

THE IMPACT OF MODULAR APPROACH – TEACHING/ LEARNING PROCESS OF SECOND LANGUAGE**Ms. Divya. C & Dr.Mekala. T**

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ABSTRACT: *It is education, which transformed man from a mere ‘two-legged animal’ into human. It helps him to behave like a man and prevents him from behaving like an animal. The concept of education is still in the process of evolution and this process will never come to an end.*

The people are aware of the value of English in the international arena and have developed a craze for English medium education. This has resulted in the mushroom growth of matriculation schools in Tamil Nadu.

Modular approach is self-contained package dealing with one specific subject, set in convenient form, so that the learner can complete it at his own pace independently or in small groups. It is so structured that students can identify the objectives, select the material and method and evaluate their own accomplishment.

The treatment variable selected for the study is modular approach. The dependent variable is the achievement and writing skills of students in English grammar. The other dependent variables are study habits and attitudes of students towards modular approach.

In the present study, the impact of modular approach on achievement, study habits, writing skills and attitude of the students towards modular approach was investigated. The study was conducted at the secondary level.

Key words: *Infinite productivity and creativity, socio-economic sanction, defective knowledge, instructional materials, modular effectiveness, Rocket Modules, Jigs an- puzzle modules, utilization of resources.*

Introduction

The most important single feature characterizing human language, that is, every individual language, is its infinite productivity and creativity.

All these elements-phonological, grammatical, semantic combine together to form a coherent entity so as to favour effective communication.

Man without education would still be living just like an animal. It is education, which transformed man from a mere 'two-legged animal' into human. It helps him to behave like a man and prevents him from behaving like an animal. The concept of education is still in the process of evolution and this process will never come to an end. New time will always demand a revision of the prevailing education deals.

English Teaching/Learning in Tamil Nadu

Though English is learnt as a second language in Tamil Nadu, it plays a vital role in the society. Among the three languages Tamil, English and Hindi, English is a more acceptable lingua franca than Hindi because people of Tamil Nadu have their own bias towards Hindi. English is a compulsory subject of study. In the state board schools English is introduced from III standard onwards. A student cannot pass even the III standard without learning English whereas he can even complete a degree by studying Hindi instead of Tamil. This shows the high status enjoyed by English in Tamil Nadu. The people are aware of the value of English in the international arena and have developed a craze for English medium education. This has resulted in the mushroom growth of matriculation schools in Tamil Nadu. The craze continues right through school to college. Most of the private colleges do not offer parallel medium. Only in government colleges Tamil medium is offered as a matter of policy.

When a language enjoys socio-economic sanction, as English does in Tamil Nadu, it is quite reasonable to expect that students acquire proficiency in it. But the students of Tamil Nadu fare no better than their counterparts from other states in competitive examinations conducted by the central government. Since English is introduced only (state board schools) at the III standard, the students are fully under the grip of their mother tongue i.e., Tamil. They have already acquired the rudiments of Tamil. So they find it difficult to learn a new language in the classroom situation with limited hours of learning.

Another notable fact is that both in the government and private schools the teachers who teach English at the primary level are not necessarily graduates of English literature. In most of the schools it is a kind of one man show where one teacher handles three or four subjects. This affects the quality of what is being taught. Primary schools are the feeder schools for high schools. So the students studying in the above mentioned situation carry with them insufficient or defective knowledge of English. By the time they reach high school and collegiate level, they depend upon bazaar notes and even those who score above 60% in English are not able to use the language efficiently. They know about English but do not know English. The foregoing discussion emphasizes the need for taking immediate steps to improve the teaching of English language at the school level itself.

Modular approach

Modular approach is self-contained package dealing with one specific subject, set in convenient form, so that the learner can complete it at his own pace independently or in small groups. It is so structured that students can identify the objectives, select the material and method and evaluate their own accomplishment.

The modular approach has been proved to be an effective and efficient tool to help students to learn. Most subjects can be taught with this approach. The production of instructional materials is time consuming, but modular effectiveness can be evaluated and thus revisions can be done in a positive way.

Instructional design of a module

There are many different formulae for designing instructional modules, but certain common components are agreed upon.

Aim

What the learner is expected to gain from studying the module, stated in performance terms.

Entry test

To determine if the learner has the pre-requisite skills needed to enter the module, and to check whether the learner already has mastered the skills to be taught.

Study materials

A wide variety of media formats can be used in order to involve learners actively and to utilize a number of their senses. Most media formats tend to involve learners actively and to utilize a number of their senses. Most media formats lend themselves to be used in modules.

Learning activities

The following methods may be incorporated into modules. Presentation, demonstration, drill, practice, tutorial, gaming, simulation, discovery and problem solving. A variety of method and media increase students' interest and meet their needs.

Types of Modules:

David Warwick(1987) has identifies models of modules.
They are;

Rocket Modules

This method model of modules depends not on choice for their success; but the order in which each unit is selected. This will be determined by the overall problem that has to be solved. That task itself determines the sequence of unity to permit. Even a medium of choice would jeopardize the entire enterprise.

Jigs an- puzzle modules

Some modules relates neither to choice nor sequence. Rather it is the internal relationship of the individual modules which goes by procedure. It is relationship of individual modules one to the other and how they combine to make up the total picture which is the determining factor throughout. David Warwich also suggested various ways of presenting the materials.

