in which 25 objective type questions, 25 marks and time limit was 30 minutes. Mean, Standard Deviation and t-value was used to analyze the data. The result of the study shows, direct method was more effective than Translation method in the teaching of Preposition.

1.0 Introduction

Education is a two way process where teacher and student are two bases the necessity, interest, attitude and abilities of the students play an important role. Teacher tries to satisfy the students by using various activities, techniques and methods. It is now necessary for teacher to become thoughtful about the use of different methods of teaching. In the states like Gujarat, English is been taught with the help of traditional method means with the medium of mother tongue. On the other hand, the experts' favours direct method in the teaching of English. Thus, the main objective of this research was to study which method out of both direct method and translation method is more effective.

2.0 The Objectives of the Study

The objectives of the present study were:

1. To prepare teaching programme on Preposition of 9th Standard with direct method.
2. To prepare teaching programme on Preposition of 9th Standard with translation method.
3. To prepare a teacher made test on the Preposition of 9th Standard.
4. To examine effectiveness of direct method and translation method in teaching of Preposition.



3.0 Hypotheses of Study

Hypotheses of present study are as under:

1. There will be no significant difference between the mean score of students on post test who were thought through direct method and translation method.

4.0 Variables of the Study

There were four variables in present study in which independent variable was teaching method which has two levels: (1) Teaching by direct method and (2) Teaching by translation method. Educational Achievement of the students was dependent variable controlled variables were: (1) Content (2) Standard of Study (3) Teaching time (4) School environment. Intervening variables are: (1) Other educational helps (2) Interaction of teaching (3) Novelty and (4) Individual differences.

5.0 Operational definitions of the Terms

Direct Method: Direct method is the method of teaching any language directly through the medium of target language which we want to learn.

Translation Method: Translation method is the method of teaching any language through the medium of mother tongue.

Preposition: Preposition means a word which is related to noun or pronoun. It is always before noun or pronoun. Preposition -pre + position means a word which takes a position before noun or pronoun.

Educational Achievement: The marks achieved by the students on the teacher made test on the grammar unit 'Preposition' were taken as an achievement.

6.0 Research Method

An experimental research method was followed in the present study in which 'two paired only post test' method was followed.



7.0 Population and Sample

In this study researcher had taken one Guajrati Medium School of junagadh City as the population. Researcher had taken fifty students as the sample in which twenty five were in experimental group and rest twenty five were in controlled group.

8.0 Tool

The main aim of this study was to examine the effectiveness of direct method in the comparison of translation method for the teaching of Preposition. Researcher had used teacher made test on 'Prepositon' unit which has 25 questions, 25 marks and time limit was 30 minutes. Every question has four options.

9.0 Analysis of Data and Interpretation

At the end of the experiment Mean, Standard Deviation and t-value were calculated on the marks obtained by the students of both groups on the teacher made test The detail about it is given in the table-1.

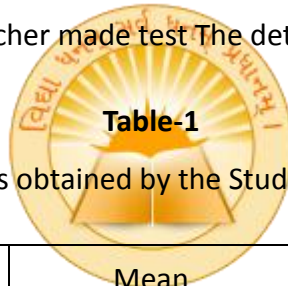


Table-1

Calssification of the Marks obtained by the Students on Teacher Made Test

Teaching Method	Number of Student	Mean	Standard Deviation	t-value
Direct Method	25	26.10	3.53	3.24**
Translation Method	25	22.70	4.55	

* Significant at 0.01 level

It can be observed from table-1 that the mean of the achieved marks by the group taught by direct method was 26.10 whereas standard deviation was 3.53. The mean of the achieved marks by the group taught by translation method was 22.70 whereas standard deviation was 4.55. The t-value difference between the means of both groups was 3.24 which was significant at 0.01 level. Thus, the hypotheses of this study " There will be no significant difference between the mean score of students on post test who where thought through direct method and translation method." is not accepted means achievement of the students taught by translation method was higher. Thus translation method was more effective than direct method in teaching of English.



10.0 Result of the study

The results of the present study was as following:

1. Direct method was more effective than translation method in the teaching of Preposition.
2. The teaching of English through direct method was more effective in the comparison to direct method.

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