CHAPTER - I

INTRODUCTION

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1.0 INTRODUCTION

Education is a lifelong process, every process changes from time to time, so has education changed in various ways. The revolution in science and technology has influenced the entire education system. We apply innovations of science and technology in the field of education in achieving the desired goals and objectives. Thus a new field of education called educational Technology has emerged. Educational Technology is an effective means of communication, which uses a wide range of instructional media like Radio, T.V, closed circuit T.V, Films, Computer etc. Educational Technology is not only an audio-visual aid but it is also a systematic way of teaching and learning in terms of specific objectives. In educational Technology every work is executed in a systematic manner similar to science, where we achieve the desired objectives of education in a systematic manner.

With the increase in population the instructional process have become a complex activities. Teacher pupil ratio and amount of educational material viz.

curriculum has increased and so has also increased the instructional media. This increasement in every phenomena creates problems for teachers and pupils in achieving respective goals and objectives. Due to lack of information about different teaching strategies in our country, teachers are unable to adopt the appropriate methods of teaching. That is why in educational institutions, there is a big gap between theoretical knowledge and actual teaching practices. To bridge this gap, teachers should provide different types of teaching strategies, which exists in the form of teaching models. This models approach to teaching was firstly described by Bruce Joyce and Marsha Weil in 1972, who defined a model of teaching as "a pattern or plan that can be used to shape curriculum or course to design instructional materials and to guide teachers actions."

Models are not substitute for teaching skills nor can they replace teacher abilities & qualities, but they are means of making teaching more systematic and efficient. They are based on the assumptions that (i) there is no one best method of teaching but there are number of alternative approaches to teaching (ii)

Methods of teaching are used, makes a lot of difference to what is learned as well as how it is learned. (iii) Students are an important part of the teaching learning process and (iv) instructional goals will change according to the type of content being taught and the level of learners. Joyce and Weil organized the models of teaching into four families; these are information processing, personal, social and behavioural families of models. Twenty-two models are there in these four families. The advance organizer model which is here selected for the research comes in information processing family of models. David Ausubel in his theory of meaningful verbal learning advocates the use of Advance Organizer model to facilitate learning of written materials. According to Ausubel's theory of meaningful learning advance organizers are introduced in advance of new learning tasks and are formulated, so that they take in to account ideas and concepts already existing in the cognitive structure of the learner. They are presented at higher levels of abstractness, generality and inclusiveness than the material to be learnt and they serve to provide specially relevant anchoring ideas for

the more differential and detailed material than subsequently presented.

The present study entitled " Effect of Advance Organizer Model on Achievement of B.A.B.Ed student teachers in English for communication- an experimental study" poses the questions like how did AOM differ from Traditional Method? Which is the immediate impact of AOM on the overall achievement of student teachers in English for communication? The advance organizer models have been developed in different subjects at different levels. They have been compared with traditional methods by number of researchers like Stenbrink (1970), Alexander (1977), Thomson (1978), Wilson (1980), Meena (1980); There are near about 300 research studies experimented abroad on concept attainment model and Advance Organizer Model. The researchers used various forms of Advance Organizers like Filmic Advance Organizer, Diagram Advance Organizer, Graphic Advance Organizer, Visual AOM, Spoken AOM, Game AOM, Abstract AOM, Concrete AOM, Post AOM, Verbal AOM, Written AOM, Expository AOM etc.

Form the review of research studies; the researcher realized that the problem of teaching is still unsolved and unsatisfactory, not in India but also in abroad. The present problem has sufficient pedagogical and theoretical importance, hence further attempt to solve it seemed warranted, reviewers such as Wittroek (1966), Herman (1969) and Gustafson (1975) have pointed a number of inadequacies in previous researches on this issue. Before Selecting present problem the researcher has discussed the problem with his guide and competent experts in this area, especially readers and professors working in the department of education, Shivaji University Kolhapur. Not only this but the researcher has experience of teaching English for communication to B.A.B.Ed Course and he himself is a teacher educator in B.Ed college, where he has to teach English method and models of teaching as a practical component of B.Ed course. So it is his Subjective experience in the present problem, therefore he sincerely feels a need of research in this area.

1.2.0 SIGNIFICANCE OF THE STUDY.

The course, B.A.B.Ed is the combination of B.A and B.Ed. As like B.A. Student, the trainee student has to study English for communication as a compulsory paper. The textbook of this paper is specially designed to make students familiar with the use of English for practical purpose. The Indian undergraduate of every stream needs English to face interviews, write formal letters and reports, describe and narrate and discuss topics i.e. for the activities in which they feel very different as they lack communication ability. In the first section of the textbook, the care has been taken to introduce advance communication skills with relevant exercises. The second section which is developed to skill of reading comprehension, contains very interesting passages of modern literary English as well as thoughtful and expository kind of English prose. The purpose of poems in the textbook is to add enjoyment to the students but the care has to be taken on poetic devices, poetic diction, sounds and rhythm instead of

meaning alone. This exercise will help the learners to appreciate the poetic use of language.

