



# A STUDY OF GRAMMATICAL SKILLS AND EFFECTIVENESS OF TEACHING OF ENGLISH GRAMMAR IN THE B.Ed. STUDENT-TEACHERS

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## ABSTRACT

*Grammar lays the groundwork for English language. It has an immense bearing on the skills of language namely, reading, writing, listening and speaking. Advanced communication competencies call for an improved level of grammatical ability. Capability in communication, involves the awareness and application of suitable grammar and language to express precise meaning. Thus, instruction of grammar is crucial and thus has found its way into curriculum.*

*English chiefly as a second or a foreign language is intricate to acquire naturally; preparation and planned education are very important. Though it is debated that some learners gain grammar principles naturally, but the importance of Grammar for fluent and appropriate use of English Language cannot be demeaned.*

*With this point of view, the researcher constructed an English Grammar Course and intended to investigate its effectiveness among the B.Ed. student-teachers. The researcher used an experimental method to check the effectiveness of the course in case of First and Second year B.Ed student-teachers.*

**KEYWORDS:** English Grammar, B.Ed student-teachers.

## INTRODUCTION

Language of an individual serves as a mirror to ones thoughts, values and beliefs. Thus it plays a pivotal role in the overall development of an individual. It serves as a formative feature in the success of a student in his academic achievements as well as his social interaction in school and community at large. English being an international language is given immense significance in curricula all over the globe. It thus becomes vital to learn this international language in its aptness.

Grammar is the base of English language. It has an immense bearing on the skills of language namely, reading, writing, listening and speaking. Advanced communication competencies call for an improved level of grammatical ability. Capability in communication involves the awareness and application of suitable grammar and language to express precise meaning. Thus, instruction of grammar is crucial and thus has found its way into curriculum.

English chiefly as a second or a foreign language is intricate to acquire naturally; preparation and planned education are very important. Though it is debated that some learners gain grammar principles naturally, but importance of Grammar for fluent and appropriate use of English Language cannot be demeaned.

Teachers play a key role to empower students with the skills of English language. It is the teachers who to a great degree have an impact at improving the language skills of their pupils. Thus, it is of chief significance that the teachers should have an optimum level of competency in English language. It is essential to make sure that the English Grammar skills of teachers are honed prior to their teaching career. With this aim, the researcher constructed an English Grammar Course and intended at investigating the efficacy of this course among the B.Ed. student-teachers. The researcher used an experimental method to determine the effectiveness of the course in case of First and Second year B.Ed student-teachers.



## STATISTICAL DESIGN

The experimental method with a pretest-posttest research design was used in this study.

### Sample

The sample of the study comprised of the student-teachers pursuing the Bachelor of Education (B.Ed.) degree. The total number of participants was 78 of which 49 student-teachers were studying in First year B.Ed. (F.Y.B.Ed.), while 29 student-teachers were studying in Second year B.Ed. (S.Y.B.Ed.)

## METHODOLOGY

Experimental method is used by the researcher to conduct this study. One-group Pretest-posttest research design was used. A test on a single group before the treatment and after the treatment was administered. An English Grammar Course was developed by the researcher. This course was divided in 20 modules. Each module dealt with one topic of English Grammar and consisted of study material, assignments and quizzes. To test the initial level of competency in English Grammar, the researcher administered the pretest. After the pretest, student-teachers were taught the concepts in English Grammar

using the English Grammar course developed by the researcher. The posttest was administered after the Grammar Course was conducted. The pretest and the posttest consisted of 50 MCQ type questions based on the topics that were dealt with in the English Grammar Course.

### Null Hypothesis

1. There is no significant difference between the pretest of the F.Y.B.Ed. and S.Y.B.Ed. student-teachers.
2. There is no significant difference between the posttest scores of the F.Y.B.Ed. and S.Y.B.Ed. student-teachers.

### Analysis and Findings

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

### Testing Hypothesis 1

The null hypothesis states that there is no significant difference between the pretest scores of the F.Y.B.Ed. and S.Y.B.Ed. student-teachers.

