



Construction and Effectiveness of the Grammar Development Programme for the Students of Standard Six

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Abstract:

The present study was conducted on sixth standard students of the selected Gujarati medium primary school of Areth city. The present study was for primary English Grammar. The researcher has constructed the grammar development programme for the topic of parts of speech. The researcher has implemented this programme to examine its effectiveness on achievement. In this study the educational achievement of the experimental group was higher than control group.

Keywords: *Teaching Method, Technique, English Grammar, Activity*

1. Preface

It's continuous search to recognize the correct way of teaching in the class-room now a day, when the technology affects every part of the systems education is not exception at all, so the search in this direction becomes very important and essential.

There are many problems in today's education system. We still teaching 'c' for cat as old system, but now is the era of 'c' for computer. In this era computer is peeping doors from not only school but from home, keeping this view in mind, the researcher decided to search effectiveness of interaction through programme.

2. Objectives of the study

- 1.To construct the programme of the Grammar development programme for the part of speech.
- 2.To study the effectiveness of the Grammar development programme.

3. Hypotheses

- 1.There will be no significant difference between mean scores of English Grammar achievement of the two groups taught through Traditional Method and Grammar development programme.

4. Variables

The following variables were involved in the present study.

4.1 Independent Variable

Teaching method was the independent variable. (1) Traditional Method (2) Grammar development programme.

4.2 Dependent Variable

The dependent variable was English Grammar Achievement.

4.3 Controlled Variable

The following variable were controlled (1) Medium (2) Subject (3) Sex

5. Operational definition of the term

5.1 Grammar Development Programme

A combination of different Teaching Techniques and activity like story-telling, PPT, Picture card, Essay writing, Game, Painting and Group Discussion. It is used for teaching parts of Speech -English Grammar.

5.2 Traditional Teaching Method

During the routing teaching the method used by the teacher by chalk, board and lecture skill is Traditional Method.

5.3 Experimental Group

Group learning through Grammar development programme during the Experiment is Experimental Group.

5.4 Control Group

Control Group means group that learning through traditional Method.

5.5 Educational Achievement

The scores obtained through the teacher made test prepared on 'the Parts of Speech' was considered as cm Educational English Grammar Achievement.

6. Research methodology

In this study, the experiments were conducted using theories, theoretical knowledge. So it was considered as an Applied Research.

7. Universe and Sample

The students studying in sixth standard of Gujarati medium school of Areth city were included in the universe. The students studying in six standards in Areth Adarsh School were selected as a sample.

8. Tool

The teacher made English Grammar Achievement test was used to measure the effectiveness of the programme.

9. Data collection and analysis

The present study aimed to test the effectiveness of the Grammar development programme based teaching in terms of the student's achievement. This test was developed and administered as post test based on the Grammar point – The Part of Speech. The test was of thirty marks with the duration of thirty minutes. The data received through the test was in numerical form. The investigator used T-Test.

Calculation of English grammar Education achievement scores on the post test of students on The Parts of Speech by t-Test and their results are presented in table no. 1.

Table :1

Group	Number	Mean	S. D.	t-Value
Control	39	10.90	3.40	9.27**
Experimental	39	13.85	2.86	

** Significant at 0.01 Level

Table 1 reveal that mean and S.D of controlled group - traditional method were 10.90 and 3.40. While mean and S.D of Experimental group – The Grammar development programme were 13.85 and 2.86. The t-value between them was 9.27 which is more than 2.58 thus It is significant at 0.01 Level. Hence the null hypothesis is rejected.

10. Discussion of the Result

In this study the educational achievement of experimental group was higher than control group.

11. Findings of the Study

On the basis of the result of the experiments conducted in the present study, it can be said that.

Due to the Visualization effect the teaching and learning process become more effective.

- It inspires teacher to prepare such programme.
- It satisfies the need of slow learner.

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