Effectiveness of Group Interactive Strategy and Expository Teaching Strategy for Teaching Bengali at the Primary Level; An Experimental Study

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Abstract:

Teaching strategies are very important to make classroom instruction very effective and fruitful. In the case of instruction on the Bengali language at the primary level, there are many approaches. But instruction of Bengali language through Group Interactive Strategy and Expository Teaching Strategy may provide an effective output as a result it can be estimated the effectiveness of an instructional strategy for the development of Basic skills in Bengali language.

In the Expository teaching approach, students get a narrative about a subject as well as they observe the subject matter through effective demonstration and meaningful learning programs. In Group interactive strategy students can learn the language by interacting among themselves guided by the teacher to minimize the ambiguity in language skills. In teaching new vocabulary, and grammar in Bengali along with prose and poetry and four basic skills of language, an Expository teaching strategy can be used by putting logical descriptions and the inner meaning of prose and poetry in the syllabus. Hence in this paper, the author intends to present the analysis of models and the nature of outcomes by conducting a pilot experiment with two teaching strategies in teaching the Bengali language at the primary level.

Key Words – Teaching strategy, Group Interactive Strategy, Expository Strategy, Steps of model, Basic skills of language.

1. Introduction:

groups, among themselves, with the teachers and the adults. It is said that, there is dierect relationship between the amount of interactions and the rate Teaching is an art, which helps the students to acquire knowledge, to develop skills and positive attitude towards the education program. It helps to prepare the learners for their future role and shape them for larger society.It helps to inculcate social and moral values. In the education system to execute the plan of learners holistic development effective teaching strategies are most essential.   Teaching strategy is the plan of ateacherwhich is used in teaching learning process to manipulate the students learning in achieving the desired objectives effectively. Teaching strategies include several approaches that can be implemented systematically by the teacher to make teaching learning process more effective and interesting.

In case of teaching Bengali at the primary level the basic goal is to develop four skills of the language; such as – listening, speaking, reading and writing of the language. However several gaps have been observed in the process of language learning at the primary level.

According to the theory of language development, proposed by Noam Chomsky, interactions help to expedite the process of development of language skills. Moreover the children have the scope to coin more and more words of language through interactions between of development of language. The author of this paper has accepted the Group interactive Strategy to increase the amount of interactions to the children of primary schools in Bengali language. The principle of the strategy is based on the greater scope of interactions so that gaps in learning language could be minimized. The Expository teaching strategy has also been accepted in the programme of experimentation as because the strategy is based on the principle of meaningful learning. Thus it is expected that the Group interactive strategy and Expository teaching strategy could be effective in maximization of outcome of leaning the Bengali language at the primary level. It is fact that there are different natures of gaps could be found in the process of learning Bengalilanguage at the primary level. But those gaps could be minimized by adapting effective teaching strategy and manipulation of input variables through strategies. Here comes the issue of identification of effective strategies of teaching Bengali language at the primary level. In this connection the researcher,i.ethe author of this paper conducted a pilot experiment with these two strategies for teaching Bengali and development of four basic skills among the students of primary schools.

2. Objectives:

In this pilot study the following objectives are laid down to verify the effectiveness of the strategies.

1. To analyse the Teaching Strategies for classroom instruction of Bengali language at the primarylevel.
2. To estimate the related effectiveness of Group Interactve Strategy and Expository teaching strategy for teaching Bengali at the primary level.

3. Hypothesis:

H_01 There is no significant difference between the academic performance of the student in Bengali language instructed through two different strategies.

4. Review of Related studies:

Some of the available studies on instruction through stratigies were reviewed to indicate the gaps in the area of knolwdge

- Oleh sepriani (2022), conducted a study on theExpository Teaching Strategy in Teaching Learning Process, A study at SMA Kartika 1-5 Padang,2022.
- Ramlee Mustapha and Othman Lebar (2019), studied on the Teacher's approaches in teaching literature: observation of ESL classroom. Published in Malaysian online journal of educational science, vol – 2, issue – 4,2019.

