Experimental Study of Concept Attainment Model in Language Learning

Dr. Pratibha N. Patil
Associate Professor

ABSTRACT
The present study to find out the effectiveness of concept attainment model of teaching and traditional method of teaching in learning language. Bruner proposed his theory of concept attainment is designed to clarify ideas and to introduce aspect of content. Concept Attainment model could be used at all level of education and in all discipline. This help in inductive reasoning sensitivity to logical reasoning and tolerance of ambiguity.

1.1 INTRODUCTION:
In the last sixty year there had been several reforms in educational system. Tremendous developments, rapid changes and explosion of knowledge are posing problems before our educators. Because of changing needs and competencies of manpower, the selections and effective use of the appropriate strategy is necessary.

1.2 OBJECTIVES:
1) To improve lesson based on concept Attainment model on some topic on 8th class students.
2) To apply these lesson in the teaching of language in 8th class students.
3) To find out comparative effectiveness of teaching through traditional teaching method and concept Attainment model.

1.3 HYPOTHESIS:
There is no significance difference between mean score of achievement of 8th class students through concept Attainment model and Traditional teaching method.

1.4 RESEARCH METHODOLOGY:
Methodology used in research was experimental There were two groups. One of the group was taught through concept Attainment model & other group through traditional teaching Method. Sample of the students: 60 studying the 8th class divided in two groups that means 30 students were in one group.

1.5 TOOLS:
In this study for measure the subject used. The researcher prepared Ten lesson based on concept Attainment model of teaching on topic of 8th class and prepare achievement test.
1.6 PROCEDURE:

There were two groups one was experimental which was taught the concept. Attainment model & other was control group. Which was taught through traditional teaching method. Both of two groups were taught the same topic from syllabus of language of 8th class. Traditional method adopted by the subject teacher under normal way. In this method pupil participation is limited, through lecture method using only black-board where as on other group means experimental group concept model apply and testing attainment of the concept.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>‘t’ Value</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Group</td>
<td>30</td>
<td>29.47</td>
<td>7.51</td>
<td>3.70</td>
</tr>
<tr>
<td>Control Group</td>
<td>30</td>
<td>23.61</td>
<td>7.33</td>
<td></td>
</tr>
</tbody>
</table>

Table show that the comparision between experimental group the ‘t’ value was 3.7 obtained so the control and experimental groups differ significantly with respect the score of achievement in language of 8th class students through concept attainment model at 0.05 level of significance. Here the null hypothesis is rejected, so the mean score of achievement test of 8th class students is higher.

1.7 CONCLUSION:

From the finding of the study the following conclusions are: Teaching language through concept Attainment model is more effective than traditional teaching method, concept Attainment model is designed to clarify ideas and to introduced aspect of concept. It changes the students into formulating a concept. Through the use of instructions word card concept Attainment model is well suitalbe for class room use because all thinking abilities can be challenged through out the activity with experience, students become skilled at indenting word cards. Concept Attainment model is very useful and effective to teach almost any concept in all subjects.

REFERENCES: