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EFFECTIVENESS OF ICON MODEL IN TEACHING ENGLISH

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CONCEPTUALIZATION OF THE PROBLEM

Language is a means through which a child can think about their past, present and the future. Effective understanding and use of language enable the child to make connections between the ideas and things. India is unique not only in that a large number of languages are spoken here but also in terms of the number of varieties of language families that are represented those languages. English language was first introduced when East India Company came to India for trade. After Independence, the significance of English language spreads through the digital world. All the official works, documents, instructions are in English

Constructivism is a learning theory based on scientific observation and research and explains how people learn. The students construct their own knowledge of the world around them through reflection on their experiences. In the constructivist approach, the learners are in the center point and they are not empty vessels that we can transmit our knowledge to them. The proponent of constructivist approach is Jean Piaget who believes that through accommodation and assimilation, individuals gain their knowledge from their real surroundings.

The National Curriculum Framework (2005) recommended that learning is a process of construction of knowledge and learners actively construct their own knowledge by connecting new ideas to existing ideas on the basis of materials/ activities presented to them.

Constructivism is directly related with the pedagogical approaches which promotes learning without burden. In constructivism, the best model is ICON Model **(**Interpretation Construction Model) which was first developed by Robert O. McClintock and John B. Black in the year of 1996 of Columbia University Teachers College. Constructivism as applied to education is

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a more recent development derived from the work of development psychologist Jean Piaget (1973) and Russian psychologist Lav Vigotsky (1978). The ICON model emphasizes learners' interpretations of information and their processes of knowledge construction. The features of ICON Model are:

OBSERVATION

In this stage, the teacher will show some pictures or video clippings or situate a problem and the students will observe it or solve the problem and they will get the idea about today's topic.

Interpretation Construction*:* Students will interpret their observations and explain their reasoning. Students construct interpretations of observations and construct arguments for the validity of their interpretations.

Contextualization*:* The teacher will bring the students outside the class for exploration. Students will access background. They can relate their thoughts, ideas, and interpretations with the context.

Cognitive Apprenticeship: The teacher will create some small groups among the students and give them some activities. The students will do the activity under the teacher's guidance.

Collaboration*:* In this stage the students will collaborate in observation, interpretation, and contextualization. Students should have obtained a meaningful understanding from their learning and in order to demonstrate that they should be able to develop and apply their learning.

Multiple Interpretations: The students will exchange their ideas so that they will get more way to find out the problem. In this stage the teacher become the facilitator.

Multiple Manifestations: Students will construct their knowledge by seeing multiple manifestations of the same interpretations. This gives the students opportunity to use their skills they have acquired and evaluate their understanding.

In the COVID-19 pandemic era, all schools, colleges, universities are closed from march, 2020. Due to corona educational systems are affected so badly. In this circumstance we are trying to cope up with blended and sustainable teaching learning system. Now the teachers teach with the help of ICT. They can use ICON model in their teaching so the learners can easily construct their knowledge.

RATIONALE OF THE STUDY

As all countries have different languages it is essential that a common global language must be there linking people to each other throughout the world. This common language is English. Knowing how to speak and write English has become a status symbol of the society now a days. In fact, the biggest challenge any teacher faces are capturing the students' attention in the classroom. Especially in English Language teaching, classroom experience should be redefined and innovative methods, models should be implemented. One of the famous and new innovative concepts in English language teaching is ICON (Interpretation Construction) Model. The ICON model emphasizes learners' interpretations of information and their processes of knowledge construction.

Few researches have done their studies on ICON model. Some of them are discussed in below- Fardanesh (2016) revealed that instruction begins in Interpretation Construction model (ICON) is the group-based teaching-learning approach. Manzo (2016) reported that 5E model could be an effective way to teach teachers as well as students particularly new or less skilled teachers who often tend to have a high number of English learner students in their classes. Turgut, Colak and Salar (2016) stated that the effect of educational materials developed in accordance with 7E teaching model on the conceptual development of students in the electromagnetism unit. OzgurAnil (2015) revealed that analysis performed on the basis of fixed and random effects models indicated effect sizes that favored the 5E model as opposed to other teaching methods. Tsai (2001) concluded that the possibility of applying these instructional principles to Internet-based science instruction and describing recent attempts in Taiwan.