The present study is important for planning the topics from section one as well as from section two for better understanding of language elements. The study is important for exploiting basic logical relationship or precise understanding of interconnections between a skill and its corresponding language components by using advance organizer model. No study of this nature has been undertaken in the B.A.B.E.d course. The results of this study will motivate the English language teachers to use advance organizer, who teach for B.A. as well as for B.A.B.Ed not only this but it will help to the book writers, book reviewers, syllabus planners and research students also. In this way the present study holds an interdisciplinary approach between teaching English to faculty of Arts and to the faculty of education i.e. for B.A. and B.Ed. courses of Shivaji University Kolhapur.

1.3.0 NATURE OF TEACHING.

No single teaching approach is appropriate in all situations; consequently, effective teaching requires alternative strategies to accomplish different goals. In the same way, different strategies of teaching will have to be used for achieving the objectives. The purpose of teaching is to maximize learning. Teaching is often thought as something that comes rather naturally to people who know their subject in general, it is taught that it is a simple process that provides simple outcomes Gage (1964) but according to Joyce and Marootunian (1967) teaching is an intriguing, important and complex process. It takes place in a complicated social institution, which is filled with diverse people. It is a fluid interplay of events. One cannot just know the subject and teach it, because the subject themselves are ever changing. According to Ausubel (1968) " The facilitation of learning is only proper end of teaching." Teaching obviously includes transmission of information and creating appropriate situations and conditions of proposing activities designed to facilitate learning.

It is matter of criticism that, whether teaching is an art or science. According to Highet (1954), 'teaching is an art, not a science.' Principally because it involves human beings, their emotions and their values, which he regarded "quite outside the grasp of science and even threatened by attempts to apply scientific method can be employed in understanding more about teaching" He argued that artistic activities have inherent order and lawfulness that make them quite suitable for scientific analysis. Moreover he could see little danger to art itself in its scientific study. The artist whose lawfulness are revealed, does not become an automation, ample scope remain for his subtlety and individuality Gallangher (1970) had no doubt that teaching is an art, but thought that it could benefit by being less of one in Gages (1978) latter comment on the subject, he argued that teaching is an art but saw it as it as " useful or practical art rather than one dedicated to the creation of beauty and rather than the evocation of aesthetic pleasure as ends in themselves". In relation to decisions made concerning materials, pacing and especially in face-to-face interactions with

students, Gage saw much scope for intuition, expressiveness, improvisation and creativity, which are commonly accepted ingredients of artistry. The Nature of scientific basis, said, Gage (1978) is to be " established relationship between casual, as established through experimental rather than co relational research, the stronger the scientific basis. The stronger the latter is, the better will be opportunities to improve teaching.

It is true that teaching is a process by which teacher and students create a shared environment including sets of values and beliefs, which in term colour their view of reality. According to Joyce and Marootunian (1967), the teacher must learn to control five processes of teaching, first making and using knowledge, secondly, shaping the school, thirdly, teaching with strategy, fourthly creating interpersonal climates and fifthly and lastly, controlling a teaching personality. Brunner (1972) also emphasized four major features of theory of instruction in effective teaching (i) predisposition towards learning (ii) Structured body of knowledge (iii) sequences of

material to be learnt and (iv) The Nature and pacing of reward and punishment. It means that a theory of instruction in teaching is concerned with how what one wishes to teach can best be learnt, with improving rather than describing learning.

1.4.0 RESEARCH ON TEACHING.

During the last few decades the direction of research on teaching styles demonstrate vigorous changes:

Phase I: Validation of theoretically derived teaching Construct:

In the first phase during the 1960's and 1970's, a flurry of studies attempted the validation of theoretically derived teaching construct several instrumentation break through Medley and Mitzel (1958), Flander (1960) allowed the dominative versus integrative construct of Anderson (1939) and the teacher centered versus learner centered nation of Withall (1949) to be examined in classrooms. The research for the most effective teaching style was pursued with much excitement during this period.

Phase II: Specific behaviour of pupils :

The next phase focused on specific behaviours that are related to learning outcomes of pupils rather than on global teaching styles.

Phase III : Research based Teaching patterns :

Within this phase, there is an attempt to develop generic patterns on styles that have broad utility as well as the possibility of synthesizing specific patterns effective for particular children in specific setting. The research on teacher effectiveness has been consistently set in the framework developed by Mitzel and elaborated by Dunkin and Biddle (1974), Mitzel sketched four categories of variables: presage, context, process and product. Teaching effectiveness elds precise measurement of teaching behaviuor and host several other factors. Teaching techniques including models of teaching have often been associated with teaching effectiveness. Models are perhaps the innovative devices taught to the budding teachers in their pre service training. If models are properly implemented may make both teaching and learning very effective.

1.5.0 LECTURE METHOD.

Lecture method is the oldest method of teaching. When a teacher takes the help of a lengthy short explanation in order to clarify ideas or some facts that explanation is termed as a lecture or lecture method. As lecture method is not a new method, it is also called as traditional method some scholars feel that lecture method is the easiest method of imparting knowledge but this is not realistic opinion. There are many scholars who are not agree with the above view its main reason is that neither the pupils of lower classes can be an advantageous condition while using lecture method nor this is effective in the case of pupils of higher classes. But a teacher makes use of it very conveniently therefore this method is more popular as compared to the others.

