

EFFECT OF SUPER LEARNING TECHNIQUES ON STUDENTS ACADEMIC ACHIEVEMENT IN ENGLISH SUBJECT AT SECONDARY LEVEL IN KHYBER PAKHTUNKHWA

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ABSTRACT

Learning is relatively a permanent change in behavior. We learn through our experiences, observation and practices in the course of life. Traditional teaching focus on frequent repetition and determined concentration. But in modern times this concept has been changed as it results an unnecessary tension. Learners cannot achieve the main purpose of learning by traditional method of teaching. Super learning is an easy and relaxed way of learning. With the help of relaxation exercises it helps to increase the speed of learning and it also helps to make learning interesting. It is learning without stress and tension. It accelerates the learning speed and improves the retention rate of students. The researcher used two group design, an experimental group (N=35) which received the special treatment and control group (N=35) which was taught by traditional method. On the basis of the pretest score (an objective type test) the students were divided into two equivalent group Material was developed to teach English through super learning. Two teachers were provided training for this purpose. The treatment was provided for four weeks. At the end of treatment an objective type test was administered to see the achievement level of both groups and of the sub groups of low and high achievers as well. To investigate the retention rate of students the same test was administered after the laps of four weeks. Mean score of control group on pre, post and retention test was 16.88, 21.88 and 15.5 and the mean score of experimental group on pre, post and retention test was 16.88, 38.85 and 36.74. The statistical analysis of the data reveals that the performance of the experimental was better than control group both on post and retention test. The important findings of the study was that super learning skills have positive impact on students' academic achievement as compare to traditional method of teaching.

Keywords: Super Learning, Techniques, English, Academic Achievement

INTRODUCTION

Super learning is a set of techniques that help us to use both hemisphere of brain (left and right). In traditional team teaching we use only left side of our brain and so we have very sub optimal results. Super learning helps us to use some 90% of our brain which is not possible in traditional learning. The basic purpose of super learning techniques is to improve the quality of learning. It is the learning without any external pressure or force. It is learning without any kind of pressure. Super learning techniques helps us to accelerate the mental powers of a learner. These are the few exercises like music,

learning cycles, short physical movement, temperature and colures which are used during the learning process. Elementary education is the very foundation of the whole educational system. So it is desired and needed to improve the quality of education from the very basis. Elementary education has the highest rate of social return as compared to other sub sectors (Government of Pak, 1998) Modern age is age of science and technology. Science and technology has changed our ways of life. Every day we have new discoveries and inventions which affects our tradition, values and our life style. (Hussain, 1990). This changing world demands

change. We must change ourselves according to the change in our environment (Rose, and Nicholls, 1997). According to Rose (1987) Traditional teaching focus on just repetition so traditional method of teaching is not considered effective in present times. It causes unnecessary tension for learners. It also brings in use only one half part of our brain. Both hemisphere of brain performs different functions so it is essential to use both parts for optimal learning. The right part of our brain performs activities such as dreaming, imagination, creativity, music, color, rhythm, visualization and similar other activities, whereas the sequential, analytical, rational, objective and mathematical functions are performed by left part (Klauser, 1986). Super learning techniques helps to use some 90% of our brain which is not possible in traditional learning. It makes learning fun and activity for learners. It does not cause any pressure and tension for learners. Super learning helps us in attaining Hypernesia (Ostrander et, 1994). According to the supporters of super learning, it enables learners to become independent .It also enables them to trust on their instincts and to bring in use their inner potentialities. In present times super learning is a teaching method which incorporates input from people all over the world. This method was started by Dr.GeorgiLozanov who was a psychiatrist and educator in Bulgarian in 1978.He presented a holistic model of teaching and learning. His work was basically concerned with improving memory, breaking down barriers to learning such as it awake childlike curiosity of learners and to focus on both conscious and subconscious levels of brain(Rosenberg,1997).The brain has the capacity to generate four types of waves or pluses .The frequency of Beta waves is that of 8_13 cps which is considered the best for super learning(Rose,1985).The rate of

earth vibration is eight cycles per second (cps) where as that of brain vibration rate is 7.52 to 8 cps (Gerber,1988). However each person has a distinct and different frequency which is affected by his or her illness or imbalance. Music also affect it frequency rate. Super learning also uses music for increasing the brain vibration. In educational field it serves as a tool, or vehicle in improving brain function (Mahler,1978).That is the reason that Dr.GeorgiLozanov suggested to used music for improving academic achievement of learners in reading (Rhodes,1977) and science (Peterson,1977).