- Salman AI Farisi (2018),studied on,the Application of Discovery Method and Expository Method on the Powers of Number towards the Result of student Learning in the Grade IX Junior high school of perintis 1 Septan Tangerang. Published in Advances in social science, Education and Humanistics Research, ICREAM 2018.

- U.H.Ikonne (2016), conducted a study on the teaching of literature: approaches and methods. Reports published in International Journal of Education and Evaluation, vol 2, 2016.

- Maya Khemlani David (2005),conduted a study on, Effective teaching and learning strategies in the language classroom. Published in the English teacher, vol – 28, Oct 2005.

A number of studies have also conducted experimentally but not on the primary level and not with Bengali language.

❖ **Discussion, to indicate the gaps in the area of Knowledge:**

A number of studies were conducted on the effectiveness of teaching strategies for teaching different subjects.Some of the scholars conducted studies to estimate the effectiveness about expository teaching strategy inteaching Mathematics; a few scholars conducted their studies in teaching English language, some of the scholars conducted their studies with different parameters and their impact on learning effectiveness.But no one researcher conducted his/her study on the development of skills through Group interactive and Expository teaching strategies in teaching Bengali language. Hence there is a clear gap in the area of knowledge. To bridge this gap a pilotexperiment was conducted with two selected strategies for teaching Bengali at the primary level.

5. Analysis of Group Interactive Strategy:

5.1. Basic principle:

The Group Interactive Strategy was evolved and designed by Prof. Tarak Nath Pan (2010), after conducting a series of experiments in actual classroom situations as a teaching strategy through group interactions. It is designed on the approach of peer interactions by regulating the formal classroom set up in our classroom situations. Students are instructed by the teacher on the selected contents for a limited time, say for 40-45 minutes and for 3 to 4 days. During instruction, some sort of interactions between the teachers and the students take place to rectify the ambiguity of students on the contents. Under this setup 30% or more percentage of students are counted as poor achievers. This situation compels a section of students either to withdraw themselves from the subject or to crossover the class with just pass marks.

The Group interactive strategy is designed to improve the output of students based on the goal of maximization of learning. It isdesigned with a view to achieve the maximum output of learning by utilizing the high achiever students as the reinforcer for the low achievers. After analysing the components of the strategy it was accepted as one of the strategies for conducting pilot experiments in teaching Bengali language of primary level for development of basic skillsamong the students.
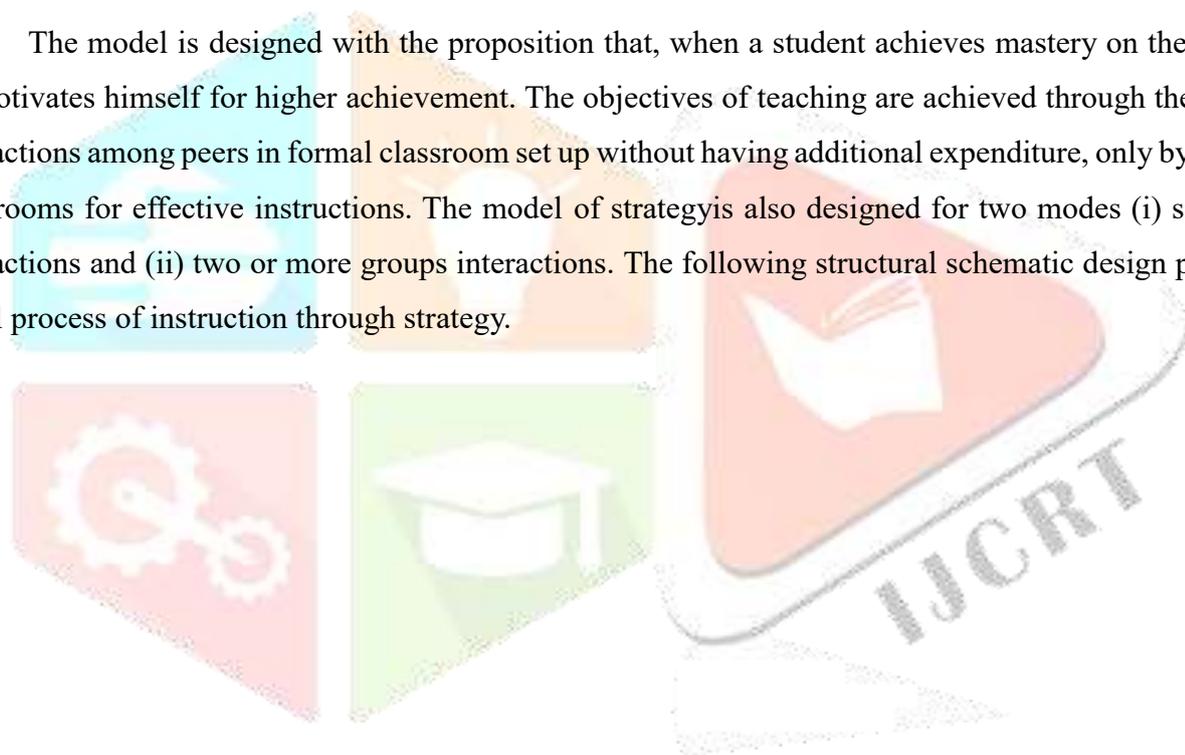
5.2. The phases of strategy:

