A Comparative Study of Effectiveness of Advance Organizer Model and Traditional Method in Teaching of English in Teacher Education Course

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Abstract

In language teaching, method plays prime role. Well adopted materials without effective method of teaching are practically useless. But with proper tools and instructional materials, a good teacher encourages each member of the class to participate directly in the learning experience. The main objective of this study was to define the advance organizer model and traditional method and to compare the effectiveness of advance organizer model and traditional method. In order to achieve the objectives M.A. education students studying the subject teaching of English constituted the population of the study and the sample of the study consisted of 46 students teachers. On the basis of pretest scores they were placed in two groups randomly. Each group comprised 23 students. Four hypotheses were framed and tested by applying independent sample t-test and dependent sample t-test, the results showed that all the students including low

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achievers and high achievers, who were taught through advance organizer model and traditional method performed equally.

Key words: traditional method, advance organizer model, low achievers, high achievers

Introduction

Advance organizer model is designed to provide students with a cognitive structure. Advance organizer model has its genesis in meaningful verbal learning theory. Advanced organizer model helps teachers to organize and convey large amount of information clearly (Joyee & Weil, 1003). The advance organizer model assumes that learning can be improved through better mode of presentation.

Ausubel, (1963) theorized that meaningful verbal learning requires strong cognitive structures. Knowledge of particular objects at any given time should be organized, clear and stable. Previous knowledge is the biggest factor in learning whether it will be meaningful or not, it depends on the students' cognitive structures. Since there is parallel between the ways subject matter is organized and the way people organize their minds. Sprinthal and Sprinthal (1990) explained that advance organizer is deductive approach. Advance organizers are presented to help students focus attention on key points. According to Woolfolk (2003) advance organizers are the statements made by the teacher prior to actual learning takes place. Advance organizers are of two types, comparative advance organizers and expository advance organizers. Comparative organizers connect new learning to previously learned material through analogy, anchoring and comparisons.

Expository organizers begin at a high level of generality than the concept to be presented. Expository organizers provide new knowledge that students need to understand. The objective of advance organizer is to provide scaffolding for the new information. They serve as a bridge between new and the known information (Arif, 1997).

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The function of advance organizers varies from subject to subject. It yields impressive results when students are not conversant with fundamental of the subject. This model provides better results when applied on mature students possessing the ability of manipulating concepts. Advance organizers help learners to activate prior knowledge and think it with in the context of new one.

Advance organizer model of teaching is based on three phases:

1. presentation of advance organizer
2. presentation of learning task
3. strengthening cognitive organization (Joyce and Weil, 2003)

Following steps may be used while using this model:

i. Teacher presents advance organizer to begin the lesson.
ii. Concepts are presented by the teacher
iii. Provision of example and non-examples to clarify the concept

The teacher refers back to advance organizers to link the organizer with the concept in the lesson and emphasizes on deductive reasoning.

Advance organizer is basic tool to improve cognitive structure of the learner. Higher order knowledge is based upon concepts and abstract ideas. Advance organizer model is highly effective to teach conceptual knowledge. Comparison and contrasts are the skills that are vastly used during the teaching learning process (Shual, 1981).

In language teaching method plays prime role. Well adopted materials without effective method of teaching are practically useless. But with proper tools and instructional materials, a good teacher encourages each member of the class to participate directly in the learning experience.

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(Saddique, 2005). Method is an overall plan based on some approach. Shahid (2000) defined method as an overall plan for the orderly presentation of language material. No part of which contradicts and all of which is based upon the selected approach. Grammar Translation method is the most widely used method for teaching of English in Pakistan. In spite of the virulent attacks that the reformers have made, the traditional method has maintained itself remarkably well and is very popular with English language teachers. In grammar translation method, language teacher translates each and every word, phrase and sentence into mother tongue. In this method textbook occupies an important place. The textbook constitutes major reading material which has specific graded vocabulary. The teacher translates every word and explains grammatical rules and principles. The paramount features of the method are:

    1.   the unit of teaching is word

    2.   over use of native language

    3.   explanation of grammatical rules (Tahir, 2005)

Under the translation method, the meanings of English words, phrases and sentences are translated into the mother tongue (Gurrey, 2005).

Objectives

    i. To define the concept advance organizer model and traditional method

    ii. To compare the effectiveness of advance organizer model and traditional method

Population

The purpose of this study was to measure the comparative effectiveness of CAM and

Traditional method in teacher education course at the M.A. level. Therefore M.A education students studying the subject of teaching of English constituted the population of the study.

