

EFFECTIVENESS OF 'MISSION LEARNING METHOD' FOR LEARNING OF ENGLISH IN THE VII STANDARD

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Abstract:

The 'Mission learning method' is developed for teaching English in Seventh standard. While using this method, the teacher sets the mission to achieve it in the lesson. The content is presented in various levels and students have to complete each level to achieve the mission which decided by the teacher. The student tries to complete each level and achieve the mission like in a mobile game. The first level is easy and the levels become more difficult subsequently. For the present research, this method was implemented in the VII standard for learning English. The teaching plan was developed according to the method. The population of the study was all students who are learning in VII standard at Yashwant Vidyalaya, Nandurbar in the academic year 2024-25. The sample of the study was 120 students out of them 60 are in control group and 60 are in Experimental group. The experimental method was used for the research. The double-group post-test design was implemented for the experiment. The control group was taught by using 'Grammar Translation Method while the experimental group was taught by using 'Mission Learning Method'. The achievement test was given to the students to study their learning and the effectiveness of the method. The comparison of the mean score of control group and experimental group in relation to the achievement of learning in English of VII class was done and it is proven that the score of experimental group is better than in control group in Learning English. This result has answered the research question that the 'Mission Learning Method' is effective for teaching English to VII standard Students. It will be used to teach various subjects at primary and secondary levels too.

Keywords: 'Mission Learning Method', Teaching, Learning, Methods of teaching.

Introduction:

The success of Learning is depended on teaching and teaching is depended on selection of proper method for teaching. The success of Teaching-learning process is depended on the learning of the students. So, to achieve the success of teaching the teacher uses various techniques, methodology, supporting materials, and ICT tools for learning purposes. Yet the learning is an individual in its characters. It is because the learners' understanding is depended on their interest, attitude, and their background, etc. Can we apply one appropriate method of teaching for all students for all subjects? Exactly, the answer is No. But we can try to frame such a method.

The scenario of Education is going to change now a day. The learning psychology of the students also is going too changed. The students are more interested to learn through ICT rather than traditional class teaching. They are interested in mobile games, video games. Etc. Such type of psychology is used in teaching-learning process will help for better understanding

of the subject content. It is not possible to use games in each content and every lesson of teaching and learning process, but the characteristics of the playing games can be applied in teaching and learning process. On this principle the present research is important. Students involved in the games; it is because they have challenge to complete the task in stipulated time in the game. If the students complete the first task, he is again eager to engage another task to complete. This is the psychology of Children towards the attraction to the games and mobiles.

If such type of attraction is provided to the students in teaching-learning process, they will definitely be attracted towards the content and learning. Teacher also set such types of levels and ideas in the lesson before presenting it. Teacher should give them mission for learning according to the content. If the student able to complete the learning mission he will be definitely attracted towards the learning. He will be eager to go ahead to learn. Such type of psychology will be followed in learning process.

The researcher has to apply the characteristics and principles of games in the teaching learning process. The researcher focuses not on the use of games in the teaching-learning process but applying the principles and characteristics in the teaching-learning process.

The researcher developed 'Mission Learning Method' for learning English for all levels. Learning English is become boredom for the students point of view due to its incidents and their chronology to remember. If the content is presented to the students as per the levels it will help to engage them in the lesson. So if we used such methods in teaching and learning process, it is important to find out its effectiveness in learning English in students' point of view. So, to find out its effectiveness the present research is taken in hand.

The Mission Learning Method:

The 'Mission learning method' was developed by the researchers for teaching school subjects. It is used for teaching English in Seventh standard. While using this method, the teacher sets the mission to achieve from the lesson. The content is presented in various levels and students have to complete each level to achieve the mission. The student tries to complete each level and achieve the mission like in a mobile game. The first level is easy and the levels become more difficult subsequently. The content is presented in the levels. The first level is easy for them. The second become more difficult and the third is more difficult than second. Students tried to complete the mission and achieve the learning.

Statement of problem:

Based on previous research and theoretical assumptions, researcher has tried to investigate "Effectiveness of 'Mission Learning Method' for Learning of English in the VII Standard in Nandurbar city.

Objectives of the study:

1. To implement the 'Mission Learning Method' for teaching English to the 7th standard in Nandurbar.
2. To find out effectiveness 'Mission Learning Method' in learning English at 7th standard.
3. To compare the mean score of control group and experiment group in post-test in relation to the achievement of learning in English of 7th class.