It is designed in three phases ;

The first phase: For normal classroom instruction and administration of diagnostic test to categorize students into high and low achievers, based on average cut off marks of diagnostic test scores.
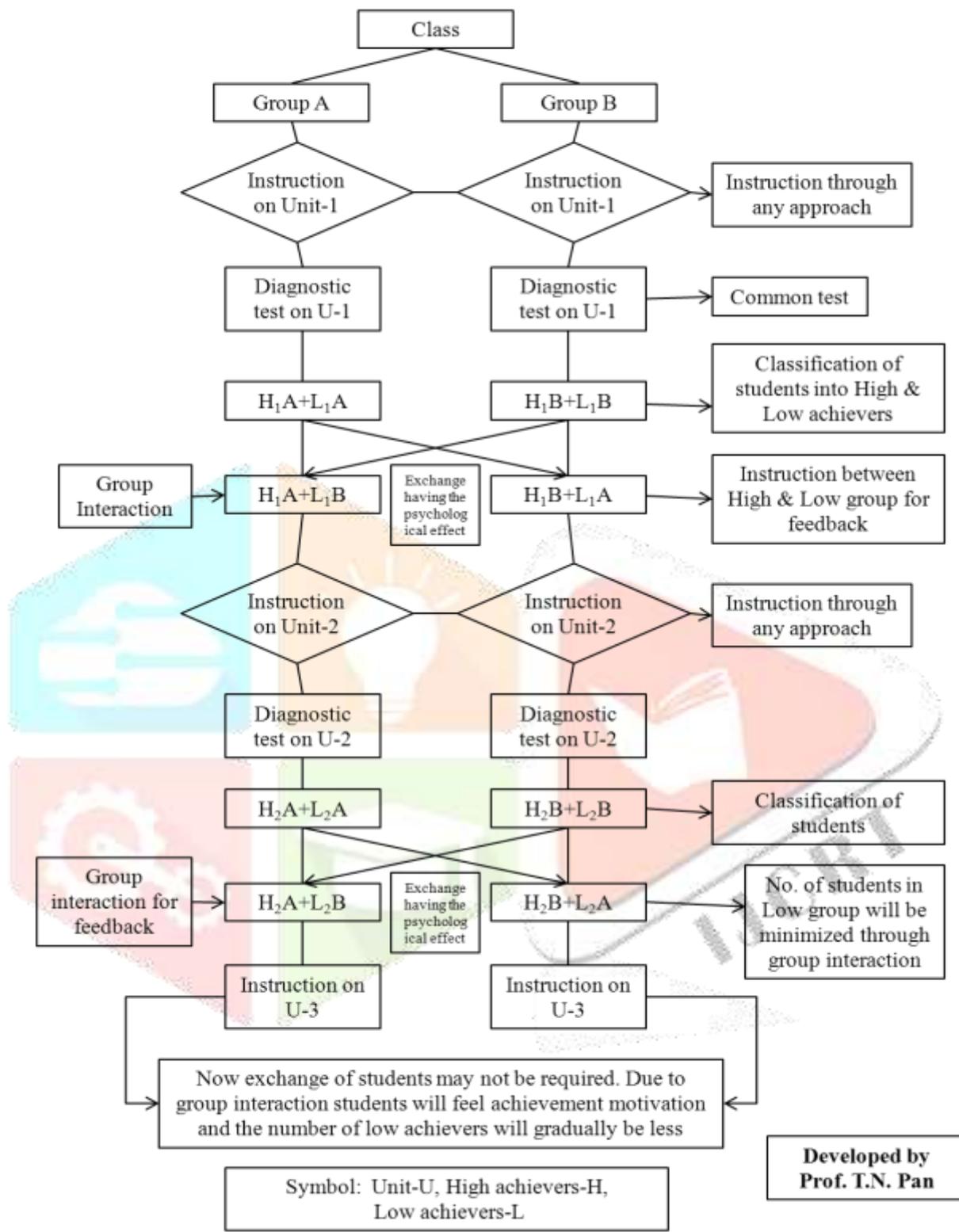
The second phase: To exchange the low achievers between sections. It is observed that in each class there are two sections such as A and B. Hence based on diagonistic scores of classification low achiever students of group A will go to B , similarly low achiever of group B will go to A . After exchange of studentsremedial interactions are organized within the peer groupsof A and also B under the guidance of the teacher.

