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IMPACT OF SELF DIRECTED CONTENT ENRICHMENT PROGRAMMES ON LEARNING OF ENGLISH GRAMMAR AT B.ED. LEVEL

Jyotsna Sharma

Assistant Professor, Sanjay Gandhi College of Education,
Bangalore, Karnataka.

ABSTRACT: -

The goal of grammar instruction is to enable students to carry out their communication purposes. Teaching of grammar has been a challenge for many language teachers. Teachers adopt various techniques to enable the learners to be skilled in grammar. This action research project was conducted to improve the student teachers' English language learning performance, to suggest some changes in grammar teaching and to improve the practice of instruction. Since the students do not take interest in learning grammar through traditional course book, present study deals with the use of self directed content enrichment programmes in English method class. This action research intends to investigate the effect of self learning content enrichment programmes on the learning of grammar of the B.Ed. student teachers studying English as one of the method paper. The participants of this study were 20 student teachers of Sanjay Gandhi College of Education, Bangalore. The data collection instrument was Content resource book, and PPTs on grammar prepared by the student teachers and worksheets on grammar. Finally through pre and post test method the results were compared to interpret the findings of the study. The results of the study showed that directed content enrichment programmes could create a new learning environment in English method class and the remarkable change in the performance of post test indicates the positive effect of new adopted method of grammar teaching.

KEYWORDS: Self-directed Content Enrichment Programmes, Performance in Grammar, B.Ed. Student Teachers.

INTRODUCTION:

Teaching grammar is the area which has been frequently investigated. The most common problem in teaching of grammar is that grammar presentation in the



textbooks and other general books is evaluated as monotonous. As Nunan (1998) said, "Learners are given isolated sentences, which they are expected to internalize through exercise involving repetition, manipulation and grammar transformation. Traditional methods of teaching grammar may fail to give the satisfactory results in learning of grammar. These shortcomings call for use of some innovative method of teaching grammar which initiates self directed learning.

In this regard self directed content enrichment programmes include, preparation of content resource book, peer teaching through PPTs and Teaching through multimedia package.

• **Preparation of content resource book:** Self-directed learning, in its broadest meaning, describes a process in which individuals take the initiative with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying resources for learning, choosing and implementing learning strategies and evaluating learning outcomes (Knowles, 1975). A resource book of grammar is a self prepared guide on English grammar developed by referring various other sources. Each student teacher, supported with the guidance provided by teacher educator, prepared a list of the topics to be included, suggested the various sources of collecting the information and developed the book. This self learning tool developed reference skills, grammar knowledge, organization and presentation skills of student teachers.

• **Peer teaching:** Peer teaching, relatively a new concept designed by Harvard professor, is a method by which one student instructs the other students in material on which the first one is an expert and the other one is a novice. According to Saga Briggs, Research indicates that peer learning activities yield the following results for both, tutor and tutee: team building, more supportive relationship, greater psychological well being, communication skills and self esteem; and higher achievement and greater productivity in terms of enhanced learning outcomes. Furthermore, technology brings creativity and interest in learning. Considering the significance of this, all the student teachers were allotted different topics of grammar for which they needed to prepare PPTs and then teach their peers which was followed by feedback given by the peers and the supervisor teacher.

• **Self learning through multimedia package:** Textbooks lack the nonverbal elements of communication such as body language, mimes, gestures, and emotions and audio video impact. In this respect, a well known multimedia package was used which had both, audio and video content. Audio video can be useful particularly to create learner's curiosity and arouse interest. Zuhu (2012) focuses on diversity feature of audio and video. These appeal to different senses via sound, image, color and shape (p.136) at the same time. Moreover this multimedia package provided the self directed learning experience to the student teachers in a group. Another point to be kept in consideration is that languages are spoken in communities. Thus, Tschirner, 2001 asserts that language learning is not an activity which can be done in isolation, it is a social process. Learners need to interact cognitively, emotionally and socially in purposeful and meaningful situations to use language. Hence student teachers were provided the multimedia package for 30 days wherein they themselves subsequently in the class a group learnt the concepts through multimedia package and discuss in the whole class.

