CHAPTER – V

MAJOR FINDINGS AND RECOMMENDATIONS

5.1.0 RESTATEMENT OF THE PROBLEM

English is widely spoken in all six continents and has had a strong effect in many regions in which it is not the principal language spoken. Grammar is the scientific enquiry in the form and structure of language. It is a body of certain rules and regulations of the language.

There are some important changes occurring in the field of language learning, grammar learning and teaching. These changes are as a result of dramatic advances in linguistics. Majority of students coming to colleges remain ignorant of the basic structures of English grammar. The students of higher secondary are unable to construct sentences without grammatical mistakes. The students who enter higher secondary lack in communication skills and especially speaking or writing English fluently without any grammatical mistakes of using proper tenses and modals.

In the traditional method, labels and rules are given importance. Rules are taught first and labels are given. The learners are asked to be thorough with the rules. They learn by heart and are familiar with the rules. The learners are asked to fix the labels to the grammatical structures. Grammar learning is made hard and the grammar classes are considered boring. Neither the teacher, nor the students pay attention to the learning of grammar.
Grammar is used as a tool for improving student’s writing and understanding of the language. In order to develop interest in the learning of grammar, several attempts were tried out in finding newer methods of learning grammar at higher secondary level. Various methods have been tried out by teachers and researches at different levels. Tenses for the use of good communication and modals to be used for better expression by the speaker have to be studied. Certain selected strategies were to be identified and employed in the effective learning. The present study emphasized on the effectiveness of selected teaching strategies in enhancing learning of English grammar. The study emphasized on the teaching of tenses and modals through storytelling and conversation.

The review of selected literature showed that though there were many methods adapted to teaching English grammar effectively, no particular method is result oriented and productive. Hence, the investigator identified two selected teaching strategies, storytelling and conversation passages to teach tenses and modals in English grammar at higher secondary level and find out whether these strategies would enhance learning of English grammar. Since all the other methods of teaching grammar have not yielded the desired result in learning or enhancing learning of English Grammar, the investigator is adapting the teaching tenses and modals through storytelling and conversation passages.
5.1.1 Need for the Study

Four major skills viz., listening, speaking, reading and writing to be mastered. Grammar is the basis for mastering of all language skills. To master English language one must have thorough knowledge of the uses of tenses. For spoken English, use of modals is to be mastered as it expresses well to the listener. A review of recent research revealed that there is a lot of stress on communication aspect of English and presently grammar and research on grammar are ignored. Therefore, a study is warranted.

The investigator is interested in helping the students to achieve mastery in learning of tenses and modals with the help of new learning strategies which can enhance their learning and use of the same in various contexts.

Hence, it was essential for the investigator to identify strategies to enhance the learning of English grammar at higher secondary level. The two strategies identified for this research are storytelling and conversation passages.

5.1.2 Significance of the Study

If the findings of the study show that the strategies selected by the investigator are effective, then the English teachers may also employ these strategies. Students also may find such strategies interesting, enjoyable and useful.
5.1.3 Scope of the Study

1. The study was restricted to higher secondary chosen from SBOA School & Junior College, Chennai.

2. 64 students constituted sample for the study. They were put into two groups of control group and experimental, 32 each.

3. The study focused on grammar selected to uses of tenses and modals.

5.1.4 Title

The title of the present study is “Effectiveness of Selected Teaching Strategies in Enhancing Learning of English Grammar at Higher Secondary Level.

5.1.5 Definitions of Key Term in the title

‘A strategy is essentially a method for approaching a task, or more generally attaining a goal’ – Kirby.

Rubin and Wenden 1987 define strategies as ‘techniques or devices which a learner may use to acquire knowledge.

Gagne 1977 sees strategies a skill by means which learners regulate their own interval process of attending, learning, remembering and thinking.

‘Learning strategies are techniques or steps taken by individuals to enhance their learning’ – Oxford 1990.
5.2.0 ASSUMPTIONS

1. Students lag behind in learning of English grammar

2. Students find it difficult to understand tenses and modals

3. It is possible to improve learner performance through the use of selected teaching strategies.

5.3.0 HYPOTHESES

Major Hypothesis

Research Hypothesis (HR)

Selected teaching strategies implemented by the investigator will significantly enhance learning of English grammar at higher secondary level.

Null Hypotheses (H₀)

Selected teaching strategies implemented by the investigator will not significantly enhance learning of English grammar at higher secondary level.

Additional Hypotheses

Research Hypotheses (Hᵣ)

1) Story telling strategy implemented by the investigator will significantly enhance learning of tenses in English grammar at higher secondary level.
2) Story telling teaching strategy implemented by the investigator will significantly enhance learning of modals in English grammar at higher secondary level.

3) Conversation teaching strategy implemented by the investigator will significantly enhance the learning of tenses in English grammar at higher secondary level.

4) Conversation teaching strategy implemented by the investigator will significantly enhance learning of modals in English grammar at higher secondary level.