Third phase: For re-teach with reamaing part of learning unit and re-diagnosis. The teaching-diagnosis and exchange system will continue till the maximum number of students achieve the level of mastery on the learning unit.

The model is designed with the proposition that, when a student achieves mastery on the topic, then he motivates himself for higher achievement. The objectives of teaching are achieved through the process of interactions among peers in formal classroom set up without having additional expenditure, only by organizing classrooms for effective instructions. The model of strategyis also designed for two modes (i) single group interactions and (ii) two or more groups interactions. The following structural schematic design provides the detail process of instruction through strategy.

Structure of Group Interactive Model

Class

Group A   Group B

Instruction on Unit-1   Instruction on Unit-1 → Instruction through any approach

Diagnostic test on U-1   Diagnostic test on U-1 → Common test

$H_1A + L_1A$ $H_1B + L_1B$ → Classification of students into High & Low achievers

Group Interaction → $H_1A + L_1B$ Exchange having the psychological effect $H_1B + L_1A$ → Instruction between High & Low group for feedback

Instruction on Unit-2   Instruction on Unit-2 → Instruction through any approach

Diagnostic test on U-2   Diagnostic test on U-2

$H_2A + L_2A$ $H_2B + L_2B$ → Classification of students

Group interaction for feedback → $H_2A + L_2B$ Exchange having the psychological effect $H_2B + L_2A$ → No. of students in Low group will be minimized through group interaction

Instruction on U-3   Instruction on U-3

Now exchange of students may not be required. Due to group interaction students will feel achievement motivation and the number of low achievers will gradually be less

Symbol: Unit-U, High achievers-H, Low achievers-L

Developed by Prof. T.N. Pan

5.3. Four Basic components of the Strategy:

5.3.1. Syntax:

The syntax of the model describes the strategy in action. For example, if the teachers are to use the model as the basis of their strategy, the questions come as to what kind of activities would they use? How would they begin? What would happen next? Syntax is described in terms of sequences of activities, we call phases. This model has a distinct flow of phases.

i) Phase one: Presentation of the broad topic following a plan of instructions that is presentation of concepts in two sections of the class.

ii) Phase two: Administration of objective- based-diagnostic-test on the broad topic and to categorize students into two sections; high and low achiever groups.

iii) Phase three: Exchange of low achievers between sections for interactions with the high achievers for feedback.

iv) Phase four: Presentation of another broad unit to the organized sections.

