

AN EXPERIMENTAL STUDY OF EFFECTIVENESS OF ENGLISH GRAMMAR COURSE AMONG THE STUDENT - TEACHERS.

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ABSTRACT

Teachers play a significant role to enable students with the skills of English language. It is crucial that the English Grammar skills of teachers are honed before entering their careers. With this view in mind, the researcher conducted a study on the student-teachers of the Bachelor in Education (B.Ed.) and Diploma in Education (D.Ed.) courses. An English Grammar Course was constructed and research was done to investigate the effectiveness of this course among the B.Ed. and D.Ed. student-teachers. The experimental method was used to determine the effectiveness of the course in the case of B.Ed. and D.Ed. student-teachers. The findings of the study imply that it is necessary to have additional interventions to hone the English Grammar skills of student-teachers. The course developed by the researcher successfully enhanced the skills of the student-teachers.

Keywords : English Grammar, B.Ed. student-teachers, D.Ed. student-teachers.

Introduction

Language is a means that serves an individual to mirror one's thoughts, beliefs, and emotions. It plays a fundamental role in the complete development of a person. It assists as a decisive feature in the success of a pupil in his academic attainments as well as his social collaboration in school and community at large. English being a worldwide language is given enormous importance in syllabuses all over the globe. It thus is of extreme importance to study this global language in its aptness.

Grammar is the core of the English language. Optimum communication abilities call for an enriched level of grammatical abilities. Thus, the teaching of grammar and its correct use is critical and thus has found its way into the curriculum¹. English primarily as a second or a foreign language is complicated to acquire naturally; training and deliberate schooling are imperative. Though it is disputed that some learners gain grammar principles naturally, the significance of Grammar for fluent and apt use of the English Language cannot be discredited².

Teachers play a significant role to enable students to the skills in the English language. Thus, having an optimal level of competency in the English language is vital to teachers. It is crucial to make sure that the English Grammar

skills of teachers are honed before a teacher enters into their career³. With this view in mind, the researcher decided to conduct a study on the student-teachers of the Bachelor in Education (B.Ed.) and Diploma in Education (D.Ed.) courses. The researcher constructed an English Grammar Course and planned at investigating the effectiveness of this course among the B.Ed. and D.Ed. student-teachers. The researcher used an experimental method to determine the effectiveness of the course in the case of B.Ed. and D.Ed. student-teachers.

Need and Significance of the Study

Teachers shoulder a great responsibility for shaping and molding the citizens of the future. Research has shown that there is a positive impact of good, well-informed, and capable teachers on student achievement⁴. A teacher will be better able to impart knowledge and skills to her students when she is well-equipped with skills in the language. It is essential that teachers possess English language skills before they enter into their teaching profession. With this view, the researcher planned to conduct this research in order to find

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the competency of the English language among the student teachers and train them in the concepts of English Grammar. The findings of this study throw light on the level of competency in English Grammar of the student-teachers and also on the effectiveness of the English Grammar Course developed by the researcher.

Objectives

1. To ascertain the difference in the pretest scores of the B.Ed. and D.Ed. student-teachers.
2. To ascertain the difference in the posttest scores of the B.Ed. and D.Ed. student-teachers.

Null Hypothesis

1. There is no significant difference in the pretest scores of the B.Ed. and D.Ed. student-teachers.
2. There is no significant difference in the posttest scores of the B.Ed. and D.Ed. student-teachers.

Sample

The sample of the study comprised the student-teachers pursuing the Bachelor of Education (B.Ed.) degree and Diploma in Education (D.Ed.). The total number of participants was 175 of which 78 student-teachers were from B.Ed., while 97 student-teachers were from D.Ed.

Methodology

The researcher used an experimental method to conduct this study⁵. One-group Pretest-Posttest research design was used⁶. An English Grammar Course was developed by the researcher. The course material was validated by subject experts. This course content was divided into 20 modules^{7,8,9}. Each module focused on clarifying one topic in English Grammar and contained study material, assignments, and quizzes^{10,11,12}. To test the preliminary level of proficiency in English Grammar, the researcher administered the pretest. After the pretest, student-teachers were taught the concepts in English Grammar by means of the English Grammar course developed by the researcher. The posttest was administered after the Grammar Course was conducted. The pretest and the posttest contained 50 multiple-choice type questions based on the topics which were handled in the English Grammar Course.

Analysis and Findings

To determine the difference in the grammatical competencies of the B.Ed. and D.Ed. student-teachers in the pre-test and post-test scores, the t-test was applied.

Hypothesis 1

The null hypothesis states that there is no significant difference in the pretest scores of the B.Ed. and D.Ed. student-teachers.