OBJECTIVE

The objective of this action research is to shed conclusive light on the effect of self directed content enrichment programmes on learning of English grammar of B.Ed. student teachers of English method.

RESEARCH QUESTIONS:

- How can I motivate self learning among the student teachers of English method?
- How can I improve the content knowledge of English method students?
- What is the effect of self directed content enrichment programmes on students' language performance, particularly in English grammar?
- Can I adopt this approach for the further improvement of my practice of classroom instruction?

SAMPLING

All 20 student teachers of Content and Pedagogy of English (Soft Core-1), studying at Sanjay Gandhi College of Education constituted the participants of the study. The student teachers' age is ranged between twenty two thirty five years. The programme was conducted in normal classroom setting. They belonged to different family background and previous language exposure. Six of them have studied previously Kannada medium. For three of them; English class was only opportunity to learn English grammar. For sixteen student teachers the medium of communication is Kannada and for four students the common language of communication is English. 6 Student teachers were able to listen, speak, write and read simple English whereas 14 students could communicate in English fluently. Their limited experience in grammar learning often hindered

their Learning of English language. However all had sincere and hardworking attitude towards the programme.

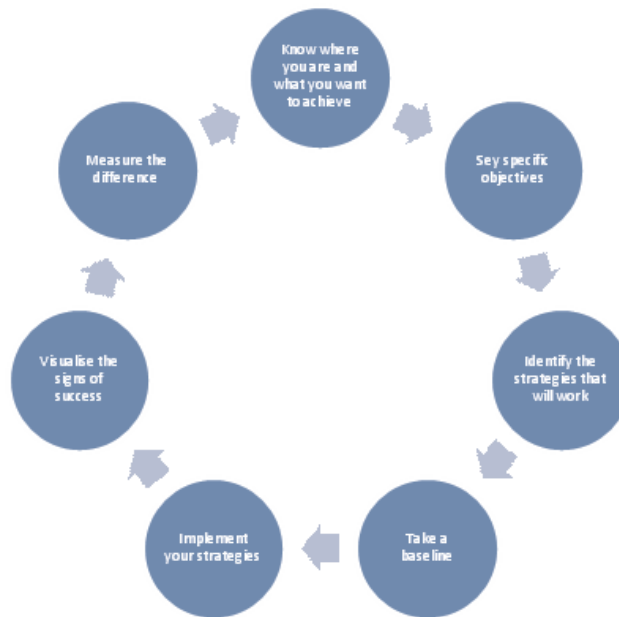
TIME DURATION:

The project was carried out during the entire B.Ed. programme since February 2015-december 2015. There were breaks of semester break, teaching practice, examination, criticism and practical examination and general holidays. Content resource book was prepared in the first semester, peer teaching on grammar concept was done in the second semester and multimedia package learning classes were conducted in both the semesters as per the time availability and convenience.

METHODOLOGY

An action research study which was classroom based and learner initiated, was undertaken. To investigate the impact of self directed content enrichment programme on the student teachers’ learning of English grammar, the following investigation cycle is used. The Model is adopted and modified from the study conducted on ‘Using an action research model to bring about school improvement through PE and school sport’ by Crichton and Lucy Walters, 2004.

The project began with the pre-test and ended with the post-test. In total three content enrichment programmes were conducted. Student teachers’ performance before and after the intervention was compared and analysed.



DATA COLLECTION

The data of the study was collected through the grammar assessment tool, a standardised tool. This tool contained three sections namely, A, B and C. There were total 56 items on English grammar in the tool. The three sections of the tool required to fill the answer by the student in three ways: multiple choice (Section A), fill in the blanks (Section B) and Circle/underline the correct answer (Section C). Later on, all the marks are tabulated and prepared for data analysis.

FINDINGS AND DISCUSSIONS

In the present study the student teachers are asked to fill up 56 questions related to English grammar. This questionnaire includes three sections namely, Section-A (25 questions), section B (25 questions) and section C (6 questions). The three sections of the test required to answer the questions in three ways; multiple choice, fill in the blanks and underline/circle the correct answer. These 56 items are sought to be sensed of

learning English grammar of students. After applying mentioned functions and formulas on gathered samples from students, a table is formed which reflects category wise results. In results the total numbers of count of marks is denoted by Sec A, Sec B and Sec C and their respective percentage/mean.

