

## Effects of “Pedagogical Cycles” on Students’ Learning at Secondary Level

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**Abstract** The importance of education can not be denied as it plays the vital role in the development of an individual and ultimate progress of a nation is absolutely depends on the quality of education that is planned for young generation. There are different strategies, methods and techniques which make the teaching learning more effective the rules and guidance provided by pedagogy helps in achieving the aims, goals and objectives of education. The main objectives of this study were (a) to find out the relative effects of multiple pedagogical cycles in classroom teaching on students’ learning at secondary level. (b) To investigate whether the students can retain the learning for a longer time when taught through pedagogical cycle. The population of the study was the students of secondary level in the schools of Khyber Pakhtunkhwa. The study was delimited to the students of 10<sup>th</sup> class of Urdu medium schools .Only one Section of 10<sup>th</sup> class of Government Girls High School K.D.A. Kohat was taken as sample of the study. Sample students were further divided into two groups, i.e. experimental and controlled groups on the basis of their pre-test scores. Experimental group was taught by pedagogical cycle while the Control group was taught by traditional method for a period of six weeks. At the end of the treatment, a post-test was administered and scores of pre-test, post-test were served as data of the study. T-test and analysis of variance were applied to know the significance of difference between the scores of groups at 0.05 level.

**Keywords:** Pedagogical cycle, teaching strategy, experimental group, Control group, t-test, analysis of variance

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### 1. Introduction

There is no hard and fast rule to orient pupil-teachers and to train them exactly in such a way that they become very effective in the classroom. But it does not discourage educators to discover various kinds of ways and methods to train the pupil-teachers in the best possible ways to be worthy teachers. Most teachers' colleges provide programs that are surely helpful in developing professional qualities among their students, yet those agendas are not always suitable for all. A bachelor of Education classroom is full of heterogeneous pupils. They not only hail from different home backgrounds and varied social environment, their interests are so different that even if they have the same mission in their minds to become good teachers, all of them wouldn't become very effective teachers. Teaching programs could be very effective when one took care of the pupils in all respects. By all respects their mental, physical and emotional states that are very crucial in making them interested in learning and understanding various techniques that would make them possibly good and effective teachers in future. Pedagogy conceptual model is developed around two fundamental and interrelated concepts, learning performance and learning environment, with in this holistic approach to learning, integration of pedagogy and technology is highlighted (Sharma, 2004).

Another important term used for teaching is pedagogy. In fact the word came from the ancient Greek Pedagogies, literally "to lead the child." In Ancient Greece, the Pedagogy was a slave who supervised the education of his master's son and led him to school. So, Pedagogy is about walking the walk or leading your learners.

According to Wikipedia, Pedagogy is the art of science of being a teacher and it generally refers to strategies of instruction, area style of instruction. It is the art and science of how something is taught and how students learn it. Pedagogy includes how the teaching occurs, the approach to teaching and learning, the way the content is delivered and what the students learn as a result of the process.

Pedagogy indicates that what is being described is related to the practice of teaching. In the content of education Technology, it is the range of methods for teaching in multimedia and/or distance learning environment. Pedagogy is also occasionally referred to as the correct use of instructive strategies.

Pedagogy is the study of being a teacher. The term generally refers to strategies of instruction or a style of instruction. Pedagogy is a way of short-circuiting the slow process of natural learning. It is way of making arrangements for learning to happen more easily and more efficiency than it does in natural surroundings. ([web.mit.edu/oki/learn/gloss.html](http://web.mit.edu/oki/learn/gloss.html))

Learning is the process of acquiring knowledge so it may be applied in life situations. Learning is not a passive process. As any teacher can attest, students are not vessels into which new information is poured and then forever remembered. Rather, learning new information and being able to recall and apply it appropriately involves a complex interaction between the learner and the material being learned. Learning strategies are "techniques, principles, or rules that facilitate the acquisition, manipulation, integration, storage, and retrieval of information across situations and settings." Strategies are efficient, effective, and organized steps or procedures used when learning, remembering, or performing (Siddiqui, 2007).

## 2. Review of Related Literature

Teachers are an essential link between children with learning Disabilities and the interventions and services that can help them. All students exhibit difficulties at one time or another with spoken or written language, memory, attention, concentration, organizational skills, physical coordination, and social behaviour. There are two simple elements to effective teaching.

- 1) The teacher must have a clear idea of how learning is to be fostered.
- 2) The teacher sets up and provides a learning experience to achieve this.

There are many variables that greatly affect the classroom teaching and learning, we can make a useful distinction between three main classes of variables.

I. Context variables, Teacher's characteristics e.g. sex, age, experience, social class, training, personality.

II. Subject characteristic, e.g. size, building, facilities, ethos, disciplinary, policy, and proportion of high ability in take.

III. Community characteristics, e.g. affluence, population, density, geographical location. Characteristics of the occasion e.g. time of the day, preceding lesson, weather, period of academic year. Such variables include,

1. Teacher's enthusiasm.
2. Clarity of explanations.
3. Use of questions.
4. Use of praise and criticism.
5. Management strategies.
6. Disciplinary techniques.
7. Classroom climate (Kyriacou, 1997).