The model has significant psychological benefit. To bridge the learning gaps of a section of students through interactions organized among the peer group,iebetween high and low achieveers on the ambiguous concepts of learning unit. Which help to stimulate the low achievers and raise their achievement motivation. The process of teaching-diagnosis-exchange for peer feedback and the teacher guidance is continued until most of the students achieve mastery on the learning units.

5.3.2. Support System:

The materials are well organized in Group Interactive strategy. Mostly two different sets of materials are used in this strategy, (i) Learning materials and (ii) Materials to substantiate instructional system.

The learners have the scope to reach the solution of the problems and to acqure the concepts through the learning materials. The teachers have to deliver their lessons with the help of substantive materials. The library is the source of information related to the process and the knowledge relevant to support system.

5.3.3. Social system:

The model of this strategy is moderately structred. The teacher guides the learners but the learners have significant scope to reach the goal of learning outcome.

5.3.4. Principles of reaction:

The teacher will help the learners to draw the relationship between supplied material and the conceptual ideas behind the learning unit. The teacher is the controller in the classroom situation. He will supply correctives through the high achievers of the classroom. The low achievers will try to bridge their learning gaps through interactions with the high achievers and the role of the teacher is to guide the students during interactive situations.

5.3.5. Components of Group Interactive strategy:

The Group interactive strategy was designed with the following components:

i) Determination of instructional objectives.

ii) Identification of learning concepts and skills.

iii) Creating scope of students to participate actively in classroom instruction.

iv) Developing of learning materials on units.

v) Providing scope of students to learn according to their own style, space and time.

vi) Allowing students to practice their knowledge.

vii) Providing scope of classroom interactions with the teachers.

viii) Co-operative atmosphere in the classroom.

ix) Feedback and corrective process through peer interactions.

x) Interaction process help to raise the achievement motivation among all the students.

5.3.6.Instructional and Nurturant Effects:

The model is designed for mastery learning as the instructional effects. Students will be conscious about the nature of contents, about the process of acquiring concepts and about the method of solution interlinked with the concepts and skills related to the units.

The model has significant nurturant effects. It is designed for the development of concepts, a critical view of knowledge and sensitivity to the logic of communication among students. The model is helpful to develop achievement motivation in the students.