5) **Null Hypotheses (H₀)**

1. Story telling strategy implemented by the investigator will not significantly enhance learning of tenses in English grammar at higher secondary level.

2. Story telling teaching strategy implemented by the investigator will not significantly enhance learning of modals in English grammar at higher secondary level.

3. Conversation teaching strategy implemented by the investigator will not significantly enhance the learning of tenses in English grammar at higher secondary level.
4. Conversation teaching strategy implemented by the investigator will not significantly enhance learning of modals in English grammar at higher secondary level.

5.4.0 METHODOLOGY – CONDUCTING THE EXPERIMENT

The present study was carried out to find out if the selected teaching strategies enhanced the learning of English grammar at higher secondary level. The investigator adopted experimental method. The dependent variable is learning of English grammar and the independent variables are the teaching strategies, storytelling and conversation passages, to teach tenses and modals.

The tools were constructed by the investigator after applying the reliability and validity of the field experts and practicing teachers. A test was conducted for assessing performance of the students in grammar in general a diagnostic test was conducted to test the use of tenses and modals. The last 64 rank holders were chosen out of 367 eleventh standard students studying in SBOA school and Junior college. There last 64 rank holders constituted the sample of the study. A pilot study was conducted to establish reliability and validity of the tools. Criterion referenced pre and post test were administer to the sample. The treatment period was six months at the rate of an hour per day on all working days. The mark scored by the individual student was out of 50 in learning of tenses testing question paper an out of 50 in learning of modals testing paper. Each mark was entered separately and
toted for each student. The marks scored were recorded for computing and statistical analysis.

Administration of General Performance Assessment Test to 367 Eleventh Standard Students to Decide upon the Population

Administration of Diagnostic Test to Select 64 to Students Based on Low Ranking

Allocation of Experimental and Control Groups through odd and Even Numbering Method

Development of Teaching Strategies for Tenses and Modals by Adaptation

Validation of the Teaching Strategies through Field and Expert Validation through Pilot Study

Pre Test

Experimental Group

Treatment

Story Telling and Conversation Passages

Post Test

Criterion Referenced Test

Scoring and Consolidation

Control Group

Control Factor

Conventional Method of Teaching
The sample was put into two groups, by odd and even number grouping, experimental group and control group respectively. Each group contains 32 students. The control group was taught in the traditional method and the experimental group was taught through the selected teaching strategies viz. storytelling and conversation passages to teach tenses and modals. The treatment period was six months at the rate of an hour per day on all working days. Before and after the treatment, pre test and post test were administered. The test papers, the tools, were constructed by the investigator and the reliability and validity were found to be correct with the subject experts and field experts in the field of education. Two test papers, one to test the knowledge acquired in tenses and the other in modals were administered. Each paper contains 50 items with blanks to be filled in by the students. The other form of tenses and the choices were given at the beginning of general statement of the questions listed in the case of modals. The students were to fill in with suitable form of tenses and fill in with appropriate modals. Each correct answer was given one mark and the total is 50. The marks scored by the individual student was out of 50 in learning of tenses testing question paper and out of 50 in learning of modals testing paper. Each mark was entered separately and totaled for each student.

Treatment was given to both the groups, control and experimental. Control group was taught in the traditional way of teaching the rules, giving the labels, explaining the terms and giving a set of exercises. Experimental group was taught through selected teaching strategies viz. storytelling and conversation passages to teach tenses and modals. During the period of treatment, the sample students were learning other subjects as per the time
table. However, the teaching and learning of tenses and modals went on as per schedule and the treatment was complete in all respects. Both groups were treated fairly and equally in time duration and teaching methodology as prescribed earlier. At the end of the treatment period, a post test was administered to both control and experimental groups. The marks scored were recorded for computing and statistical analysis.

5.5.0 LIMITATIONS OF THE STUDY

1) The sample consisted of 64 students only and no broad generalizations are warranted.

2) Only tenses and modals were selected for teaching.

3) Though there are several strategies to teach these grammar units, only storytelling and conversation passages were selected.

4) To teach tenses and modals through short stories, the stories were selected by the investigator and validated with the help of the field experts and practicing teachers.

5) To teach tenses and modals through conversation passages, the passages were constructed by the investigator and validated with the help of the field experts and practicing teachers.

6) The experiment was conducted for a period of six months at the rate of an hour per day on all working days.
5.6.0 MAJOR FINDINGS

1. Selected teaching strategies implemented by the invigilator have enhanced the learning of English grammar at higher secondary level.

2. Selected teaching strategies implemented by the invigilator have enhanced the learning of tenses and modals in English grammar at higher secondary level.

3. Storytelling and Conversation passages teaching strategies implemented by the invigilator have enhanced the learning of tenses and modals in English grammar at higher secondary level.

4. Storytelling and Conversation passages teaching strategies implemented by the invigilator have enhanced the learning of tenses in English grammar at higher secondary level.