Sample

The sample of the study consisted of 46 students teachers. On the basis of pretest scores

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they were placed in three groups randomly. Each group comprised 23 students.

Design of the Study

This study was experimental in nature. Experimental research is the most valid type of research. It can truly test the hypothesis concerning cause and effect relationships. It represents the most valid approach to the solution of educational problems, both theoretical and practical. In an experimental study the researcher manipulates at least one independent variable, controls over relevant variables and observes the effects on one or more dependent variables. The independent variable also referred as experimental variable. The dependent variable is termed as criterion variable.

Characteristics of Experimental Research

Experimental research incorporates a high degree of control over the variables of study. Proper control over the variables permits to establish caused relationships among research variables. The two defining characteristics of experimental research are:

(1) Manipulation of an independent variable.
(2) Control over extraneous variables

An independent variable is a variable whose values are chosen and set by the experimenter. To manipulate independent variables, subjects must be exposed at least two levels of that variables. The specific conditions associated with each level are called treatments of the experiments. The variables whose values researcher observes and records in experimental at design is called the dependent variables. The group receiving the treatment is called the experimental groups. The control group is treated exactly like the experimental group except that is not exposed to the experiential treatment.

The second characteristic of experimental research is control over extraneous variables.
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Extraneous variables are those that may affect the behavior researcher wish to investigate. Extraneous variable can be controlled by two ways.

(1) Hold extraneous variable constant.
(2) Randomize its effects across treatment

Findings

Ho:1 **There is no significant difference in the mean scores of trainee teachers taught through AOM and TM**

Table : 1 **Showing Significant of difference between trainee teachers taught through AOM and TM**

Group	N	df	Mean	S.D	t-value
AOM	23	22	59.78	10.348	1.02
TM	23	22	60.09	9.835	

Non Significant at 0.05 level   Table value 2.02

Table: 1 explains that t- value (1.02) is non significant at 0.05 level of significance. So the null hypothesis that there is no significant difference between students' achievement in academic test taught through the advance organizer and traditional method is retained and it is concluded that there is no significant difference between the achievements of both groups on the post-test. Students in experimental group gain lower mean score (59.78) than students in control group (60.09) on the post-test. So it is stated that no significant difference can be observed in the mean scores of both groups. Hence both groups should be treated as equal.

Ho: 2 There is no significant difference in the mean scores of high achievers trainee teachers taught through AOM and TM

Table: 2 **Significant of difference between high achievers taught through**

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AOM and TM

Group	N	df	Mean	S.D	t-value
AOM	12	11	67.50	4.317	0.39
TM	12	11	66.92	2.712	

Non Significant at 0.05 level   Table value 2.02

Table: 2 explains that t- value (0.39) is non significant at o.o5 level of significance. So the null hypothesis that there is no significant difference between students' academic achievement taught through advance organizer model and traditional method is confirmed. and it is concluded that both models are equal on the post test scores. Students in advance organizer model gain lower mean (67, 50) than students in traditional method (66.92) on the posttest. So it is found that both groups exhibited nearly similar performance.

Ho: 3 There is no significant difference in the mean scores of low achievers trainee teachers taught through AOM and TM

Table : 3   Significant of difference between low achievers taught

**   through AOM and TM**

Group	N	df	Mean	S.D	t-value
AOM	11	10	51.36	8.103	0.34
TM	11	10	52.64	9.362	

Non Significant at 0.05 level   Table value 2.02

Table: 3 shows that t-value (0.34) is not significant are 0,05level of significance .So the null hypothesis that there is no significant difference between students' achievement in academic test taught through advance organizer model and traditional method is retained and it is concluded that there is no significant difference between the achievement of both groups on the post test.

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Students in the advance organizer model gain lower mean (8.103) than students in traditional method (9.362) on the post test. So it is established that both groups are almost equal.

HO: 4 There is no significant difference in the mean score of pretest and posttest achievement of the trainee teachers included in the traditional method group and advance organizer model group.

Table: 4 Significant of difference in the mean scores of trainee teachers included in the traditional method group and advance organizer group.

Group	N	Df	Mean	t-value
TM Pre-test	23	22	59.82	
AOM Post-test	23	22	57.86	0.71

Interpretation

Table No 4.20 explains that t-value (0.71) is non significant at 0.05 level of significance. So the null hypothesis that there is no significant difference in the mean scores of trainee teachers on the pretest and the posttest is confirmed and it concluded that there is no significant difference in the mean score of both groups. In the pretest trainee teachers gained mean score (59.82) that is greater than the mean scores attained by the posttest advance organizer model group. But this difference is not significant enough. So the Null hypothesis is retained. It is evident that both groups were equal on the pretest and the posttest.