Grammar

Language is a medium through which a person conveys his thoughts to others. There are two forms in a language. One is spoken language and the other is written language. When a person conveys his message through spoken language, he also uses somebody signs in addition to his speech. Grammatical skill is necessary for the construction of correct sentences.

Writing Skill

Writing is regarded as the visual representation of speech. The spoken language can be preserved in script. Communication is possible without the physical presence of the speaker. Speech and writing are used in different are used in different situations and hence they serve different social functions. So, the written language has a different register involving special control of vocabulary and structure.

Stylistic skills

It is a well –knit unit where each sentence is linked to the other lexically, grammatically and logically. The lexical and the grammatical links are referred to as cohesion and the logical line, cohesion.

Study Habits

Habits are true indicators of individuality of a person. Study habits relate to the behavior of an individual, related to studies. Styles of studying are known as study habits. In the process of learning, habitual ways or exercising and practicing their abilities for learning are considered as study habits of learners. The patterns of behavior adopted by the students in the pursuit of their studies in considered under the caption of study habits.

Study habits reveal students personality in action of their studies. Learner's learning character is characterized by his study habits. Study habits save as the vehicle of learning. It may be seen as both the ends and means of learning. The present investigation is an attempt to find out the study habits performance.

Methodology

To carry out any type of educational research suitable methodology with specific operational steps and well constructed tools are absolutely necessary. This chapter deals with the various steps followed in the development and validation of tools, experimental procedure and collection and analysis of data.

Variables

The treatment variable selected for the study is modular approach. The dependent variable is the achievement and writing skills of students in English grammar. The other dependent variables are study habits and attitudes of students towards modular approach.

Design of the study

The present study is an experimental study. The pre test, post test equivalent groups design was adopted in the present study, the research paradigm is given in table

Research paradigm

Variables	Variables	Sample	Tools
Independent	Dependent		
		Class students	Intelligence test, teacher made achievement test
Modular approach (Experimental group)	Achievement in English grammar (Sex)	Control -50 Experimental-50	Pre test Post test
	Writing skills in English grammar (sex)	Control group Experimental group	Pre test Post test
	Study habits (sex)	Control group Experimental	Pre test Post test
	Attitude towards modular approach in English grammar (sex)	Control group Experimental group	Pre test Post test

Sample

The students studying in XI standard in a school were taken for the study. 100 students were selected for the study, 50 for control and 50 for experimental group. The study was conducted during the academic year 2014-15.

Collection of data

Just before the treatment and after the treatment the pre-tests and post-tests were administered to the students.

The students were allowed to sit conveniently and there was strict invigilation to avoid mal-practice or consultation. Necessary instructions were given to the students. The collected data were put into statistical verification detailed below.

Data Analysis and Interpretation

The statistical treatment of the scores obtained before and after treatment is included in this chapter. The statistical treatment was carried out to verify the hypothesis.

Analysis of pre test scores

In case of any experiment the pre test is conducted at the initial stage to find out the initial level of ability of the students. In this study the pre test was administered for assessing achievement, writing skills and study habits of the students.

The results of the pre test are analyzed in this part of this chapter. No pre test was administered to control group in attitude towards modular approach, since only experimental group alone had exposure to modular approach.

Analysis of pre test achievement scores

The achievement test constructed a validated by the investigator was administered as the pre test to both the control and experimental groups, to study the initial level of achievement of the students in English grammar.

Analysis of pre test writing skill scores

Writing skill test was administered as a pre test to both the control and experimental groups to assess the initial level ability in writing skill. Hence, it is concluded that the control and experimental groups do not differ in their writing skills at the pre test stage.

Findings of the study

There is a shift from theories of teaching to theories of learning as a result of educational technology. The great importance of educational technology is the formulation and development of teaching learning theories and techniques.

- The control group and experimental group students differ in their achievement in English grammar.
- The boys and girls of the experimental group do not differ in their achievement in English grammar.
- The control group and experimental group students differ in their writing skills in English grammar.
- The boys and girls of experimental group do not differ in their attainment of writing skills in English Grammar.
- The control group and experimental group students differ in their study habits.
- The boys and girls of experimental group do not differ in their study habits.

Conclusion

The present experimental study reveals that modular approach is effective in enhancing academic achievement, writing skills and study habits. It also helps in the development of positive attitude towards modular approach. Hence, to begin with the modular approach can be adopted at the secondary school level to reduce dropout and to ensure maximum utilization of resources, which is the need of the hour.

Suggestions for the future studies

In the present study, the impact of modular approach on achievement, study habits,, writing skills and attitude of the students towards modular approach was investigated. The study was conducted at the secondary level. It is suggested that further studies may be conducted in the following areas.

- The impact of modular approach on achievement, study habits in other subjects may be conducted.
- The impact of modular approach on achievement, writing skills, study habits in Tamil may be studied.
- The impact of modular approach on achievement at the plus two level can be studied.
- The impact of modular approach on achievement and other skills of the vocational courses may be explored.
- The effectiveness of modular approach in teaching of Mathematics, Science and Social science at various levels may be studied.

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