Hypothesis of the study:

Null hypothesis are as follows-

1. There is no significant difference between the mean score of control group and experimental group in relation to the achievement in English.

Scope and Limitations:

1. This research is limited to the Seventh standard students from Marathi medium high schools of Nandurbar city.
2. The present experiment will be limited to the 120 students out of them 60 boys and 60 girls selected randomly from the Yashwant Vidyalay, Nandurbar.
3. The present experiment is limited to the 'Mission Learning Method' used for the teaching English and selected content from the Seventh standard.

Research Methodology:

For the present research an experimental method was used. The two groups' post-test design was used for the experiment.

Population:

The population of the present study was all students of the Seventh standard studying in Yashwant Vidyalay, Nandurbar in the academic year 2024-2025.

Sample:

The sample of the present research was 120 students. Out of them 60 are in control groups and 60 are in experimental group. The control group was taught the same content by using 'Grammar Translation Method' and the experimental method was used 'Mission Learning Method'

Tools of data collections:

1. The achievement test was developed by the researcher with the guidelines of experts in the field of education.

Procedure :

There are two divisions in Yashwant Vidyalay, Nandurbar. The divisions were randomly selected for the control and experiment group. After that the control group students were taught with 'Grammar Translation Method' and the Experimental division was taught Mission Learning Method for 6 days. The post test was given to the students by the researcher.

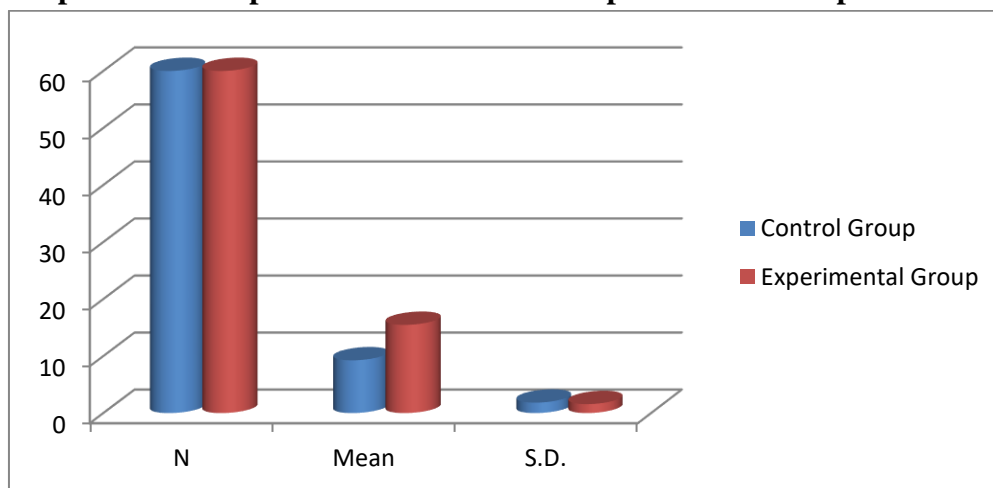
Analysis and Interpretation of the data :

The scores of the achievement test were analyzed and interpretation was done as following;

Table no. 1. Comparison of Control and Experimental Groups scores

Test	N	Mean	S.D.	Degree of freedom	Table 't' value	Calculated 't' value	Significance	Remarks
Control Group	60	09.25	1.83	118	1.67	3.75	0.05	Rejected
Experimental Group	60	15.47	1.57					

Graph no. 1. Comparison of Control and Experimental Groups scores

**Interpretation:**

The above table and graph describes that the calculated 't' value 3.75 is greater than table value 1.67 at 0.01 level and 1.68 at 0.05, it may be inferred that there is significant difference between the scores of Control group and Experimental group. Hence hypothesis no.1 is rejected. It means there is significant difference between the mean score of Control group and Experimental group in relation to the achievement of the English subject.

Major Findings:

There is significant difference between the mean score of Experimental Group and Control Group in relation to the learning of English. Hence the learning of English is more effective by 'Mission Learning Method' than 'Grammar Translation Method'.

Conclusions:

1. The Mission Learning Method is effective for the teaching English for the Seventh standard.

It was observed that if the students are given Mission for their learning and the content is graded as per difficulty level and presented in levels for English it will become effective for their learning. The teacher should present the content using the levels and as per the 'Mission Learning Method' for Learning English.

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