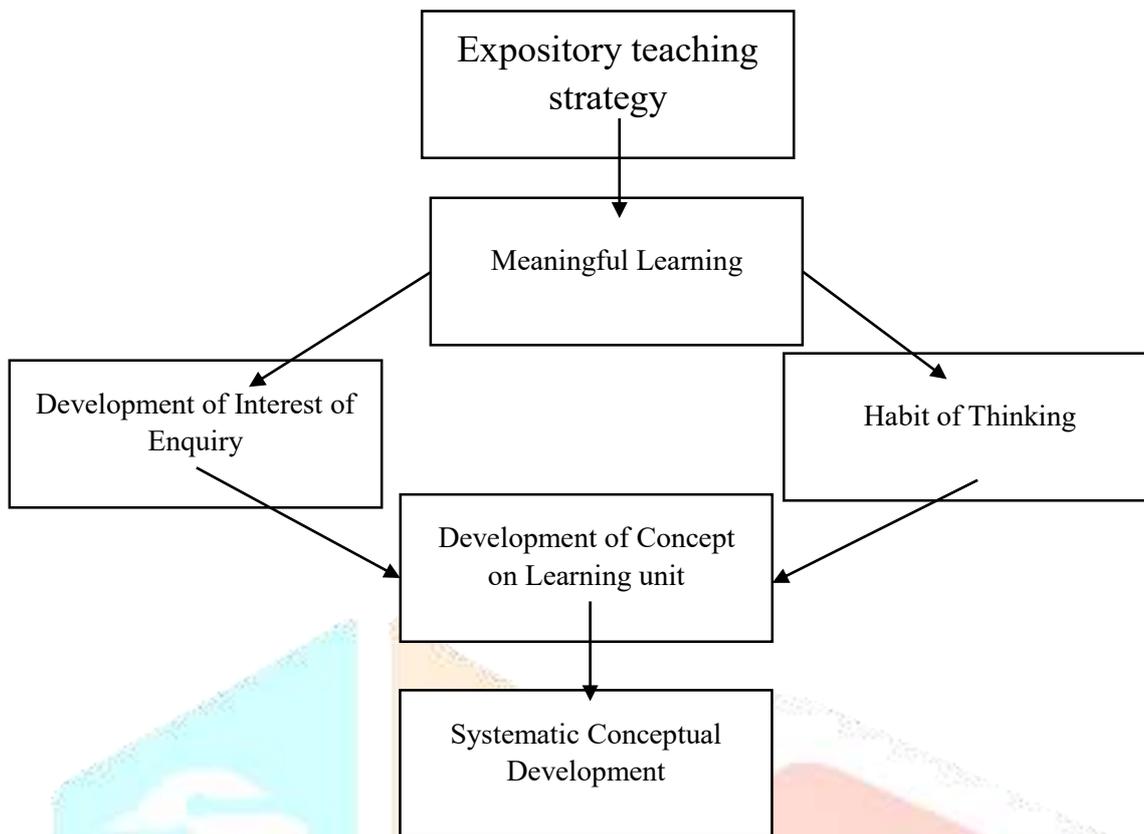### 6. Analysis of Expository teaching strategy:

6.1. Basic Principle:

Expository teaching strategy is a learning situation where the entire content of what is to be learned is presented to the learners in its final form. Expository teaching is a form of direct instruction and its goal is meaningful verbal learning. Meaningful learning is a system when new information connects with the learner's exsisting knowledge effectively. Its oppsite is rote learning, which is learning without meaning. In expository teaching strategy meaningful verbal input is important from the teacher to make learning effective. In this strategy an earlier definition, subject concept and exercise will be given by lecture, demonstration and question answer approach.

Its main activity focuses on the teacher's systematic and structerd material delivering to a group of students to mastering them in a subject. Information is given by the teachers to students to solve and face the problem by their own. After that the teachers will measure students understanding about a particular subject by giving a test. This method is also called deductive method of teaching, because the teachers start with a principleof concepts, illustrate them and unfolds their implications.

According to Ausubel's proposition the concepts should be presented and should precede the material rather than later being discovered by the learners who have analysed the materials.

6.2.   Structure of Expository teaching strategy:

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                    ┌─────────────────────┐
                    │ Expository teaching │
                    │     strategy        │
                    └─────────────────────┘
                               │
                               ▼
                    ┌─────────────────────┐
                    │ Meaningful Learning │
                    └─────────────────────┘
                    ╱                     ╲
                   ▼                       ▼
     ┌──────────────────────┐    ┌──────────────────────┐
     │ Development of        │    │   Habit of Thinking  │
     │ Interest of Enquiry   │    │                      │
     └──────────────────────┘    └──────────────────────┘
                   ╲                       ╱
                    ▼                     ▼
                    ┌─────────────────────┐
                    │ Development of      │
                    │ Concept on          │
                    │ Learning unit       │
                    └─────────────────────┘
                               │
                               ▼
                    ┌─────────────────────┐
                    │ Systematic          │
                    │ Conceptual          │
                    │ Development         │
                    └─────────────────────┘
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6.3.   The Steps of expository teaching strategy:

The steps of expository teaching strategy

Step 1; Motivating the students

In first step, the teacher will motivate the students for learning a new thing. He will encourage them and grow interest about the topic.