The research review reveals the trend of educational research which are mostly related to the interpretation construction model, constructivism etc. Few researchers found that ICON model is group-based teaching learning process, 5E model had a positive impact on teaching learning process and 7E model is most applicable for science subjects. Other researcher like Tsai stated that the possibility of applying ICON model in Taiwan. In this context, the study on the effectiveness of icon model in teaching English at secondary level is relevant.

STATEMENT OF THE PROBLEM

The present problem would be stated as, Effectiveness of Icon Model in Teaching English at Secondary Level.

OBJECTIVES

1. To study the effectiveness of ICON model in English language teaching.
2. To compare the effectiveness of ICON model in English language teaching among high achiever and low achiever students.

HYPOTHESES

1. The ICON model of teaching will enhance students' achievement in English.
2. The ICON model of teaching will be equally effective in enhancing achievement in English of high achiever and low achiever students.

METHODOLOGY

The study was based on the Survey method and confined to the English teaching in secondary level. The investigator used the pre-test-post-test two group experimental and control group design having teaching through ICON model as the independent variable and the achievement of the students in English as the dependent variable for conducting the study. The class IX students of Vidyasagar Vidyapith Boys' High School, Midnapore were taken as a sample. Five lesson plans based on ICON model was developed by the researcher on the selected topic "autumn" of class IX English textbook, West Bengal Board of Secondary Education. For assessing the students' performance, the investigator prepared one self-made achievement test having 20 items which was used for both pre and post-test. The researcher analysed the collected data by using both descriptive and inferential statistics.

ANALYSIS AND INTERPRETATION

For measuring the effect of the ICON model in teaching English the investigator compared the pre test and post test score of control group by using t-test, which is presented in the Table 1.

Table-1

Comparison of Pre-Test and Post-Test Scores of Control Group

Control Group	N	Mean	Standard Deviation	Mean Difference	df	t-value	Sig.
Pre-test	40	23.93	8.226	0.4	39	1.583	0.121
Post-test	40	24.33	8.639				

Table-1 indicates that the difference between means of pre and post-test of control group is 0.4. The t-value is 1.583, which is not significant at 0.05 levels. Hence, the null hypothesis "there is no significant difference between pre-test and post-test scores of control group" is accepted at 0.05 levels. So, it can be concluded that teaching through traditional method has no effect on students' achievement.

The comparison of pre and post-test scores of control group is graphically shown in Figure 1.

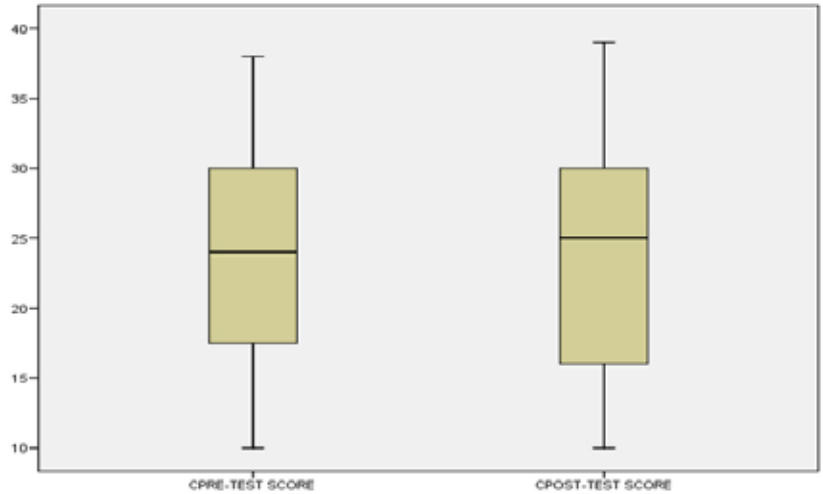


Figure 1. Box Plot of Pre-Test and Post Test Scores of Control Group

From the Figure1, it can be concluded that the pre-test and post test scores of control group is nearer to each other.