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Conclusion

Following conclusions were arrived at on the basis of the findings:

1- It was discovered that trainee teachers taught through advance organizer model and traditional method were approximately equal in their performance.

2- It was found that high achievers trainee teachers of advance organizer model groups were equal in their academic attainment.

3- It was indicated that low achievers of advance organizer model and traditional method groups showed no vital difference in their scholastic attainment.

4- Although advance organizer model and traditional method proven to be equal teaching tools. So it may be stated How ever, trainee teachers taught through advance organizer model and traditional method produced equal performance on the posttest. Similarly in the pretest and the posttest both group showed no significant difference in the academic achievement.

Discussion

This study was an attempt to comparative effectiveness of traditional method and advance organizer model. Advance organizer model is concerned with and is derived from the theory of meaningful verbal learning. This model requires that learning material should be organized in such a way that information is presented meaningfully so that process of learning may be triggered.

In traditional method, students remain inactive and passive recipient of information. In traditional method, knowledge is imparted haphazardly and it lacks any systematic approach. According to Bruner systematic, structured instructional strategy amplifies absorption of knowledge and improves comprehension and understanding.

No significant difference was identified between the mean scores of trainee teachers taught through advance organizer model and traditional method. This finding contradicts the finding of the studies conducted by Senapati (1986) and Rajaria (1987). Lee (2001) conducted study on

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comparative effectiveness of advance organizer model and traditional method and it was found that students were equal on the academic achievement test. Although it is obvious that advance organizer model and traditional method are different strategies but there are similarities between the two as well. Both demands that material should be presented in organized and disciplined fashion. Some times it is hard to discriminate between the two instructional patterns. That may be the one reason of equal performance.

No significant difference was experienced between trainee teachers instructed through advance organizer model and traditional method. Similarity between the scores of two groups may be attributed to various underpinnings. But critical review of either technique yields the answer, that is, they are highly teacher driven and allowing very little space for the students to think, reflect, ponder and arrange discussion. They must keep pace with the instructions. They sat quiet and expected to receive, memorize and patch the received information with the prior one. In addition, both strategies have their genesis in Deductive approach witch encourages ready mate rules and principles. These results are consonance with the studies launched by Gibson (1986) and Keller (1986)

Although there was no statistically significant difference in the mean scores of advance organization model and traditional method, the mean scores were inclined in favour of traditional method. But no marked difference was experienced in the academic performance of the trainee teacher taught through advance organizer model and traditional method.

Most of the time students remain passive recipient of the information. Apathy, non-involvement and low level of participation may have resulted in poor achievement. But it may not be inferred that trainee teachers taught through Advance Organizer Model and traditional method perform worse. Post test achievement performance was not disheartening at all. Trainee teachers instructed through Advance Organizer Model and traditional method produced promising output.

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The study was conducted in the subject of teaching of English as foreign language. So the results of the study may be generalized only to students studying teaching of English in M.A Education as elective course. The results of the study may not be generalized to all English teaching class room, since the study was conducted in teacher education college. Sample included in the experiment had no or poor back ground in the course of teaching of English. Results however were consistent with the efforts ventured in the past. Because there is rapid increase in realization that model based teaching may create big difference in the field of teaching. So the results of the study are applicable to only the class room wherein the teaching of English is being offered as methodology course in M.A education course.

Recommendations

Analysis, interpretation and conclusions of the present study indicate that the modern teaching strategies in the form of models of teaching should be applied in Pakistan classroom setting. The aim of teaching should be not only to acquaint the learners with the knowledge of their subjects but also develop awareness of surrounding. The teacher seems to be more active than the learner in the present day teaching learning process. The teacher has shown steadfast resistance in accepting and implementing new instructional strategies. He seems to be totally in dark about the development and advancements have been made in field of teaching after the advent of cognitive psychology. This may be due to overwork load of teachers so that he may not be able to implement new instructional techniques or may be due to overloaded curriculum of the school, they are not in position to introduce new techniques in teaching. New techniques in teaching learning process always help in developing the interests of the learners to understand instructional material well. The high and ambitions targets in education can not be achieved through traditional method. New teaching strategies should be given due consideration.

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