Step 2;Making learning goals

In this stage theteacher will formulate the goal about a particular lesson. The goal would be decided on, what students will be able to learn after completing the unit and what outcome is expecting by the teachers.

Step 3;Categorizing the students

The teacher will categorize the students about their characteristics, age and need so that proper feedback instruction could be organized.

Step 4;Creating learning material

After categorizing the students the teacher will make supportive learning materials to make the lessons more effective.

Step 5;Delivering the lesson

In this stagethe teacher will deliver the lesson to the students to meet the goal of the lesson. He will give brief information on the board, gives a concrete example and feedback and give summary and example at the end of the explanation.

Step 6; Evaluating

After delivering the lessons the teacher will arrange some tests to evaluate the learning outcome of students on the learning unit.

6.4.   Principles of Expository Teaching Strategy

The principles of Expository teaching strategy are as follows–

1.**Learner's role** – In expository teaching strategy the learner is an active agent who engages and interprets information and incorporates it into existing cognitive schemata.

2. **Teacher's role** – In this context the role of a teacher is not just to present the new information on learning unit but to do that in a meaningful way. The Teacher will give both the principle and solution of the learning concepts.

3. **Knowledge building** – New knowledge should always be build by the teachers connecting the prior knowledge.

4. **Based on deductive principle** – This teaching strategy is mainly based on deductive principle. Firstly the teacher give a broad idea about the unit then relate concepts with the previous knowledge.

5.**Based on five steps of teaching** – This teaching strategy follows five steps of teaching , such as – preparation, presentation, association, generalization and application.

7. Pilot Experiment:

A pilot experiment was conducted with two teaching approaches to estimate the effectiveness of strategies in teaching Bengali language at the primary level. The pilot experiment was conducted in a primary school, on the students of class IV having two sections (A and B). In this connection one unit of Bengali text was selected and learning materials was prepared based on the principles of two strategies. Out of the objectives laid down for the study the second objective has been taken to verify through the pilot experiment by formulating the hypothesis on the objective.

For conducting experiment the students of class IV were classified into two matched groups randomly, based on their school results in Bengali. After classification of students two groups were assigned two strategies randomly. Therefore double randommode was adopted to minimize the experimental biasedness.

The pilot experiment was conducted for a week with wholehearted cooperation from the administration of school. After completion of instruction a common achievement test onthe selected unit wasadministered on both the groups. The marks were allotted on the response sheets of the students.The collected marks were accepted for verification of hypothesis.

Table below showing the data of two groups and also the 't' values for testing the hypothesisz

Table of data and t

Group treated	N	M	SD	SED	df	t	Level of significance
GIS	18	35.64	7.3	2.35	34	2.29	.05
ETS	18	30.25	6.8				

GIS – Group Interactive Strategy

ETS – Expository Teaching Strategy

7.1. Interpretation:

above table reveals that the value of 't' is significant at .05 level between the average outcomes of two groups treated through two different strategies. So the null hypothesis is rejected. Hence two groups trated through two different strathgies differ significantly. The gain is in favour of Group interactive strategy.

7.2. Conclusion:

The result leads to conclude that Group interactive strategy is comparatively more effective than that of Expository teaching strategy in teaching Bengali language and the development of four basic skills of language among the students of primary school. The study was basically a pilot experiment to verify the effectiveness of two teaching strategies for development of basic language skills (listening, speaking, reading and writing) in Bengali among the students of primary schools. Although several measures have been adapted to improve the skills of language and to achieve the goals of language learning, but generally it is found that a large number of children at the primary level are unable to acquire four basic skills of language properly. With this in view this pilot project experiment was conducted and it was found that after one week experiment some positive improvement in the development of skills in Bengali language have been found among the children. The result is in favour of Group interactive strategy . Hence Group Interactive strategy could be adapted at the primary level for the development of four basic skills in Bengali Language.

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