The investigator also compared the pre test and post test scores of experimental group, which is presented in

the Table-2.

Table-2

Comparison of Pre-Test and Post-Test Scores of Experimental Group

Experimental Group	N	Mean	Standard Deviation	Mean Difference	Df	t-value	Sig.
Pre-test	40	23.63	7.883	0.713	39	5.769	0.000
Post-test	40	26.78	7.170				

Table-2 indicates that the difference between means of pre and post-test of experimental group is 0.713. The t-value is 5.769, which is significant at 0.05 levels. Hence, the null hypothesis "there is no significant difference between pre-test and post-test scores of experimental group" is rejected at 0.05 levels. So, it can be concluded that teaching through ICON model helps in developing students' achievement. The comparison of pre and post-test scores of experimental group is graphically shown in Figure 2.

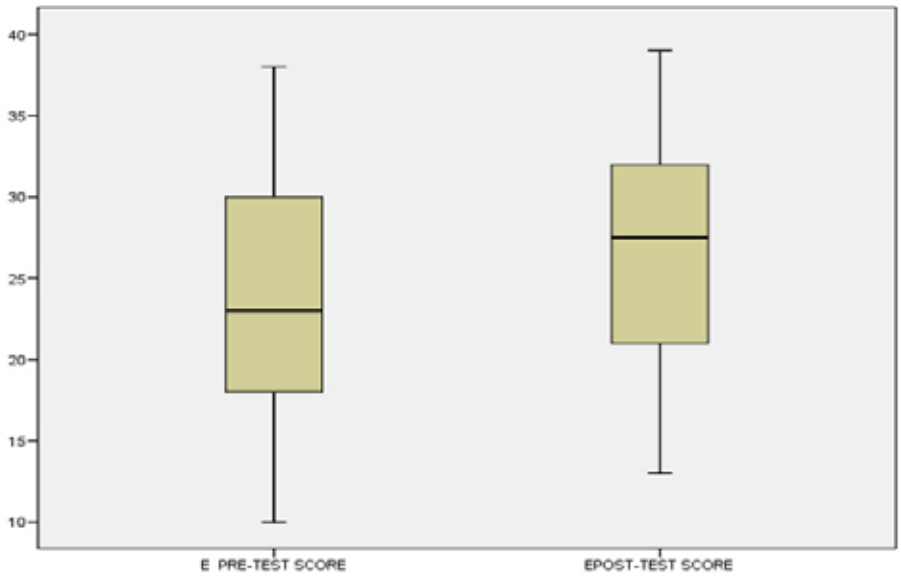


Figure 2. Box Plot of Pre-Test and Post Test Scores of Experimental Group

From the Figure 2, it can be concluded that the post-test scores of experimental groups are higher than the pre-test scores.

The investigator compared the pre-test score of

control group and experimental group, which is given in the Table-3.

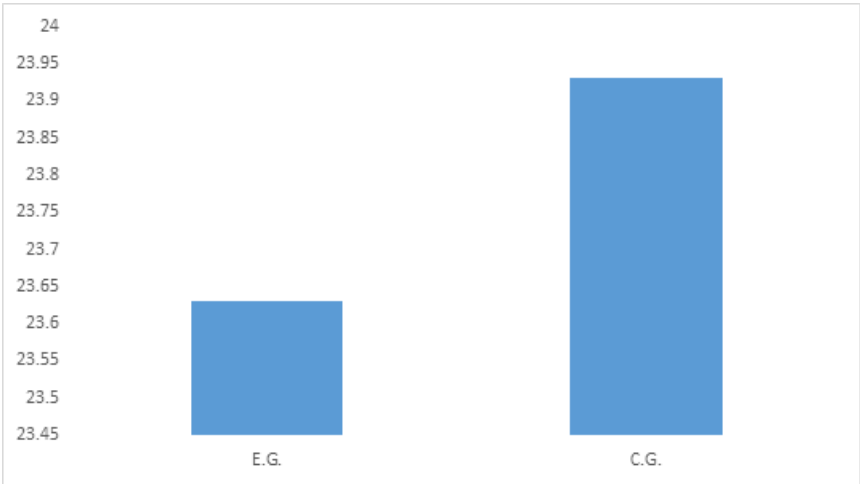
Table-3

Comparison of Pre-Test Scores of Control Group and Experimental group

Group	Test	N	Mean	Mean Difference	df	t-value	Sig.
Experimental Group	Pre-test	40	23.63	0.3	78	1.737	0.091
Control Group	Pre-test	40	23.93				

