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Examining the Impact of Consciousness-Raising and Picture-Word Inductive Model Teaching Methods on Educational Progress of English Grammar

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A B S T R A C T

This study has attempted to examine the impact of consciousness-raising and picture-word inductive model teaching methods on educational progress of English grammar of high school girl students studying in the second year of high school. Consciousness - raising teaching method was used for the first experimental group and the picture -word inductive model teaching method was used for the second experimental group. The design of this research was of quasi-experimental type. Furthermore, two-level factorial design was used in this study. Regarding the population of this study (350 subjects), 40 subjects were selected using available sampling method. Educational progress of students were assessed through tests (pretest and posttest) examined by a specialist. Data obtained from this study were analyzed using dependent T and covariance analysis. The results indicated that these two teaching methods had influenced the educational progress of English grammar. However, there was no statistically significant difference between these two methods.

Keywords: Teaching Method, Consciousness- Raising, Picture-Word Inductive Model, Educational Progress Of English Grammar.

INTRODUCTION

English language and effective factors on learning and its progress has been discussing as a pivoted matter in education. But considering extensive researches and enormous budgets, frequently we face to great number of students each year that fail in this lesson (Huda, Yusuf, Azmi Jasmi, & Zakaria, 2016; Huitt, 2011). In Iran, the training of English language begins from Secondary level and then it continues after seven years in the university. The experience shows that this training, whether in high school or university was successful (Askari & Nikoopour, 2018; El Ansari, Suominen, & Draper, 2017; Khoshsima & Toroujeni, 2017; Nassery, 2013). In the investigation of researches which have done in Iran in relation to English language, it seems that the important matter of English training methods has proceeded less than other matters (Atai & Mazlum, 2013; Mehrani & Behzadnia, 2013; Yunus, Salehi, & Amini, 2016).

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Examining the Impact of Consciousness-Raising and ...

The use of teaching method C-R (Consciousness-Raising) for teaching grammar is a new reaction against dissatisfaction about teaching result in traditional method. This method consist of those activities that is made an effort to raise student's consciousness level about different grammatical structures of target language and oblige students to think about language samples (Christison, Duff, Christian, & Spada, 2015; Fotos, 2001).

Richards and Schmidt (2013) have defined C-R as follows: The techniques which encourage learner of English in consideration of language structure and there's a belief that being consciousness from the structure will help to language teaching indirectly (Nunan, 2015; Richards & Schmidt, 2013).

Teaching method PWIM (Picture Word Inductive Model) uses from a picture as an ordinary motive for producing words and sentences. This model is very effective for reading lesson programs of kindergarten and elementary students and also uses for adult students in secondary and high school who are going to start writing and reading programmers(Jiang, 2014; Samaei, Jafariroshan, & Arshadi, 2014). Picture Word model is the deduction of directional teaching model into searching that its structure is trellises for doing more difficult homework's of students. The main interest focus is in elementary levels and upon English class students as the second language and the development and progress of reading and writing skills (Grabe & Kaplan, 2014; Happy Lailatul, 2017).

Model PWIM which is from the family of information process models is a deductive and inductive model that is relied on words acquisition through the pictures. Theoretical basis of this model is knowable psychology (Flowerdew, 2015; Joyce & Calhoun, 1998; Prince & Felder, 2006).

METHODOLOGY

Present research is an experimental likeness research that factor scheme with two levels was used in it. Statistical society of this research consists of all Jiroft (in Iran) girl students in second grade high school in scholastic year (2014-2015). Model volume of this research consist of forty girl students in second grade high school (twenty person in experimental group C-R and twenty person in experimental group PWIM) who selected by available sampling model.

English masters complied tests for measuring educational grammar progress before and after exercising two teaching methods C-R and PWIM in a good manner.

English master has planned the test of educational grammar progress according to the content sixth lesson of second grade high school English book. Pretest and posttest whichever were consisting of thirty questions separately. The currency of this test has attained by English masters. Before performing pretest and also posttest on target society, preliminary performance was done. Pretest and posttest permanence calculated by method Cronbach's Alpha and also pretest and posttest permanence amount has calculated 79% and 81% respectively. Experimental research variation (teaching method C-R and PWIM) was performed in the classroom for one month. After completing training sessions, educational progress posttest was performed.