Figure 1

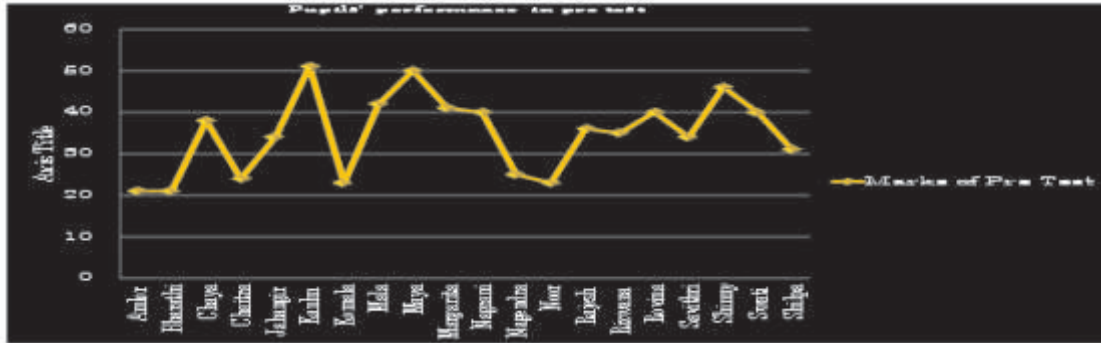


Figure 2

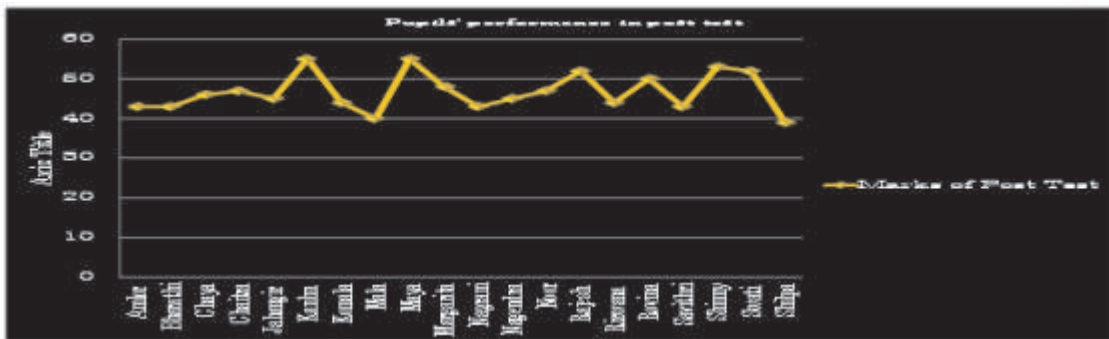


Figure 3

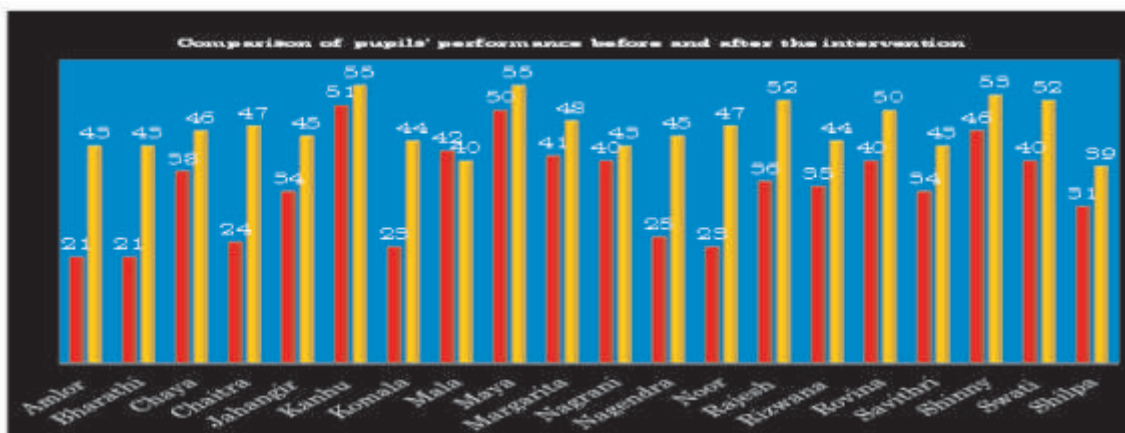


Figure 4



Figure 5

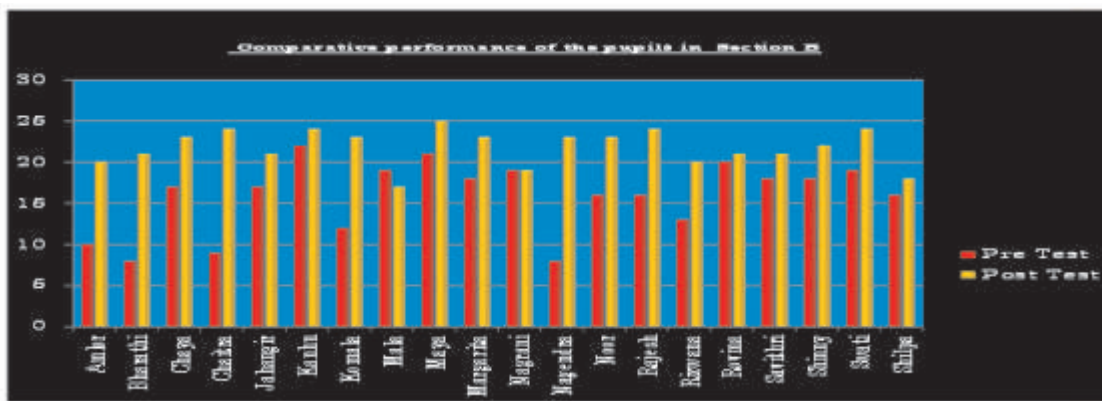


Figure 6

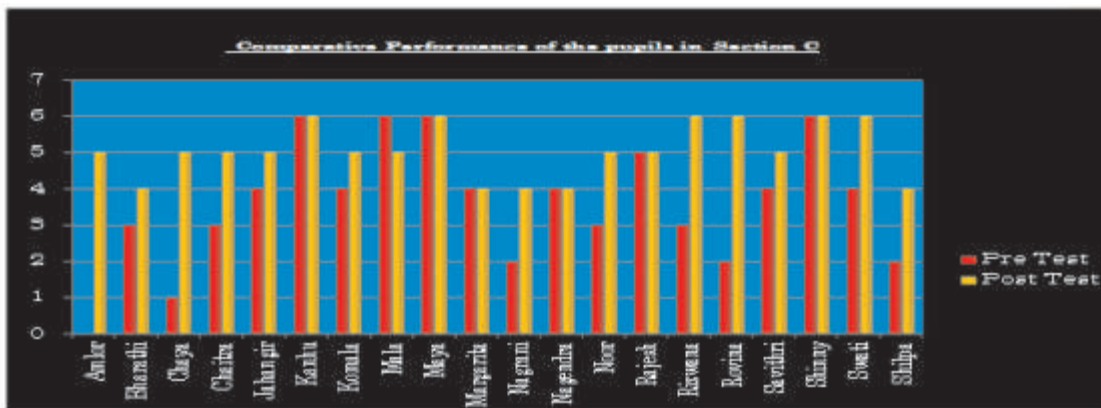


Figure 7

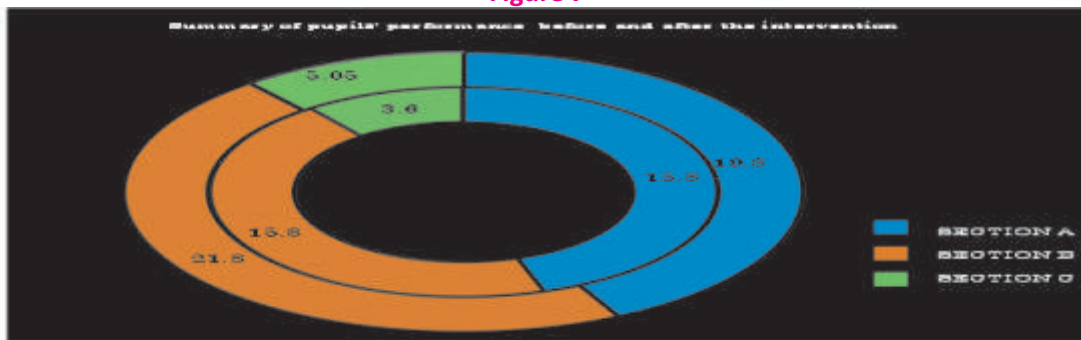


Figure-1 shows the marks of pre-test .The figure indicates that among all the student teachers Kanhu got the highest scores in pre-test. Though Maya, Margarita, Shinny, Mala, Nagrani and Swathi had almost similar score regarding all the sections .With relation to low performance it is indicated that Amlor and Bharathi scored the lowest marks in pre-test. Though Komala, Nagendra and Chaitra also scored almost the same marks.

Figure-2 shows the marks of post test .Figure indicates that Kanhu and Maya received the highest scores in the test .However, Rajesh, Shinny and Swathi also scored almost the same score with a difference of 2-3 marks.

Figure-3 reflects the comparative performance of the student teachers in pre-test and post-test. On the basis of the comparison between the pre test and post test scores it can be said that the performance of all the student teachers is improved to a great extent in the post test. The student teachers who scored very less in the pre test had improved a lot in the later performance. Only in the case of Mala the performance is reduced by 2 marks.