Lecture method is one-way communication in the classroom or one-channel method. In this method presentation is more emphasized and pupil remains passive listener. This cerates dullness in classroom. Many times smile, laughter or interaction have no place in lecture. Pupils get a few chances for

responding, pupils get no motivation for acquiring knowledge, teaching material gets more complicated and teacher, just philosophized get teacherish and autocratic, hence pupil start feeling boredom. It is the matter of experience that as in lecture method, the main teaching aspects are not included carefully, therefore, most of the teachers usually remain less successful in achieving the objectives.

DEMERITS OF LECTURE METHOD

i. It provides little scope for pupil's activity.

ii. It does not take into consideration the individual differences among pupils.

iii. It is against the principle of "learning by doing."

iv. It spoon-feeds the students without developing their power of resoning.

v. Speed of lecture may be too fast or too slow to grasp the line of thought.

vi. An average student may not be able to sustain his attention to a lecture for a long period.

vii. A lecture may become monotonous to students after while.

1.6 MODELS BASED TEACHING

Teaching is generally considered as an activity, which is designed and performed for multiple objectives, in three domains i.e. cognitive, affective and psychomotor as stated in Bloom's Texonomy. Students on the other hand have multidimensional personalities having different learning styles. The common implication of both these facts is that the teacher should use different strategies of teaching which match's the objectives of teaching on one hand and students learning styles and personality dimensions on the other. Models approach to teaching was proposed by a number of educationalists and psychologists. Flander put his interaction analysis as a model of teaching and for this approach he categorized the statement of students and teachers into ten categories. Glaser (1962) developed his stripped down model of teaching, which after some modification is known as basic teaching model. He divided instructional material in his model into four components. The other prominent persons among are Grawford and Dececco (1977) and Joyce and Weil (1980) etc. Some of them

like Glaser tried to put present teaching learning settings on as theoretical line. Out of all these, more practicum and utility can be seen in the models of teaching put forward by Joyce and Weil. The reason for this are many like providing newer outlook to teaching system, maintaining existing classroom climate, constructing desired learning situations etc.

1.6.1 DEFINATION OF MODEL OF TEACHING

' A model of Teaching' according to Joyce and Weil (1985) is a plan or pattern of teaching that can be used to shape curricula, to design instructional materials and to guide instructions in the classroom and other settings. The most important aim of any model of teaching is to improve the instructional effectiveness through an interactive atmosphere. The models are based on practice, empirical work, theories of learning, hunches and speculations about the meaning of theories and research done by others. Erikson, Maslow and Rogers (Counselors and Therapists), Ausubel, Bruner and Skinner (Learning theories) Hunt, Kohlberg and Piaget (Development Psychologist) Broudy, Dewey and James (Philosophers) etc. are some of the persons whose theories and researches have contributed to the development of different models.

1.6.2 CHARACTERISTICS OF MODELS OF TEACHING

The following are the characteristics of Teaching Models:

1. Each Teaching Model is based on certain basic assumptions.

2. Each Teaching Model is based on scientific method.

3. Model presents an appropriate experience to both student and teacher.

4. Model of teaching maintains students interest in the classroom.

5. Models are based on individual differences.

6. Models of teaching are generally based on teacher's individual opinions, philosophy, values and reflection.

7. Maxims of teaching are used in models of teaching.

8. Models of teaching exalt social needs and capabiling of human being in personality development.

9. Models are developed with continuous exercise, experience and concentration.

10. It develops teaching as an art and improves quality of teacher's personality.

11. Most teaching models serve as simplifying metaphors to reduce the fantastic complexity of human interaction as it occurs in the classroom. A model provides the answers to the four questions.

    i)   What do we want to do?

    ii)   How will we describe what we see?

    iii)   How often we will look?

    iv)   How many variables will be used at the same time.

➢ The answer to first question sets the scope of the model.

➢ Is everything in the classroom be explained or just a few things?

➢ The second answer indicates whether our descriptions will be general or specific board or detailed.

➢ The third answer indicates the frequency of observation will there be served in one second or just one during the year?

➤ The fourth answer is little more difficult. The human mind can juggle about half a dozen variables at once. With this limitation, there has to be a balance between scope, specificity and number of variables. If the scope is the modest and the variables specific enough to be recognized, then a classroom teacher may be able to use them.

1.6.3 UTILITY OF TEACHING MODEL.

i)   A teaching model helps in achieving some specific objective.

ii) The nature of a teaching model is practical. Also it makes possible to achieve learning.

iii) Specification in the field of teaching is possible by a teaching model.

iv) A teaching model helps in making the teaching more effective.

v)   A teaching model helps in selecting such stimulating situations, which cause the desirable changes in the behavior of the pupils.

vi) A teaching model such teaching strategies and tactics are used which are used which help in fringing change in the behaviour of the pupils.

vii) A teaching model can bring changes & rectifications in teaching.

viii) A teaching model evaluates the behaviour of the pupils. For this important task, it presents such a specific criteria with the help of which the changes in the pupils behaviours can be easily evaluated.

