A Comparison Between the Effect of Instructional Television (ITV) and Conventional Classroom Instruction (CI) on the Achievement of Jordanian Third Secondary Literary Students in English Conditional Sentences and Phrasal Verbs

By

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ABSTRACT

"A Comparison Between the Effect of Instructional Television (ITV) and Conventional Classroom Instruction (CI) on the Achievement of Jordanian Third Secondary Literary Students in English Conditional Sentences and Phrasal Verbs"

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The major purpose of this study was to compare the effect of the Instructional Television group (ITV) to the Conventional Classroom Instruction (CI) on the achievement of the Jordanian third secondary literary students in English Conditional sentences and phrasal verbs. More specifically, this study addressed the following questions:

- What is the effect of the ITV on the third secondary literary students' achievement of English Conditional Sentences and Phrasal Verbs, Compared with the CI?

- What is the effect of sex on the third secondary literary students' achievement of English Conditional Sentences and Phrasal Verbs?
What is the effect of interaction between sex and method of instruction on the third secondary literary students' achievement of English Conditional Sentences and Phrasal Verbs?

The population of the study consisted of all the third secondary literary students in the government schools in the towns of both Irbid and Idoon, for the academic year 1985/86.

The sample consisted of (406) third secondary literary students chosen randomly, by using simple random sampling technique, from five boys' and girls' secondary schools; each of which has two or more sections and having television and videotape facilities. In every school chosen, two sections were chosen randomly with the total number being ten sections. These sections were divided randomly into two groups; the first group of students (experimental group) learned conditional sentences and phrasal verbs by using the ITV as a supplementary tool, while the other group (control group) learned conditional sentences and phrasal verbs by the CI.

The researcher developed and employed a pre-and-post test research design. Each test consisted of (45) multiple choice items on conditional sentences and phrasal verbs. Content validity of the pretest and posttest was
established by a jury of judges, and the parallel forms reliability of these tests was also established. The reliability Coefficient between the students' scores of the ITV group and the CI group on both tests was found to be (0.88).

These tests were administered before and after the study to detect the differences in students' achievement before and after instruction,

(t) test, for two independent samples, was used to test the significance of the differences between means of control and experimental groups' methods of instruction, on the pre-test. It was found that there was no statistically significant difference in the mean scores of the two groups' achievement. A two-way analysis of variance, consequently, was used, with 2 X 2 factorial design, on the post-test to answer the questions posed in the study. The results of the analysis indicated that:

- There was a statistically significant difference in the achievement mean scores of the ITV group and the CI group of the third secondary literary class students due to the method of instruction, and the difference was in favor of the supplementary ITV group (α =0.05).

- There was no statistically significant difference in the achievement mean scores of the ITV group and the
CI group of the third secondary literary class students due to the sex of students (α = 0.05).

There was no statistically significant difference in the achievement mean scores of the ITV group and the CI group of the third secondary literary class students due to the interaction between the method of instruction and the sex of students (α = 0.05).

The results indicated that the ITV was more effective than the CI. These results tie in well with a large number of related studies such as Jamlan (1982), Mason and Mize (1978), Tomlinson (1982) and other researchers.

In light of the results of this present study more replicative studies in other classes, districts, and for a longer period of time; and studies in the attitudes and needs of students and teachers towards school television were recommended.

The researcher also recommended to take care of qualified teachers in the CI, to increase the number of visual aids used in the ITV programmes, to pay attention to the rate of content projection and to the amount of information presented in the programmes.

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