**Table 1: T-test Results of the Pretest scores of F.Y.B.Ed. and S.Y.B.Ed. student-teachers.**

Groups	No. of Students	Mean	Standard deviation	df	t-Value	P	Level of Significance
F.Y.B.Ed.	49	36.3265	5.1372	76	0.82	0.4147	Not Significant
S.Y.B.Ed.	29	35.3103	5.5491				

The calculated t-value from the table is 0.82 while the t-value from the table at 0.05 level is 2.00 and at 0.01 level is 2.66. That means that the calculated t-value is less than the table value at both 0.05 and 0.01 level. Hence the null hypothesis was accepted. Thus there is no significant difference in the pretest scores of the F.Y.B.Ed. and S.Y.B.Ed. student-teachers.

Also, the p-value is more than .0001 thus it is statistically not significant. This further suggests that the null hypothesis is accepted, reinforcing no

significant difference in the pretest scores of the F.Y.B.Ed. and S.Y.B.Ed. student-teachers.

### Testing Hypothesis 2

The null hypothesis states that there is no significant difference between the posttest scores of the F.Y.B.Ed. and S.Y.B.Ed. student-teachers.

**Table 2: T-test Results of the Posttest scores of F.Y.B.Ed. and S.Y.B.Ed. student-teachers.**

Groups	No. of Students	Mean	Standard deviation	df	t-Value	P	Level of Significance
F.Y.B.Ed.	49	46.3061	3.8035	76	0.6	0.5502	Not Significant
S.Y.B.Ed.	29	45.7586	4.0940				

The calculated t-value from the table is 0.6 while the t-value from the table at 0.05 level is 2.00 and at 0.01 level is 2.66. That means that the calculated t-value is less than the table value at both 0.05 and 0.01 level. Hence the null hypothesis was accepted. Thus

there is no significant difference in the posttest scores of the F.Y.B.Ed. and S.Y.B.Ed. student-teachers.

Also, the p-value is more than .0001 thus it is statistically not significant. This further suggests that the null hypothesis is accepted, reinforcing no



significant difference in the posttest scores of the F.Y.B.Ed. and S.Y.B.Ed. student-teachers.

## RESULTS AND DISCUSSION

The findings show that there is no significant difference in the pretest scores of both the F.Y.B.Ed. and S.Y.B.Ed. student-teachers. This shows that the level of competency in Grammar is almost similar in case of both the F.Y.B.Ed. and S.Y.B.Ed. student-teachers in the pre test.

This further suggests that even though S.Y.B.Ed. students had a complete year of training in the B.Ed. course, there was no marked difference between their pre-test scores and the pre-test scores of the F.Y.B.Ed. students. Thus, there was probably no marked enhancement in their grammatical skills and thus the B.Ed. course may not have contributed to the knowledge of Grammar of the student-teachers.

The increase in the mean scores of pretest and post test from the tables 1 and 2 suggests that there was increase in the knowledge of grammar in both S.Y.B.Ed. and F.Y.B.Ed. student-teachers.

The findings show that there is no significant difference in the posttest scores of both the F.Y.B.Ed. and S.Y.B.Ed. student-teachers. This shows that the level of competency in Grammar is almost similar in case of both the the F.Y.B.Ed. and S.Y.B.Ed. student-teachers in the post test.

This may be because both the groups had similar level of proficiency in grammar at the beginning of the course as suggested by the pre test scores in the table 1. And further both the groups were given the same treatment, i.e. they were taught using the same modules in the grammar course and hence there was similar increase in the knowledge level of both the F.Y.B.Ed. and S.Y.B.Ed. student-teachers. This further suggests that there may not be any significant impact of the teacher training received for one year by the S.Y.B.Ed. student-teachers on the ability to gain grammatical skills through the Grammar Course designed by the researcher. Hence the knowledge gained by the F.Y.B.Ed. and S.Y.B.Ed. student-teachers does not have any influence of the teacher training received during the B.Ed. course.

## CONCLUSION

1. The findings shows that the level of competency in Grammar is almost similar in case of both the F.Y.B.Ed. and S.Y.B.Ed. student-teachers in the pre test as well as in the post test.
2. Results in the tables 1 and 2 show that the achievement of student-teachers after attending the English Grammar Course is

significantly higher than the pretest achievement.

3. The B.Ed. course may not contribute to the knowledge of Grammar of the student-teachers. There may not be specific training or provision made in the B.Ed. curriculum to enhance grammar skills of the student-teachers.

## REFERENCES

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