1.6.4 FUNDAMENTAL ELEMENTS OF TEACHING MODEL.

A teaching model has the following four elements.

1. Focus.

2. Syntax.

3. Social System.

4. Support System.

1. Focus:

Every teaching model has one or the other objective, which is called its focal point. A teaching model is developed by keeping in mind this focal point. In other words, the focus of a teaching model is that for which a teaching model is developed. It should be remembered that the model has various phases. Hence, for this, some particular types of competencies are developed.

2. Syntax:

The syntax of teaching model means those points, which produce activities, focused on educational objectives at various phases. In this way, under syntax the teaching tactics teaching activities and interaction between a pupil and the teacher are determined in

such a pattern or in a sequence that the teaching objectives are achieved conveniently by producing desirable situations.

3. Social System:

A social system is according to the focus of a teaching model. Since every teaching model has separate objective, therefore, every teaching model will have separate social systems. The real situation is that the every class is a society, which must has some system or administration. This system is made by the pupil, teacher and the curriculum. The society makes this system active by educational interaction so that the behaviour of the pupils may experience desirable changes. In this way, under the social system, the activities of pupils and the teacher and their mutual relationships are discussed. Also a decision regarding the motivate strategies and techniques for the pupils is taken. Hence the social system occupies an important place in making the teaching impressive

4. Support System

In the support system, It is evaluated by oral or written examination, whether the teaching objectives

has been achieved or not. In other words, teaching was successful or not on the basis of this success or failure, a clear idea is achieved regarding the effectiveness of those strategies, tactics and techniques, which were used during teaching. If the teaching is failure, then there should be a change in the strategies and tactics. One should remember that since each teaching model has a separate focus, therefore the support system for every teaching model would also separate.

1.6.5   TYPES OF TEACHING MODELS

The classification of the teaching models has been done in various way such as:

1. Philosophical Teaching Models

2. Psychological models of teaching

3. Modern teaching models.

1. Philosophical Teaching Models

Israel Saffler had mentioned such types of teaching models. Philosophical teaching models are as follows.

a)   The Impression model of teaching:

It is a common assumption that at the time of birth, the child's brain is blank or empty whatever experiences are provided through teaching, they go on learning the impressions on the child's brain. These impressions are termed as learning. In this learning process, the feelings of the sense organs and principles of language are given more importance. The success and effectiveness of entire teaching process depends upon teacher's ability and his capability to communicate.

b.   Insight Model:

This model is an answer to the impression model. This insight model discards the assumption of impression model that the meaning of teaching model is merely to deliver the knowledge or ideas through teaching to the mental domains of the pupils. It is the belief of insight model that the knowledge cannot be provided merely through the expressions of sense organs, but knowledge of the content is also essential for this. The developer of this model was Plato. His belief was that the knowledge couldn't be provided merely by speaking the words or by merely listening them. Mental process and language both work together.

C.   The Rule Model:

The Impression model and insight model have their own limitations. The rule model has removed their drawbacks. In this model, more importance is given to the logical power. Kant gives importance to logic power. In logic, certain rules are followed. The main function of education is to develop the character. The objective of rule model is to develop the capacities of

the pupils. For this function some particular rules are followed, such as planning of teaching, organization and interaction occurs under specific rules. Cultural and moral values are developed with this model.

2. Psychological Models of Teaching.

It is the assumption of psychologists that the teaching models can acquire the place of teaching theories. In short, it can be stated that the teaching models are the primitive form of teaching theories. In the psychological form of teaching models, the relationship of teaching objectives and teaching-learning activities are explained. John P. Dececco has given the following psychological teaching models.

a. A Basic Teaching Model:

This model was developed by Robert Glaser (1962). He has used psychological laws and principles in this model. This model has the following elements:

(i)   Instructional Objectives.

(ii) Entering Behaviour.

(iii) Instructional Procedure.

(iv) Performance Assessment.

(i) Instructional Objectives.

These objectives mean those activities, which a teacher is to do before teaching. In other words, the objectives of teacher & pupils are called instructional objectives. From this element of the model, we come to know about how the instructional objectives are written in behavioral statement. This process is also known as task description. By this element, we can differentiate the objectives of schools, teachers and pupils.

(ii) Entering Behaviour:

Entering behaviours mean those abilities or behaviours of the pupils, which are necessary for the understanding of contents. In simple words, in order to acquire the level according to teacher's experiences, in future, the present level of pupil's knowledge & Skills is the entering behaviour. Entering behaviour exists where the instructions start.

**(iii) Instructional Procedure:**

This element means those teaching activities, which are used for the presentation of the contents. Instructional process is known as the practical aspects

of teaching. In this aspect various methods, techniques, strategies etc are used. In short, this elements or step includes those activities, which are used to present the contents.