Objectives of Study

Following were the main objectives of study

1. To investigate the effect of super learning in teaching language (English) as compared to traditional teaching method.
2. To compare the retention rate of students taught by super learning and traditional method of teaching.

Hypothesis of the Study

H₀₁: There is no significant difference between the mean score of the students taught by super learning and the students taught by traditional method of teaching.

H₀₂: There is no significant difference in the retention rate of students taught by super learning and students taught by traditional method.

Research Design

The pre test and post test design has been used for the study. The purpose of the study was to investigate the effect of super learning skills on student's academic performance so the students at the secondary level of English subject were the population of the study. The students of

class 9th of Govt Girls High School No 4 was selected as the sample of the study. The sample consists of both experimental group and control group. In order to assess the existing level of achievement an objective type achievement test was used. The test consisted of five parts (incomplete items true false items, multiple choice items, short answer items and matching items). Four chapters of English subject were included in test.

Procedure of the experiment

First of all, the attitude scale was used by the researcher to measure the attitude of students towards English subject and then the learners were provided model lessons

for a week so that they become aware of it. Then the lessons were presented according to the planning. In this study the researcher used two groups (experimental and control group). The experimental group received the specific treatment whereas the control group was taught by traditional method. It continued for four weeks. At the end the post test was administered to examine the achievement of students. After the period of three months the same post test had been administered as a surprise test to see the retention rate of learners. A key was used for scoring the students test and assigned one to right answers and zero to wrong answers. The maximum marks for the students were 50.

Table1. Significance difference between mean score of students of pre test of control and experimental group

Group	No of Students	Mean	SD	T-Value	d.f	Sig(2-tailed)
Control	35	16.88	5.65	.000	34	1.00
Experimental	35	16.88	5.64			

Not significant at 0.05

Table2. Significance difference between mean score of post test of experimental and control group

Group	No of Students	Mean	SD	T-Value	d.f	Sig(2-tailed)
Control	35	21.88	7.36	-19.05	34	.000
Experimental	35	38.85	5.94			

Significant at 0.05

Table3. Significance difference between mean score of retention test of experimental and control group

Group	No of Students	Mean	SD	T-Value	Df	Sig(2-tailed)
Control	35	15.54	4.38	-17.34	34	.000
Experimental	35	36.74	6.21			

Significant at 0.05

RESULTS

On the basis of the mean score of pretest of control and experimental group both groups were equal. The results showed that there is no significant difference between the mean score of the two groups. The t-test value 1.00 is greater than alpha level which shows that both groups are equal and there is no significant difference between these two groups. The statistical analysis of post test score shows that alpha value is significant at 0.05 levels which show the difference between the score of the two groups. So the null hypothesis that “there is no significant difference between the mean score of the students taught by traditional method and super learning skills” is rejected in the favor of experimental group. The statistical analysis of the scores of both groups on retention test is significant at the alpha level (0.05) which is given in table 3. Thus the null hypothesis “there is no significant difference in the retention rate of students taught by traditional method and super learning method of teaching” is rejected in the favor of experimental group

DISCUSSION

The pretest results show that both groups were equal and there was no significant difference between these two groups. Ho1 The first hypothesis was about the performance of the control and experimental as taught by traditional method of teaching and by super learning skills .The statistical analysis of post test score shows that alpha value is significant at 0.05 level which shows the difference between the score of the two groups. So the null hypothesis that “there is no significant difference between the mean score of the students taught by traditional method and super learning skills” is rejected in the favor of experimental group. Ho2: The second hypothesis was about the retention rate of the students of control and

experimental group on retention test .The statistical analysis of the scores of both groups on retention test is significant at the alpha level (0.05) which is given in table 3. Thus the null hypothesis “there is no significant difference in the retention rate of students taught by traditional method and super learning method of teaching” is rejected in the favor of experimental group. Statistical analysis shows that super learning skills are more effective for teaching English as compare to traditional method of teaching. The mean score of the control and experimental group shows that super learning skills are more effective and it has improved the learning capacity of students. So it is concluded that super learning is more effective than traditional learning method of teaching. There is significant effect on the achievement of the experimental group on retention test as compare to control group. So it is concluded that super learning skills also helps in improving the retention power of students. On the basis of the results of the study it is recommended that these skills can be effectively practiced for teaching of other subjects in the province. It is also recommended to implement these skills to improve the long term memory of students. The results of study shows that these skills can be used for teaching of other subjects successfully

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