

The Effect of Using Question Based Discussion Technique on Students Achievement in English Novel

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Abstract

Teacher questions are the chief verbal tool for shaping and modeling interaction in the classroom as well as the primary source of data for evaluating the substantive knowledge and intellectual skill of his – her student. The study aims at: Investigating the effect of using question based discussion technique in teaching English novel on students achievement. Finding out whether there are any significant differences in using question based discussion technique at recognition and production level, and finding out whether there are any significant differences in using QBD technique between male and female. The population of the study is (141) male and female. The sample is consisted of 60 students in English department. Education college, Kirkuk university. The two these groups was assigned as an experiment group which was taught novel by using Question Based Discussion technique, and on other hand as a control group which was taught novel by using traditional method. The achievement test was carried out by the researcher to measure the students' progress in the dependent variable of the study. The statistical analysis of the results reveals that there is a statistically significant differences between the mean achievement scores of the EG and those of the CG in the novel achievement post-test.

Keywords: *effect, question based discussion, technique, achievement;*

Introduction:

Teaching is the process of which learning is expected to take place. This study tries to investigate the effectiveness of one of the teaching techniques which is entitled question– based discussion (Ramsden, (1) " Question based discussion is a method that experienced instructors rely upon and it's the best method to teach a variety of subject material, It most resembles the natural way we communicate". (Dillman, 2), The present study aims at investigating the effect of using question based discussion technique on university students' achievement in English novel. It Hypothesized that, there is no statistically significant difference between the mean scores of the experimental group and those of the control group in the novel achievement posttest. Between the mean scores of the experimental group on the pretest and that on the post-test. The study is limited to the Third-year students in the Department of English College of Education/ University of Kirkuk for the academic year 2016-2017. The value is feasible method for stimulating students' imagination. The Plan is, teaching the two groups some units from novel (wuthering heights). Subjecting the two groups of students to the post-test. Effect it is the "Treatment or the effect of an experimental factor under controlled condition on the control variable. Achievement. It refers to "the mastery of what has been learnt.

The concept of novel

A novel is a factious prose narrative or tale of considerable length representative of the real life of past or present times portrayed in a plot of more or less complexity.

Types of novel

The novel of the action deals with external events, and has not much to do with the mind. It deals with vigorous and violent actions. The action has irresistible appeal. The novelist attaches very little importance to the development of character. The characters are introduced only for throwing the actions into relief, e.g. Walter scott'. Ivan hoe (Sangupta and Mudra, 3)

Picaresque novel

The word (pizaro) is a Spanish which means vague. It is a string of adventures. The hero is constantly on the move in quest of a adventures, the picaresque novel emphasis the character only on the hero. Charles Dickens, Oliver twist. Gothic Novel, it is a novel of horror, the hard core of which is

supernaturalism .since it is a reaction to the reign of reason and authority .Gothic novel may be described as the quintessence of romanticism E.G. Emily Bronte's' wuthering Heights.

Purpose of using question based discussion in classroom

Bender (4) states that there are a lot of purposes for using question based discussion ,to develop interest and motivate students to become actively in lesson. To evaluate students preparation and check on homework. To develop critical thinking skills. To review and summarize previous lessons. To motivate students to pursue knowledge on their own. To assess achievement of instructional goals and objectives. Teachers ask questions for many purposes. Teachers may ask students to recall, to hypothesize, to synthesize, or to evaluate.

The Importance of the Classroom Questioning

One of the most important weapons in the instructor's teaching store is the good questioning technique. It is the "magic" a good teacher wields in exploiting his or her students' learning. It is not only the province of language teaching but also can be applied to the teaching of all types of courses. It forms the support of the participative style of teaching and learning. In fact, the ability to ask the right question at the right time to the right student is the guarantee of a good teacher. It is the best single and simple teaching assistance if it is used properly.

Stages of discussion:

Before the Discussion

Create a comfortable, non-threatening environment: Introduce yourself and explain your interests in the topic on the first day. Encourage questions from the outset. For example, require each student to submit a question about the course during the first day or week. Students can submit these questions via an online discussion forum, such as that which is available on Blackboard; this assignment can also serve as a way for you to ensure that they have each figured out how to log on to a discussion forum that you are using throughout the course.