(iv) Performance Assessment:

This step means- those tests on the basis of which a teacher takes decisions. He decides the limits upto which a pupil has acquired the efficiency in the contents.

In this step, performance may be measured by any method; by it should be valid, reliable, objective and efficient. Hence the tests, which are used in this step, should be objective and efficient.

(Feedback)
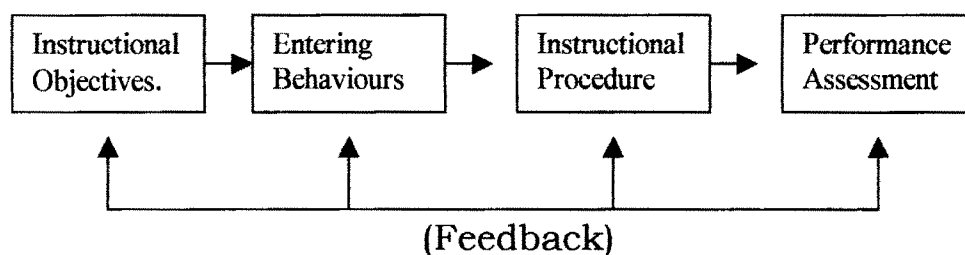
Glaser's Basic Teaching Model.

(b) Computer Based Teaching Model:

The teaching model was developed by Lowrence Stuloro and Daniel Davis (1965). This is the most complicated model. This model has following elements:

(iv) To provide appropriate time for learning according to the need of the pupils.

(v) For achievements the pupils should have mastery in this model, in the process of instruction, the pupils are provided with full opportunities. They are provided with time according to their need in order to control the individual differences. Its main drawback is that achievements tests cannot be administered in a systematic way.

D) An Interaction model of Teaching.

Its another Name is – Neel a flander's (1960) social Interaction model – 1.flander has considered teaching process as an interaction process.

Flander has divided classroom behaviours in 10 categories. It is also known as Flander's ten-category system. In this model, the behaviours of the teachers & pupils are analyzed.

This model has the following elements or aspects:

i) Objectives or focus:

The nature of interaction between a teacher & pupils is determined.

ii)   Entering behaviours:

It includes pupils feeling, ideas & current information.

iii)   Presentation:

Verbal Interaction occurs between a teacher and pupils, which extends to the indirect effect.

iv)   Evaluation:

In this, the achievements or performances are evaluated by tests and the effectiveness of the interaction is decided.

It is evident that in this model an interaction between a teacher and the pupils is more emphasized in this model, the analysis or observation of nonverbal interaction cannot be made. Another drawback of this model is that no decision can be taken regarding the contents in this model.

1.6.6 MODERN TEACHING MODELS.

Bruce R. Joyce has divided all the teaching models under the title " Modern Teaching Models" in the following four families.

a)   Models based on social Interaction source.

b)   Models based on information processing source

c)   Models based on personal source

d)   Models based on behaviour modification as source.

Information processing models share an orientation towards the information – processing capability of student and ways they can improve their ability to master information. various models of this family are, the inductive thinking model, scientific inquiry model, concept attainment model, cognitive growth model, the advance organizer model and memory model.

Social interaction models emphasize the relationships of the individual to society and to other persons. Among models falling under this category are the group investigation model, social inquiry model, laboratory method, and Jurisprudential inquiry

training model, Role playing model, value discussion model and social simulation model.

Personal models share an orientation towards the individual and the development of selfhood. Among models of this family are the non-directive teaching model, awareness model, synetics model, conceptual systems model and the classroom-meeting model.

Behavior modification models were evolved from attempts to develop efficient systems for sequencing learning tasks and shaping behaviour by manipulating reinforcement. Exponents of reinforcement theory such as Skinner (1957) have developed these models and operant conditioning as their central mechanism. Among the various models were the programmed instruction model, managing behavior model, assertive training model and the simulation model.

1.6.6.1 INFORMATION PROCESSING MODELS:

(i)   Inductive thinking model of Hildataba.

(ii) Scientific inquiry model of J.Schwab.

(iii) Concept Attainment model of J. Burner.

(iv) Advance Organizer Model of David P. Ausubel.

(v)   Cognitive growth model of Jean Piaget.

(vi) Memory model of Henry Larayne.

1.7.0 ADVANCE ORGANIZER MODEL.

Advance organizer is a primary learning aid (material), which is presented before the actual teaching activity, that is why it is called advance organizer (advanced). Advance organizer is abstract in nature from the actual learning material (content). It is used to make the teaching items clear, to integrate previous knowledge & new knowledge to discriminate new and old knowledge. When the teacher present popular and familiar examples concepts, expression language elements, principles etc. at the time AOM becomes more effective. An important resource in the classroom is written materials and main concern of the teacher is to prepare the material and to organize the materials in such a way to maximize meaningful verbal learning. David P. Asusbel in his theory of meaningful verbal learning advocates the use of advance organizers to facilitate better learning of written material.

