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## **A Comparative Study of Effectiveness of Concept Attainment Model and Traditional Method in Teaching of English in Teacher Education Course**

**Iftikhar Ahmed, Ph.D., Aijaz Ahmed Gujjar, Ph.D. Candidate, Shafqat Ali Janjua, Ph.D.,  
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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 concept attainment model and traditional method and to compare the effectiveness of concept attainment 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 three groups randomly. Each group

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comprised 23 students. Three 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 achievers and high achievers, who were taught through concept attainment model performed significantly better than their counterparts taught through traditional method.

**Key words:** traditional method, concept attainment model, low achievers, high achievers

## **Introduction**

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 (Saddique, 2005). Method is an overall plan based on some approach. (Shahid 2000) defined method is 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 teacher. 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).

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## **Concept Attainment model**

Models of teaching are an exciting and rapidly developed field that holds much promise both as specific enterprise and as a means of improving the standards of instruction. Model based teaching has produced very encouraging and promising results. Model of teaching has revolutionized the field of teaching. A model of teaching serves a useful purpose of providing in specific terms what the teacher has to do. Model provides guidance to the teacher as well as to the students to reach the goals of instruction. According to Wittrock (1986) models of teaching are designed to implement these strategies while helping students develop as persons, increase their capacities to think clearly and wisely.

According to Chohan (1989) model of teaching is an instructional design which describes the process of specifying and producing situations which helps in bringing desired changes in students, behavior. Cele (1988) described that concept attainment model is a teaching strategy based on analysis of the nature of concepts and how they are acquired. This strategy is the most structured. Students must be guided carefully. Concept attainment is a search for “listing of attributes that can be used to distinguish exemplars from non-exemplars” of various categories (Joyce & Weil 2007).

Concept attainment strategy uses analytical and evaluating thinking skills. During the concept attainment lesson plan, focus is always on teaching objectives, general content and the process being carried out. This is an exciting part for students, which forces them to think and participate. Specific examples are provided in concept teaching strategy four components must be considered. Components of the lesson are examples and non-examples, attributes of the concept and its definition (Joyce & Weil, 1969). Concept attainment lesson is moderately structured. Good understanding of the concept draws students towards its application (Novak and Musondoner, 1991).

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## **Objectives**

- i. To define the concept attainment model and traditional method
- ii. To compare the effectiveness of concept attainment model and traditional method

## **Population**

As 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, 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 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 hypothesis concerning cause and effect relationships. It represents the most valid approach to the solution of educational problems, both theoretical and practical. In an experiential 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:

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(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 levels are called treatments of the experiments. The variables, whose values researcher observes and records in experimental 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 experimental treatment.

The second characteristic of experimental research is control over extraneous variables.

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 CAM and TM**

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

Group	N	df	Mean	S.D	t-value
CAM	23	22	76.91	8.163	6.31*
TM	23	22	60.09	9.835	

\*Significant 0.05 level

Table value: 2.02

### **interpretation**

Table: 1 indicates that t-value (6.31) is significant at 0.05 level of significance. So, the null hypothesis that “there is no significant difference between students achievement on the post-test taught through concept attainment model and traditional method is rejected and it is concluded that there is a significant difference between the achievement of both groups. Students in experimental group taught through concept attainment model gain higher mean score (76.91) than students in control group taught by traditional method (60.09) there fore it is stated that concept attainment model displayed better performance.

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

**Table: 2      Significance of difference between high achievers taught through AOM and TM**

Group	N	df	Mean	S.D	t-value
CAM	12	11	82.67	4.317	11.14
TM	12	11	66.92	2.712	

Significant at 0.05 level

Table value 2.02

Table: 2 shows that t-value (11.14) is significant at 0.05 level of significance. So the null hypothesis that there is no significant difference between students' achievement in academic test is rejected and it is concluded that there is a significant difference between the achievement of both groups. Students in experimental group taught through concept attainment model gain higher mean score (82.67) than students in control group taught by traditional method (66.92) on the post-test. Hence it is stated that students in concept attainment model group yielded better performance.

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

**Table: 3      Significance of difference between low achievers taught through CAM and TM**

Group	N	df	Mean	S.D	t-value
CAM	11	10	70.64	6.727	5.17
TM	11	10	52.64	9.362	

\*Significant at 0.05 level

Table value 2.02

### **Interpretation**

Table: 3 reveal that t- value (5.17) is significant at 0.05 level of significance. So the null hypothesis that there no significant difference between students' achievement taught through concept attainment model and traditional method is rejected and it is concluded that there is some significance between the achievements of both groups in academic test. Students in experimental group taught through concept attainment model gain higher mean score (70.64) than students in control group taught by traditional method (52.64) on the post-test. So it is remarked that students in concept attainment model displayed better performance.

### **Conclusion**

- 1- Study results proved that concept attainment model emerged as effective instructional strategy in teaching of English.



- 2- It was identified that high achievers trainee teachers registered better academic performance thought through concept attainment model.
- 3- It was noted that low achievers trainee teachers produced better results taught through concept attainment model.

## **Discussion**

This study was entitled to comparative effectiveness of concept attainment model and traditional method. In concept attainment model, emphasis is given to cognitive development and from the theory of learning it has been established that cognitive development facilitates more learning. The most important aim of this model is to acquaint the students with pre-existing concepts. They are presented meaning fully 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.

The results of the study negate the major hypothesis that there is no significant difference between trainee teachers taught through concept attainment model and traditional method. Sample included in the concept attainment model exhibited superior performance when compared with traditional method. So the null hypothesis that there is no significant difference in the mean scores of trainee teachers taught through concept attainment model and traditional method is rejected. This finding verifies the results of the study conducted by Siddique (2006).

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Result also revealed that concept attainment model proved more effective in terms of academic achievement scores when compared with traditional method. This negates the results of the study conducted by Ivie in (2004). The reason may be that student taught through concept attainment models remain always active and engaged and novelty of the may be the cause of better results.

## Recommendations

On the basis of the findings and conclusions following suggestions are made.

1. Models of teachings should be incorporated in teacher Education Course at different levels.
2. Curriculum workers should realize the importance and contribution of cognitive Psychology in the domain of instructions and curriculum be designed accordingly.
3. Master trainers should cognize themselves with different models of teaching and their large scale different subjects.
4. Master trainers should be provided training in models of teaching to use then effectively.
5. Master Trainers should be encouraged to work regular of teaching models
6. New models of teaching should be shaped that may cater the requirements of Pakistani students.

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