Figure-4 shows the comparative performance of the student teachers in Section A which indicates that Kanhu and Shinny got the highest scores in Section A. Though Shinny and Chaya also performed almost the same in the section A. Komala, Bharathi and Amlor received the lowest scores in Section A. The comparison of the scores in the figure suggests that the performance of all the student teachers is improved in the post test except that of Chaya and Rizwana.

Figure-5 shows the performance of student teachers in the section B. In the pre test Kanhu received the highest scores however Maya, Shinny and Margarita, Swathi, Nagrani and Rovina also received the higher scores. Bharathi, Chaitra and Nagendra received the lowest scores. The relative performance of student teachers in the section B of post test indicates that the student teachers scored well in the post-test.

Figure 6 indicates the performance of student teachers in the section C. Kanhu, Mala, Maya and Shinny got the highest scores in Section C whereas Amlor got the 0 scores. Chaya, Nagrani, Rovina and Shilpa could also not score well in the section C of post test. Many of the student teachers have performed low in the section C which indicates that the student teacher did not know the grammar concepts of section C. However the relative performance of pre-test and post test indicate that the performance of all the student teachers is improved to in the section C. From the findings it is reflected that in Section C almost all the students have got the low scores as comparison to Section A and Section B .It reveals that the students believed the Section A as a good source of learning English grammar or it can be interpreted that the concepts related to section C were not clear to the students. Score is viewing that majority of students have scored well in section B. Score is viewing that majority of students are believing learning from sec B. From the findings it is more transparent that students are much confident about their language course and they accept learning of English grammar great source of English knowledge. It is also reflecting that many of them have good score and willpower to learn after post test. It is also seeing that all respondent committed that learning of English grammar is useful. Figure 4, 5 and 6 reflected the marks of test of students respective to each section (A, B, and C). Maximum students got high score on Sec A and B but it is also resultant that majority of students are conflicted about the sec C.

CONCLUSION

Present study studied the effect of self directed content enrichment programmes on learning of English grammar at B.Ed. level. There was a marked positive difference between the performance scores of pre test and post test. The student teachers' discussion with the teacher educator, their oral impressions about the improvement in English grammar and their better performance in the post test indicate that the given intervention had been successful in achieving the objectives of the study. Hence, on the basis of discussion and findings it can be concluded that self directed content enrichment programmes improve the grammar knowledge of the English students at B.Ed. level. Teacher educator found the satisfaction by implementing the programmes and the satisfactory results of the study boosted the moral of teacher educator to carry the same practice on the further endeavors.

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