### 2.1 Pedagogical Cycle

The pedagogical cycle consists of four stages: (1) structure, (2) question, (3) respond, and (4) react. While the student's role is typically limited to responding, teachers usually direct classroom discourse through structure, question, and reaction (Sadkar, 2004).

There are four moves;

1. Structure. The teacher provides information, provides direction, and introduces the topic.
2. Question. The teacher asks a question.
3. Respond. The student answers the question, or tries to.
4. React. The teachers react to the student's answer and provide feedback.

These four steps make up a "Pedagogical Cycle" teachers initiate about 85 percent of the Cycles, which are used over and over again in classroom interaction. Although these Cycles can be found in a majority of classrooms, the quality and effectiveness of the four steps vary widely. When teachers learn to enhance and refine each of the moves of the Pedagogical cycle, student achievement is increased. Students need a clear understanding of what they are expected to learn, and they need to be motivated to learn it. Effective structuring sets the stage for learning and typically occurs at the beginning of the lesson. The length of structure will vary, depending on the age, ability, and background of the students and the difficulty of the subject matter.

## 3. Research Methodology

### 3.1 Population

The aim of this study was to explore effectiveness of Pedagogical Cycle in teaching on student's learning at secondary level; therefore, secondary level students studying English in the schools of Khyber Pakhtunkhwa comprised the population of the study.

### 3.2 Delimitation of the Study

The study was delimited to the Students of 10<sup>th</sup> class of Govt. Girls High School, K.D.A, Kohat.

### 3.3 Sample

One Section of 10<sup>th</sup> class of Govt. Girls High School, K.D.A. Kohat was taken as sample of the study. Students included in the Sample were further divided in to two groups, i.e. experimental and controlled groups on the basis of pre-test by using pair random sampling technique. One group was consisted of 28 and other was 25 students.

### 3.4 Research Instrument

After a thorough review of the techniques of test construction and related units of English, the researcher constructed two tests i.e. Pre-Test and Post-Test as research instruments of the study. Consent of the class teachers and experts was taken in the construction of tests.

## 4. Results and Discussion

Both the experimental and control groups evaluated on the variable of pre-test test. The results gained from the statistical analysis proved that no significance difference existed between the two groups with respect to pre-test. Therefore the null hypothesis, "there is no significance of

difference between the mean scores of experimental and control groups on pre-test was accepted at 0.05 levels. Hence both the groups could be treated as equal.

The performance of the experimental group was significantly better than that of the control group on post-test. The difference between the two means was significant at 0.05 levels. Thus the null hypotheses that, "there is no significance of difference between means scores of the experimental and control groups on post-test," was rejected at 0.05 levels and was in the favour of the experimental group. These findings support the views of Howatt (1984) that teaching method plays an important role in enhancing the learning of the students.

The F-value obtained in case of "treatment" as source of variation was found to be significant at 0.05 levels. The interaction between the treatment and achievement was also significant at 0.05 levels. Thus, the null hypothesis, "there is no significance of difference between the mean scores of experimental and control groups on post-test" was rejected.

These results support the findings of the Bender (1998) that, "Learning takes place because the teacher sets out to provide learning situations in which a child will learn because of his natural reaction is to the material provided.

By applying 2x2 analysis of variance (Factorial design), it revealed that the F-value obtained with "treatment" as the source of variation was not statistically significant. But the interaction effect between treatment and achievement level of the students was significant at 0.05 levels.

The overall results of the study indicated that better learning skills and achievement level in the subject of English at secondary level better the achievement level of the students. The results of the study were mostly in line with those of previous researches approved out in other cultures. These results, especially about high achievers, support the observations of Nihalani (1979) that every child has a specific possible by birth. It is the responsibility of the parents, society and teachers, how they channelized that potential in proper way.

## 5. Conclusions

In the light of statistical analysis and the findings of the study, the following conclusions were drawn.

- 1 On the whole, teaching through Pedagogical cycles is more effective as a teaching-learning technique for English as compared to traditional teaching method. Students taught through Pedagogical cycles outscored than students working in traditional learning situation.
- 2 English textbooks mostly written for pedagogical teaching were taught through traditional method. These showed good results; because teachers were conversant with the pedagogical method.

## 6. Recommendations

In the light of conclusions of the study following, recommendations were made.

- 1 English teachers require training in teaching through Pedagogical cycles while teaching English. The language laboratories should be provided to each school for this purpose. Refresher courses, seminars, speeches, articles and essay competitions, conferences should be arranged accordingly for the development of teaching skills.
- 2 Previous studies conducted on language teaching in different cultures by different researchers as well as this study proved that teaching English through Pedagogical cycles was more effective mode of instruction for English as compared to traditional method of teaching.
- 3 Retention test scores indicated that students can retain the learning for a longer time when they taught through Pedagogical cycles.

5 Our mostly textbooks are written to be taught through Pedagogical cycles while these are taught through traditional method. So, it is recommended to motivate the teachers to teach English through Pedagogical cycles.

6 Since the results of the study have been found in favour of teaching English through Pedagogical cycles. Therefore; it is recommended that teachers may be provided study materials for teaching through Pedagogical cycles.

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