Throughout the Discussion

At appropriate points in the session, summarize the major ideas and write them on the board. If you do not do this, students will have a hard time picking out the most important ideas from the discussion and understanding their significance

After the Discussion

Rethink, retool, and revise. Take brief notes on how each discussion went and use these as the basis for reorganizing your plan for the discussion, improving your presentation skills, rethinking the material included, or developing ideas for future teaching and research projects. Leading discussions can be a stimulating, enjoyable way to teach. Keep in mind, however, that many students—especially those who are new to a university environment—will not come into your course with highly developed discussion skills. Moreover, leading an effective discussion does not always come naturally to the instructor. No matter what level of students you are teaching, you must carefully prepare and actively facilitate the discussions to ensure that they are disciplined and inclusive and that they promote learning.

The experimental design

To achieve the aims of this study and its hypotheses, two groups are selected randomly. Both the experimental group and the control group were pretested prior to the treatment to make sure they did not differ on the dependent variable. Hence, before the beginning of the experiment, test were conducted as a pretest and once again as a posttest at the end of the experiment, to see if there were significant differences between the two groups under investigation .The independent variable QBD is administered to the experimental group only whereas the traditional method is given to the control group. In this study, we try to find out the effect of the independent variable, e.i QBD as a teaching technique, on the dependent variable, This research adopts the “Experimental-Control Group Design: the Pretest- Post-test Design” . . Thepopulation of this research is consists of third - year students in

the Department of English, College of Education, University of Kirkuk for the academic year 2016-2017. The total number of the population was; (24) males and (114) females.

The post test of this study includes six questions .the first three questions are related to the recognition level whereas the last three questions are related to the production level. The first question is the measure of a knowledge. Knowledge is the first category of the cognitive domain. A knowledge question asks the students to recall or recognize information or ideas which have been presented in previous lessons. To answer a question on the knowledge level, the pupil is asked to remember information, facts, observations, procedures, ideas, and definitions that have been learned .The second question is a measure of comprehension.

Discussion of the Results:

Comparison between experimental group and that of control group in the Post-test

The mean of the experimental group is 71.5 and the mean of the control group is 63.9 The 't' test is calculated in order to find out whether there is a significant difference between the mean scores of the two groups or not. The t-test was used for the two independent samples. The 't' value is 2.77, it has been compared with tabulated t-value which is 2.60 at the degree of freedom 58. "This indicates that there is a statistically significant difference between both groups", i.e. the achievement of the EG subjects who were taught novel according to QBD is higher than the achievement of the CG Subjects who were taught according to the traditional method. Accordingly, teaching novel by QBD is more effective than the traditional method.

Comparison between students' performance at the Recognition Level and at the Production Level

The calculated t-value is found to be 6.84 which is considered to be higher than the tabulated t-value which is 1.70 students' performance at production level is better than their performance at the recognition level", thus the fourth hypothesis is rejected.

Comparison between Males' performance and that of Females' Performance on the Pre –test

In order to determine whether there is a significant difference between male and female scores. The mean scores of males are 46.6 whereas the mean scores of females are 58. The calculated t-value is 2.26 which is considered to be higher than the tabulated t-value which is 1.70, which indicates that there is a significant difference between the two groups, at 0.05 the level of significance and 28 degrees of freedom, the obtained difference is for the benefit of females. Which indicates the performance of female students is better than that of male students on the post- test, thus the third hypothesis is rejected

Comparison between Males' performance and that of Females' Performance on the Post–test

In order to determine whether there is a significant difference between male and female scores. The mean scores of males which are found to be 60.71 while the mean scores of females which are found to be 74.83. The calculated t-value is 3.45 which is considered to be higher than the tabulated t-value which is 1.70, which indicates that there is a significant difference between the two groups, at 0.05 the level of significance and 28 degrees of freedom, the obtained difference is for the benefit of females. Which indicates the performance of female students is better than that of male students on the post- test, thus the third hypothesis is rejected.

Comparison of the Pre-test and Post-test Scores in the Control Group

The 't' test formula for one independent sample is used to find out whether there is a significant difference in the mean scores of the control group in the pre-test and post-test scores. The mean scores of the control group in the pretest is 61.9 while in the post test is 63.9. The computed t-value is found to be 1.74 whereas the tabulated t-value is 1.70 at 0.05 the level of significance and 58 degrees of freedom. Which indicates that there is no significant difference between the mean scores on the pretest and that on the post test. Hence the hypothesis that is presented earlier is accepted.



Discussion of the Result

QBD has opened environment of interaction and created what one can call a free atmosphere of discussion to the students to say what they want and improve their speech conversational English without hesitation. EFL pupils are most successful when they are participating enthusiastically in classroom situations without fear of shyness and embarrassment.

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