Table-3 indicates that the difference between means of pre-test of control group and experimental group is 0.3. The t-value is 1.737, which is not significant at 0.05 levels. Hence, the null hypothesis "there is no significant difference between the pre-test scores of control group and experimental group" is accepted at 0.05 levels. Hence the experimental group and control group are almost equal before the intervention. The comparison of pre-test scores of control group and experimental group is graphically presented in Figure 3.

Figure 3. Graphical Representation of Pre-Test Scores of Experimental Group and Control Group



From the Figure 3, it can be concluded that there is a significant difference between the pre-test scores of experimental group and control group.

The investigator also compared the post test scores of control group and experimental group, which is

presented in the Table-4.

Table-4

Comparison of Post-Test Scores of Control Group and Experimental group

Group	Test	N	Mean	Mean Difference	df	t-value	Sig.
Experimental Group	Post-test	40	26.78	2.45	78	3.368	0.000
Control Group	Post-test	40	24.33				

Table-4 indicates that the difference between means of post-test of control group and experimental group is 2.45 which is very low. The t-value is 3.368, which is significant at 0.05 levels. Hence, the null hypothesis "there is no significant difference between the post-test scores of control group and experimental group" is rejected at 0.05 levels. Hence, it can be concluded that the students taught through ICON model better in English from those who are taught through traditional method. The comparison of post-test scores of control group and experimental group is graphically shown in Figure 4.

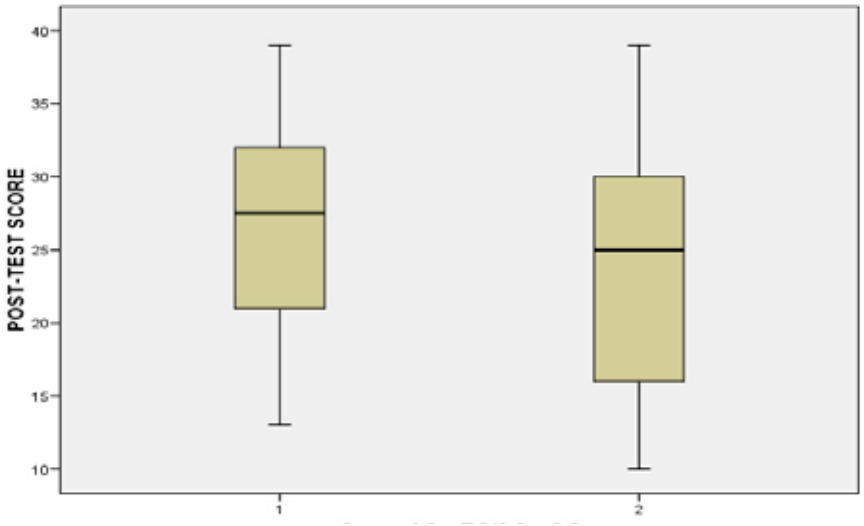


Figure 4. Box Plot of Post-Test Scores of Experimental Group and Control Group

From the Figure 4, it can be concluded that the students taught through ICON model better in English from those who are taught through traditional method.

The investigator also compared the gain scores of experimental group and control group, which is given in the Table-5.