1.7.1 MEANINGFUL VERBAL LEARNING.

David P. Ausubel is a typical and one of the few educational psychologists to address himself simultaneously to learning, teaching and curriculum. Answering to the question what is meaningful? Ausubel states that whether or not a material is meaningful depends more on the preparation of the learner and on the organization of material that it does on the method of presentation. His theory of meaningful learning deals with three concerns

a) How the mind works to process new information? (Learning)

b) How teacher can apply this idea about curriculum and learning when they present new material to students? (Instruction)

c) How knowledge is organized? (Curriculum content)

Ausubel further illustrates that is the learner begins with right "Set" and if the material is solidly organized then meaningful learning can occur. Logical meaningfulness is a property of the material to be learnt but there is no sufficient guarantee that it will

be meaningful to the learner. In order to meaningful to the learner it is necessary to relate the ideas within the human capacity and the individual must possess necessary competence. The material is meaningful only if the individual has this competence.

1.7.2 GOALS AND ASSUMPTIONS.

Ausubel's primary concern is to help teachers organize and convey large amounts of information as meaningfully, skillfully and efficiently as possible. He believes that the acquisition of information & skills is a valid and essential goal of schooling and the certain theories can guide teachers in their job of transmitting bodies of knowledge to their students. His stance applies to situations in which the teacher plays role of organizer of subject matter and present information (content) through lectures, readings and providing tasks to the learner to integrate what has been learned. In his approach, the teacher is responsible for organizing and presenting what is to be learned. The learner's primary role is to master ideas and information where as inductive approaches lead the students to discover or rediscover the concepts.

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1.7.3 CHARACTERISTICS OF ADVANCE ORGANIZER

i)   Short set of verbal or visual information

ii) Presented prior to learning a large body of information to be learnt.

iii) It does not contain detail area of the content to be learnt.

iv) Provides logical relationships among the elements to be learnt.

v)   It influes learners ecoding process

Beside advance organizer in general terms, Ausubel noted that one cannot provide more detailed information without specific knowledge of the characteristic of both the learner and the material to be learnt. Ausubel (1977), Barner and Clawson (1975), Hartley and Davies (1976) and Mayer (1978) revealed that advance organizer have secondary functions in addition to providing ideational scaffolding or a meaningful context for new learning material. According to those authors an advance organizer provides an overview of the more detailed information

to follow and may influence the learning set by increasing student motivation or encouraging use of active encoding strategies on the part of the learner.

1.7.4 TYPES OF ADVANCE ORGANIZER.

David Ausubel has labeled two types of advance organizers depending on the learner's degree of familiarity with the material as follows.

A) Expository Advance Organizers

It provides a basic concept at the highest levels of abstractness and perhaps some lesser concepts. These represent the intellectual ' scaffold' on which students will "hang" Expository organizers are based upon major concepts, propositions, generalizations, principle or lows. This type of organizers are helpful because they provides ideational scaffolding for unfamiliar material for ex- for the unit on history of art the statement – 'Art reflects the culture and time in which it was produced' – may work as an advance organizer.

B) Analogy Advance Organizers.

The advance organizer May also be in the form of analogy i.e. drainage and water system may serve as an analogy for circulatory system in the body.

C) Comparative Advance Organizers.

The third type of advance organizer is comparative organizer where in the new concepts are compared to older one. This type of organizer is designed to integrate new concepts with basically similar concepts existing in the cognitive structure. This type of advance organizer is also designed to discriminate between the old and new concepts in order to prevent confusion caused by their similarity. It can help the learner to see the relationship between multiplication & division and clarify the difference between the two for ex – The divisor and dividend cannot be revised in division without affecting the qutient. That is 6 divided by 2, (6/2) is not the same as 2 divided by 6, (2/6)

1.7.5 VARIOUS FORMS OF ADVANCE ORGANIZERS.

1. Filmic AOM.

2. Visual AOM.

3. Post AOM.

4. Spoken AOM.

5. Game AOM.

6. Concrete AOM.

7. Written AOM.

8. Abstract AOM.

9. Comparative AOM.

10. Expository AOM.

1.7.6 ILLUSTRATION OF ADVANCE ORGANIZER.

A) If a teacher has to teach a lesson on draught at that time he will clear the concepts draught and he may present same picture of cutouts from newspaper or a film to describe draught situation in Maharashtra.

B) To teach a topic on privatization of education the statement " Tremendous changes are going to occur in new policy in education" may work as an organizer.

C)   Organizer may be a statement or a single sentence for ex.   1) Time ≠ Tense ex. 2) Must have been being running for (v) (v) (v) (v) (V)

D)   The more concrete concepts included in the broad concepts for ex. The structure of grammatical units:

Text

↑

Sentences

↑

Clauses

↑

Phrases

↑

Words
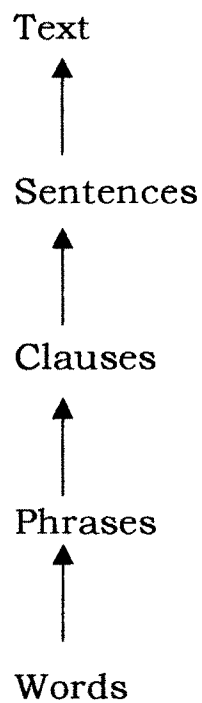
1.7.7 DESCRIPTION OF THE MODEL.