5. Storytelling and Conversation passages teaching strategies implemented by the invigilator have enhanced the learning of modals in English grammar at higher secondary level.

6. Storytelling teaching strategy implemented by the invigilator has enhanced the learning of tenses in English grammar at higher secondary level.

7. Storytelling teaching strategy implemented by the invigilator has enhanced the learning of modals in English grammar at higher secondary level.
8. Conversation passage teaching strategy implemented by the investigator has enhanced the learning of tenses in English grammar at higher secondary level.

9. Conversation passage teaching strategy implemented by the investigator has enhanced the learning of modals in English grammar at higher secondary level.

10. Teaching tenses in English grammar through storytelling, the new strategy implemented by the invigilator, has significantly improved learning of at higher secondary level.

11. Teaching tenses in English grammar through Conversation Passage, the new strategy implemented by the invigilator, has significantly improved learning of grammar at higher secondary level.

12. Teaching modals in English grammar through storytelling, the new strategy implemented by the invigilator, has significantly improved learning of grammar at higher secondary level.

13. Teaching modals in English grammar through Conversation Passage, the new strategy implemented by the invigilator, has significantly improved learning of grammar at higher secondary level.

14. The mean score comparison of pre-test and post-test in control group table shows that there is no significant enhancement of learning of English grammar at higher secondary level.
15. The mean score comparison of pre-test and post-test in control group table shows that there is no significant enhancement of learning of tenses in English grammar at higher secondary level.

16. The mean score comparison of pre-test and post-test in control group table shows that there is no significant enhancement of learning of modals in English grammar at higher secondary level.

17. The mean score comparison of pre-test and post-test in experimental group table shows that there is significant enhancement of learning of English grammar at higher secondary level.

18. The mean score comparison of pre-test and post-test in experimental group tables show that the learning of tenses and modals has significantly enhanced.

19. The mean score comparison of pre-test and post-test in experimental group table shows that through story telling teaching strategy the learning of tenses has significantly enhanced.

20. The mean score comparison of pre-test and post-test in experimental group table shows that through story telling teaching strategy learning of modals has significantly enhanced.

21. The mean score comparison of pre-test and post-test in experimental group table shows that through conversation passages teaching strategy the learning of tenses has significantly enhanced.
22. The mean score comparison of pre-test and post-test in experimental group table shows that through conversation passages teaching strategy the learning of modals has significantly enhanced.

23. The mean score comparison of post-test in control and experimental group table shows that there is significant learning of English grammar at higher secondary level.

24. The mean score comparison of post-test in control and experimental group table shows that there is significant learning of tenses through story telling teaching strategy.

25. The mean score comparison of post-test in control and experimental group table shows that there is significant learning of modals through story telling teaching strategy.

26. The mean score comparison of post-test in control and experimental group table shows that there is significant learning of tenses through conversation passages teaching strategy.

27. The mean score comparison of post-test in control and experimental group table shows that there is significant learning of modals through conversation passages teaching strategy.

5.7.0 **RECOMMENDATIONS**

Since the selected teaching strategies implemented by the investigator enhanced the learning of English grammar at higher secondary level, there
shall be definitely scope for better teaching-learning process in the classroom when it comes to grammar teaching-learning.

**The following recommendations are given –**

1. Teachers of grammar have to invent new strategies to enhance learning of English grammar, not simply depending on traditional methods.

2. Since traditional methods have not yielded the desired results the investigator adapted newer strategies such as storytelling and conversation passages, to enhance learning of grammar especially, tenses and modals. The findings have confirmed this.

3. Story telling and conversation teaching strategies may be implemented to teach terms and modals as the present investigation shared that the learning has been enhanced.

4. Story the teaching strategies telling and conversation passages may be implemented to teach other grammar units like active voice / passive voice, direct and indirect speech and degrees of comparison.

5. To teach transformation of sentences and synthesis of sentences storytelling and conversation passages teaching strategies may be used / implemented.

6. Teachers of English need to develop an attitude in trying out to find out newer strategies in teaching grammar to the student of higher
secondary other than these two strategies employed by the investigator and found proven.

7. Story telling is an enjoyable experience and to be engaged in a conversation is an interesting one, the students may be greatly motivated in learning any grammar unit, however difficult through my be. Therefore, these strategies may be implemented in teaching grammar at all level.

5.8.0 SUGGESTIONS FOR FURTHER RESEARCH

The following are some of the suggestions for further research.

1) An experimental study can be done to teach other components of grammar like voice, transformation of sentences, degrees of comparison, direct-indirect speech, using the same teaching strategies, storytelling and conversation passages employed by the investigator.

2) A similar study can be made to enhance the learning of tenses and modals in English grammar at higher secondary level with different strategies.

3) The present study was done on higher secondary students. Similar study can be done on middle and primary school students.

4) A similar study can be done on the students whose native language or mother tongue is not English in other parts of the world.

5) The present study was done in a CBSE School. Similar study can be done in Matriculation, aided and government schools.