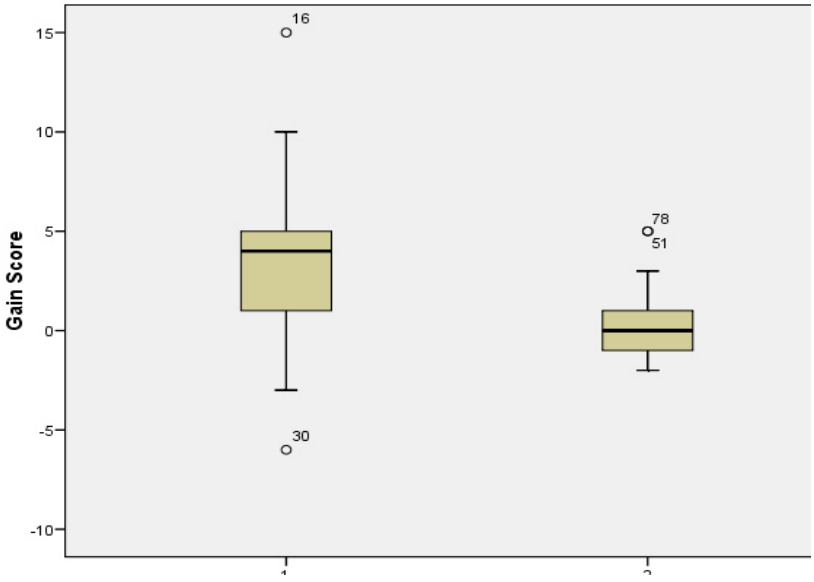
Table-5

Comparison of Gain Scores of Experimental Group and Control Group

Group	N	Standard Deviation	Mean	df	t-value	Sig.
Experimental Group	40	3.453	3.15	78	4.571	0.002
Control Group	40	1.598	0.40			

Table-5 indicates that the t-value is 4.571, which is significant at 0.05 levels. Hence, the null hypothesis "there is no significant difference between the gain scores of experimental group and control group" is rejected at 0.05 levels. So, it can be concluded that teaching through ICON model helps in developing students' achievement. The comparison of gain scores of experimental group and control group is graphically presented in Figure 5.

Figure 5. Box Plot of Gain Scores of Experimental Group and Control Group



From the Figure 5, it is concluded that the gain scores of the experimental group is higher than the control group.

Hence, it is concluded that teaching through ICON model is effective to enhance learners' performance than traditional teaching method.

MAJOR FINDINGS

1. There is a significant difference between pre-test and post-test scores of experimental groups at 0.05 levels. So, it can be concluded that teaching through ICON model increases students' achievement in English.
2. There is a significant difference between the post-test scores of control group and experimental group at 0.05 levels. Hence, it can be concluded that the students taught through ICON model better in English from those who are taught through traditional method.
3. There is a significant difference between the gain scores of experimental group and control group at 0.05 levels. So, it can be concluded that teaching through ICON model is effective to enhance learners' performance than traditional teaching method.

EDUCATIONAL IMPLICATIONS

- The teachers of English language need to be familiar with this constructivist approach. Because ICON model helps in thinking critically and develop different modalities to transact the lesson in the classroom so that the curriculum makers, policy makers can organize different orientations for implement ICON model in teaching learning process.
- In the Pre-service and In-service training curriculum, ICON model must be included because it helps the teacher-trainees to develop their lesson plan during their internship and motivate students to get benefits from it.
- The present English text-book may be revised with the help of constructivist approach, especially on the ICON model of teaching. The text book can be written by following each phases of ICON model in every lesson. It gives the guidelines to the textbook writers to mention the web address or the link at the end of every chapter so that the students will be benefited for their better understanding.
- The teachers motivate their students by using this model in classroom situation because it provides the space for the social interaction among the learners that facilitate the collaborative learning and peer tutoring, in solving problem skills, in providing a free and relaxed atmosphere to express their thoughts and expressions.

CONCLUSION

The ICON model of teaching is effective in teaching English at secondary level. It has a great impact on the teachers, teacher-trainees, policy makers, administrators and textbook writers. Teachers need to be familiar with this approach because in this time learning is learner-centric and the main role of the teacher is to facilitate the students. In this context, ICON model should be included in Pre-service and In-service teachers training programmes. The researcher says that ICON model is an appropriate method for teaching any difficult subjects. Findings of the present study show that the achievement of the students increases when taught through ICON model.

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