1) Syntax

PHASE I

Presentation of advance organizer

    i)   Clarify aims of lesson

    ii)   Present organizer

        a) Telling characteristic or features of integration

        (Identifying & defining attributes)

        b) Give examples

        c) Provide context

        d) Defining difficult terms

        e) Repeat previous knowledge

Phase II

Presentation of learning Material or Tasks

    i)   Present material

    ii)   Maintain attention

    iii)   Make organization explicit

    iv)   Make logical order of learning material explicit.

Phase III

Strengthening cognitive organization.

    i)   Use principles of integrative reconciliation

ii)   Promote active reception learning

iii) Elicit critical approach to subject matter

iv)   Clarify

2)   Social System

In this model the teacher retains control of the intellectual structure as it is necessary to relate learning material to the organizers and to help students differentiate new material from previously learned material. In phase three, the learning situation however is ideally much more interactive with students initiating many questions and comments. The successful acquisition of the material will depend on the learner's desire to integrate it with prior knowledge. It will also depend on student's critical and reflective faculties as well as teacher's material presentation skill and organization of it.

3)   Principles of Reaction

The teachers solicited or unsolicited responses the learners reaction will be guided by the purpose of clarifying the meaning of the new

learning material, differentiating it from and reconciling it with existing knowledge, making it personally relevant to the student and helping to promote a critical approach to knowledge. Ideally, students will initiate their own question in response to their own drives for meaning.

4) Support System

The Support System for this strategy varies with the function well organized material is the critical support requirement of this model. The effectiveness of the advance organizer depends on an integral and appropriate relationship between the conceptual organizer and the content.

5) Instructional and Nurturant Effects

The instructional effects of this model are conceptual structures, meaningful assimilation of information and ideas. The model nurtures an interest in an inquiry and precise habits of thinking.

Advance Organizer Model
- Conceptual Structures
- Meaningful Assimilation of Information and ideas.
- Interest in inquiry
- Habits of Precise Thinking

—————————— Instructional.

⋯⋯⋯⋯⋯⋯⋯ Nurturant.
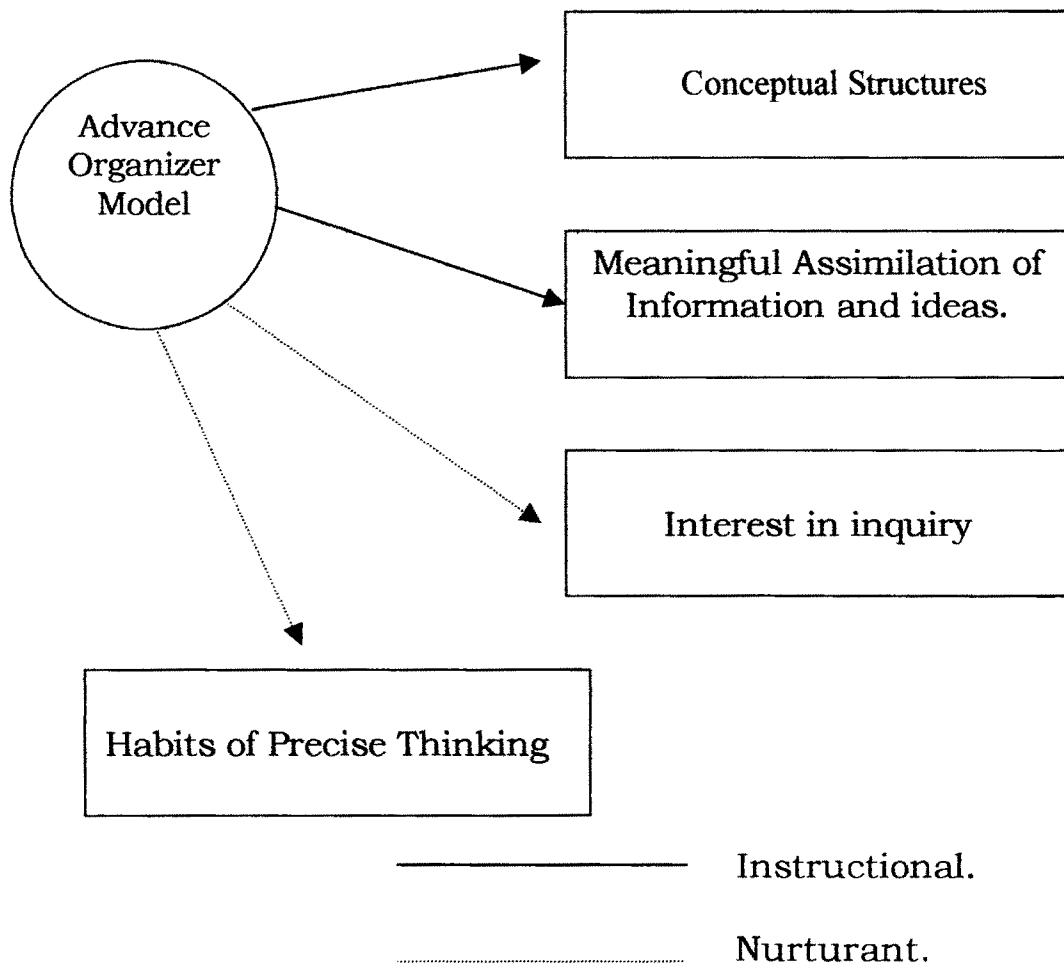
1.7.8 APPLICATION OF THE MODEL (ITS USES).