Descriptive statistic methods (average, standard deviation and students abundance) and deductive method (T-test of dependent groups, Co-variance analysis) have been used.

RESULTS

The results in table 1 are related into experiments, frequency in groups C-R and PWIM.

Each group consists of twenty students in second grade high school.

The results in table 2 show that average and standard deviation for the marks of group C-R grammar education progress in pretest and posttest consist of (2/66, 10/38) and (2/45, 12) respectively and also these marks in group PWIM consist of (3/12, 10/3) and (2/33, 11/28) respectively it denotes on better operation of students in both experimental groups.

First research theory: Teaching method C-R effects on English grammar education progress of second grade high school students in Jiroft city.

The results in table 3 show that T presents a meaningful difference in level $P < 0/01$ between pretest and posttest of the mark average of students education progress. So, the research theory was accepted based on this matter that teaching method C-R effects on English grammar education progress.

Second research theory: Teaching method PWIM effects on English grammar education progress of second grade high school students in Jiroft city.

The results in table 4 show that T in the level $P < 0/05$ presents a meaningful difference between the pretest and posttest of the mark average of students education progress. So, the research theory was accepted based on this matter that teaching method PWIM effects on English grammar education progress.

Third research theory: There is a meaningful difference statistically between using teaching method C-R and PWIM upon educational progress of Second grade high school students in Jiroft city.

The results in table 6 show observed f is not meaningful ($P > 0/05$), it means that there is not meaningful difference statistically between posttest marks average in two experimental groups PWIM(11.28) and C-R(12) after omitting pretest effect.

Table1. Students Percent Frequency Who Participated in Research by Separating Studied Group

Group	Group PWIM	Group C-R	Total
Frequency	20	20	40
Percent	50	50	100

Table 2. Mean and Standard Deviation of Educational Progress Pretest and Posttest Marks in Training Groups

Group		N	Mean	SD
Pretest	PWIM	20	10.3	3.12
	C-R	20	10.38	2.66
Posttest	PWIM	20	11.28	2.33
	C-R	20	12	2.45

Table 3. The Results of Dependent T- test for Considering the Effect of Teaching Method C-R on Students Grammar Education Progress

Method	Group	Mean	SD	Average. Std. Error	t	df	Sig
C-R	Pretest	10.38	2.66	0.59	-4.45	19	0.001
	Posttest	12	2.45	0.54			

Table 4. The Results of Dependent T for Considering the Effect of Teaching Method PWIM on Students Grammar Education Progress

Method	Group	Mean	SD	Average. Std. Error	t	df	Sig
PWIM	Pretest	10.3	3.12	0.69	-2.16	19	0.04
	Posttest	11.28	2.33	0.52			

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Table 5. Variances Homogeneity Test (Levin Test)

Statistic Test(F)	df1	df2	Sig
2.12	1	38	0.15

Table 6. The Results of Co- Variance Analysis Test and the Difference between Two Groups According to Posttest Marks

Variance Source	Sum of Squares	df	Mean Squares	F	Sig	Eta ²	Statistical Square
Equation Prove	111.51	2	56.7	26.38	0.001	0.58	1
Pretest	106.49	1	106.49	49.5	0.001	0.53	1
Teaching Method	6.19	1	6.19	2.87	0.09	0.07	0.37
Error	79.59	37	2.15				
Total	5674.56	40					

CONCLUSION

In this study, the effect of teaching method C-R and PWIM on English language education progress was considered in second grade high school girl-students. The results of first theory showed that teaching method C-R has got effect on student's grammar education progress. Obtained results in relation to this theory have harmony with Sugiharto (2006) findings.

In considering second theory, the results showed that teaching method PWIM has effect on student's grammar education progress. Consequently, these research findings have agreement with Yuliana (2011) research findings.

About third theory according to referred findings, it is shown that there is not a meaningful difference statistically between student's marks average who have trained by teaching method PWIM and those students who have trained by Teaching method C-R. In inner and outer researches, the comparison of two teaching method C-R and PWIM hasn't observed.

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