Table 1
t-test Results of the Pretest scores of B.Ed. and D.Ed. student-teachers.

Groups	N	Mean	S.D.	df	t-Value	P	Level of Significance
B.Ed.	78	35.9487	5.281	173	7.76	<.0001	Significant
D.Ed.	97	29.5052	5.631				

The calculated t-value is 7.76 while the table value for ‘t’ at 0.05 level is 1.98 and at 0.01 level is 2.61. That means that the calculated t-value is higher than the table value at both 0.05 and 0.01 levels. Hence the null hypothesis was rejected. Thus it is concluded that there is a significant difference in the pretest scores of the B.Ed. and D.Ed. student-teachers.

Also, the p-value is less than .0001 thus it is statistically significant. This further suggests that the null hypothesis is rejected, reinforcing the significant difference in the pretest scores of the B.Ed. and D.Ed. student-teachers.

Hypothesis 2

The null hypothesis states that there is no significant difference in the posttest scores of the B.Ed. and D.Ed. student-teachers.

Table 2
t-test Results of the Posttest scores of B.Ed. and D.Ed. student-teachers.

Groups	N	Mean	S.D.	df	t-Value	P	Level of Significance
B.Ed.	78	46.103	3.8966	173	3.9	<.0001	Significant
D.Ed.	97	42.558	7.1973				

The calculated t-value is 3.9 while the table value for 't' at 0.05 level is 1.98 and at 0.01 level is 2.61. That means that the calculated t-value is higher than the table value at both 0.05 and 0.01 levels. Hence the null hypothesis was rejected. Thus it is concluded that there is a significant difference in the posttest scores of the B.Ed. and D.Ed. student-teachers.

Also, the p-value is less than .0001 thus it is statistically significant. This further suggests that the null hypothesis is rejected, reinforcing the significant difference in the post-test scores of the B.Ed. and D.Ed. student-teachers.

Results and Discussion

The findings show that there is a significant difference in the pretest scores of the B.Ed. and D.Ed. student-teachers. This shows that the level of competency in Grammar before the treatment is introduced is different in the case of B.Ed. and D.Ed. student-teachers. Also, the mean scores of B.Ed. student-teachers are higher than the mean scores of D.Ed. student-teachers. This means that the B.Ed. student-teachers are more proficient than the D.Ed. student-teachers in their English Grammar skills.

The higher mean scores of B.Ed. student-teachers as compared to D.Ed. student-teachers in the pretest may be because they entered into the B.Ed. course after their graduation and thus had more years of formal education in English as compared to the D.Ed. student-teachers who enter into the course after Higher Secondary education. Thus, more years of formal education may have contributed to better mean scores.

The findings further show that there is an increase in the mean scores of student-teachers in the post-test as seen in a comparison of tables 1 and 2. This suggests that there was an increase in the knowledge of grammar in both B.Ed. and D.Ed. student-teachers after the treatment i.e. after student-teachers completed the English Grammar Course.

The findings also show that there is a significant difference in the post-test scores of the B.Ed. and D.Ed. student-teachers. This shows that the level of competency in Grammar in the posttest is different in the case of B.Ed. and D.Ed. student-teachers. Also, the mean scores of B.Ed. Student-teachers are higher than the mean scores of D.Ed. student-teachers. This means that the B.Ed. student-teachers are more proficient than the D.Ed. student-teachers in their English Grammar skills even in the posttest.

The higher mean scores of B.Ed. student-teachers as compared to the D.Ed. student-teachers even in the post-test may be because of the B.Ed. student teachers had a higher score in the pretest itself as shown in table 1 so their knowledge of English Grammar was better than the D.Ed. student-teachers before the English Grammar Course was introduced to them. Thus they were probably able to build upon their knowledge base more effectively than the D.Ed. student-teachers.

Educational Implications

1. The findings indicate that it is necessary to focus on the acquisition of English Grammar skills for the D.Ed. student-teachers so that they are well-trained for their teaching career.
2. It is advisable to introduce a formal course focusing on the acquisition of language skills so as to improve

student-teachers' competency in spoken and written language.

3. The increase in the posttest scores of both B.Ed. and D.Ed. student-teachers after administering and completing the English Grammar Course suggests that the English Grammar Course developed by the researcher was successful in enhancing the grammatical skills of student-teachers.

Conclusion

It is evident from the study that student-teachers need to hone their skills in English grammar and thus additional intervention in terms of coaching or courses is required. The findings also show that the English Grammar course was able to enhance the scores of student-teachers, thus such courses could prove beneficial to upgrade the skills and abilities of future teachers. It is further suggested that teacher-training institutes can organize such value-added courses for the betterment of future teachers and society at large.

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