(i) Advance organizer is useful for the systematic study of a discipline. This model could be useful with other model together.

(ii) This model is useful for language teaching, mathematics, Geography, History etc. In language, it is useful to teach various components like Grammar, communication skills, Figure of speech or to compare two languages at a time.

(iii) Advance Organizer is useful for all levels of classes.

(iv) It is specially useful to structure extended curriculum sequences or courses and to Instruct students systematically in the key ideas of field.

(v) It increases learners grasp of factual information linked to and explained by the key ideas.

(vi) The model is used to teach skills for effective reception of learning.

(vii) It is useful in deductive and inductive approach for better achievements.

(viii) Whenever ideas or information needs to be presented renewed or clarified, advance organizer is useful.

(ix) The activities designed to strengthen cognitive organization can be spontaneously applied to the clarification of ideas in whatever instructional context they appear, as can technique of an organizer.

(x) Advance organizer is useful to teach communication industrialization, Natural aspect etc. in Geography.

(xi) It is useful to compare different periods in history for ex – period of Akber and Aurangzeb.

1.8 STATEMENT OF THE PROBLEM.

EFFECT OF ADVANCE ORGANIZERS MODEL ON ACHIEVMENTS OF B.A.B.Ed STUDENT TEACHERS IN 'ENGLISH FOR COMMUNICATION' - AN EXPERIMENTAL STUDY.

1.9.0 OBJECTIVES OF THE STUDY.

The Objectives of the study where as follows.

1. To examine the effect of advance organizer model on achievement of B.A.B.Ed students teachers in 'English for Communication'

2. To compare the achievement of student teachers taught through traditional method and Advance organizer model.

3. To compare the post test achievements scores of student teachers in the communication skills and reading comprehension while taught through Advance organizer model.

1.9.0 HYPOTHESES

In light of objectives stated earlier the following Hypotheses were formulated.

1. There is no significant difference in the immediate attainment level of group C and group E while taught through traditional method and Advance organizer model.

SUB HYPOTHESIS

1.9.1.1 There is no significant difference in the posttest achievement scores of student teachers taught through traditional method and Advance Organizer Model.

1.9.1.2 There is no significant difference between pretest and post test achievement scores of students teachers, taught through Advance Organizer Model

1.9.2 There is no significant difference between the post test achievement scores of the student teachers in communication skills and reading comprehension taught through Advance Organizer Model.

1.11.0 DEFINITION OF OPERATIONAL TERMS.

Effect: A change produced by an action

Advance Organizer Model:

An important content or statement of relationship generally based on the major concepts, generalization principals and law of discipline or a plan or pattern used to shape curriculum or course to design instructional materials for guiding teacher action in the classroom.

Achievement:

A thing done successfully especially with skill & effort here, achievements means the number of marks scored by the student teachers in pretest and post test.

English for Communication:

A compulsory paper in the course of B.A.BEd. as well as in the course of B.A. of Shivaji University.

B.A.B.Ed:

A four year integrated course, which awards Bachelor of Arts and Bachelor of education as single degree at a time.

An Experimental Study:

A study with the help of designs of experimental research in education. Here the researcher has taken randomized pre-test post-test design.

References:

1.   Hornby A.S (1996), Oxford Advance Learners dictionary of current English, OUP.

2.   Bruce Joyce (1992) " Models of Teaching". Prince hall India. Ltd.

1.12.0 DELIMITATION OF THE STUDY.

1. Models of teaching is a vast and complex field. In the book 'Models of Teaching' Bruce Joyce and Marsha Weil introduced twenty-two models classified in the four families of models. To study all the models in a study is too vast and beyond the limit of the researcher. So it is neither feasible nor desirable to take one or two models in one research study. In the present study the researcher has selected only one model

i.e Advance organizer model, which comes in the family of information family of models. The study is limited to above said model only.

2. The study is limited to the student teachers studying in B.A.B.Ed first year course of the Shivaji University Kolhapur.

3 The study is further restricted to the subject English for communication as a compulsory paper in the B.A.B.Ed 1st year course.

4 The study is restricted to the student teachers studying in B.A.B.Ed first year at K.H. College, Shri Mouni Vidyapeeth Gargoti.

5   The population of the study is two groups of student teachers in K. H. College Gargoti. Each group consisted 30 student teachers. Therefore, the present study has confined to 60 student teachers.

6   The study is further restricted to some topics from the syllabus of English for communication.