

The Impact of Innovative Teaching Techniques in English at High-school Level in Mannargudi Block

S. Kuzhali^{1*} and M. Manivannan²

¹Research Scholar, Tamil Nadu Open University, Tamil Nadu, India

²Professor and Director, School of Education, Tamil Nadu Open University, Tamil Nadu, India

*Corresponding author: kuzhaliselvaraj@gmail.com

Received: 07-02-2022

Revised: 24-03-2022

Accepted: 16-04-2022

ABSTRACT

Education is a dynamic process. It shows the mankind to the right direction. The purpose of the education is the process by which people acquire knowledge, skills, habits and attitudes. Now a day creativity is need for teaching-learning process. So, innovative techniques need for 21st century skills. The purpose of the study is to evaluate the traditional methods of teaching as well as multimedia based teaching. Basically teaching includes the two elements sending and receiving information. In this pandemic situation brought to the teacher to use innovative methods of teaching. Here this paper shows what is the innovative teaching-learning techniques are in practice in Government High school- Velukkudi in Mannargudi block in Thiruvavur district.

Keywords: Innovative teaching techniques, Traditional method, teaching English

“Education is the Manifestation of perfection already in Man”

– Swami Vivekananda

Above the quote, says the Education makes to change in our life. Education is an engine for the growth and progress of any society. It drives and sets technological innovation, in today's era information and knowledge stand out as very important and critical input for growth and survival.

The investigator wants to find out the impact of innovative teaching techniques at velukkudi High school in Mannargudi block in Thiruvavur district.

Objectives of the Study

- To study the impact of innovative teaching techniques
- To find out if there is any significant difference in the control group and experimental group students in terms of gender, locality and parents literacy level.

Scope of the Study

Through the importance of innovative teaching techniques for teaching in this pandemic situation has been realized by the teachers. But impact of innovative teaching techniques has not been realized by someone. Above this reason need for the study and it has necessitated the study by the researcher.

Methodology of the Study

In the present study, the experimental method was adopted. Pre-Post test two groups design was adopted by the researcher.

How to cite this article: Kuzhali, S. and Manivannan, M. (2022). The Impact of Innovative Teaching Techniques in English at High-school Level in Mannargudi Block. *Vendangam-A Multidisciplinary Journal of Higher Education*, 01(01): 33-35.

Source of Support: None; **Conflict of Interest:** None



Sample

A sample 30 students studying in tenth standard –A section were taken for the study from Government High school –Velukkudi, Mannargudi as the control group students and 30 students studying in tenth standard- B section from Government High school velukkudi were selected as experimental group.

Tools

Test of grammar and vocabulary in English tool is made by the researcher to access their understanding skill through the innovative teaching techniques.

Traditional Teaching Method

The researcher used chalk and talk lecturer method through the zoom meeting and teach mint online class teaching app.

Innovative Teaching Techniques

Teaching techniques

The researcher used tween craft app for teaching innovative way. It was the animation video based teaching. This learning app stimulated the students to learn the content with joyful and understanding. This teaching process was done by online mode through the WhatsApp way.

Assessment Techniques

The researcher evaluated their understanding skill through quizzer form, survey heart form app and google form. The learners answered it very interesting way.

Data Interpretation

Pre-test scores analysis

‘t’ – test was used to analyzed data. Testing the difference between the means of the pre-test scores of the students. The significant difference between the means of the control group and the experimental group students in the pre-test scores is shown in table 1.

Table 1: Showing the significance of difference between the means of the control group and experimental group students in the pre-test scores

Pre-Test	N	M	SD	t
Control Group	30	27.33	5.87	1.75
Experimental Group	30	25.13	5.39	NS

Table 2: Showing the significance of difference between the means of the control group and experimental group students in the post-test scores

Post-Test	N	M	SD	t
Control Group	30	54.23	13.50	7.41*
Experimental Group	30	75.05	11.56	

Table 3: Showing the significance of difference between the means of the control group and experimental group Boys in the post-test scores

Post-Test-Boys	N	M	SD	t
Control Group	16	56.76	12.12	3.67*
Experimental Group	14	67.29	7.53	

Table 4: Showing the significance of difference between the means of the control group and experimental group Girls in the post-test scores

Post-Test-Girls	N	M	SD	t
Control Group	14	50	14.59	9.29*
Experimental Group	16	86.69	4.83	

Table 5: Showing the significance of difference between the means of the control group and experimental group Rural students in the post-test scores

Post-Test-Rural Students	N	M	SD	t
Control Group	12	53.14	20.85	4.07*
Experimental Group	15	75.27	12.15	

Table 6: Showing the significance of difference between the means of the control group and experimental group Urban students in the post-test scores

Post-Test-Urban Students	N	M	SD	t
Control Group	18	52.22	15.16	5.39*
Experimental Group	15	74.96	11.19	

Table 7: Showing the significance of difference between the means of the control group and experimental group Literate Parents in the post-test scores

Post-Test-Literate parents	N	M	SD	t
Control Group	10	53.63	12.42	6.32*
Experimental Group	12	73.46	11.06	

Table 8: Showing the significance of difference between the means of the control group and experimental group illiterate Parents in the post-test scores

Post-Test-Illiterate parents	N	M	SD	t
Control Group	20	56	16.20	3.65*
Experimental Group	18	78	11.81	

Gain Score Analysis

Group	N	Pre Test Mean Achievement	Post Test Mean Achievement	Mean Gain In Achievement	Gain Percentage
Control Group	30	27.33	54.23	26.90	26.90
Experimental Group	30	25.13	75.05	49.92	49.92

FINDINGS OF THE STUDY

1. There is significant difference in the using of innovative teaching techniques between the control group and experimental group students. Experimental group students higher level of learning through the innovative teaching techniques than the control group students.
2. There is significant difference in the using of innovative teaching techniques between the boys of control group and experimental group students. Experimental group students higher level of learning through the innovative teaching techniques than the control group students.
3. There is significant difference in the using of innovative teaching techniques between the girls of control group and experimental group students. Experimental group students higher level of learning through the innovative teaching techniques than the control group students.
4. There is significant difference in the using of innovative teaching techniques between the rural students of control group and experimental group students. Experimental group students higher level of learning through the innovative teaching techniques than the control group students.
5. There is significant difference in the using of innovative teaching techniques between the urban students of control group and experimental group students. Experimental group students higher level of learning through the innovative teaching techniques than the control group students.

6. There is significant difference in the using of innovative teaching techniques between the students of literate parents of control group and experimental group students. Experimental group students higher level of learning through the innovative teaching techniques than the control group students.
7. There is significant difference in the using of innovative teaching techniques between the students of illiterate parents of control group and experimental group students. Experimental group students higher level of learning through the innovative teaching techniques than the control group students.
8. The innovative teaching techniques is effective in improving the learning skill in English of high school students.

CONCLUSION

The study reveals that the experimental group students are at higher level in achievement of using teaching techniques than the traditional method with respect to gender, locality and parent's literacy level.

REFERENCES

- Belias Dimitrios, B. 2013. Traditional teaching methods vs teaching through the application of information and communication technologies in the accounting field. *European Scientific Journal*, 9(28): 101.
- Etokeren, I.S. and Okwelle, P.C. 2019. Effect of co-operative learning strategy on Biology students Academic Performance in senior secondary school in Rivers state.
- Jayalaxmi, R. 2017. A study on innovative teaching -Learning methods for undergraduate students. *International Journal of Humanities and Social Science Invention*, 6(11): 32-34.

