

MULTI-DIMENSIONAL APPROACHES IN TEACHING: THEIR EFFECTS ON PUPILS' LANGUAGE AND READING ACHIEVEMENT

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The Problem

This study sought to determine the effects of multi-dimensional approaches in teaching on the academic achievement in Reading and Language (Language Arts) of the Grade Six pupils of Holy Name University for school year 2004-2005.

Specifically, this study aimed to answer the following questions:

1. What is the profile of the academic achievement in Language Arts of the pupils:
 - 1.1 in the experimental group before and after exposures to multi-dimensional approaches in teaching?
 - 1.2 in the control group before and after exposure to the usual teaching methods?
2. Is there a significant difference between the academic achievement of the pupils exposed to the multi-dimensional approaches in teaching and the pupils exposed solely to the usual teaching methods in Language Arts?

The null hypothesis was tested: There is no significant difference between the academic achievement of the pupils exposed to the multi-dimensional approaches in teaching and the pupils exposed solely to the usual teaching methods in Language Arts.

Methodology

This quasi-experimental study made use of the non-equivalent control group design. Two intact sections of Grade 6 classes were chosen as participants of the study. The experiment and control groups were randomly assigned, each composing of 39 participants. At the end of each topic within the experiment period, both groups were subjected to the same evaluation instrument. The test results provided relevant data needed in this study.

Findings and Conclusion

Findings showed that there is a significant difference on the academic achievement between the experimental and the control groups. Thus, the null hypothesis was rejected. It was then concluded that the use of multi-dimensional approaches in teaching is more effective than the traditional methods. Recent educational philosophies, such as Howard Gardner's Theory of Multiple Intelligences, acknowledge the different intelligences of a learner, and that a particular intelligence may be dominant in an

individual. It is not enough to simply provide differentiated activities, as has been practiced by most teachers already. To cater pupils' varying needs, and to be able to tap and harness their differing potentials, the multi-dimensional approaches in teaching ought to be employed. Such is believed to improve the quality of instruction and to enhance pupils' learning.