
Research Papers



EFFECTIVE TEACHING OF ENGLISH GRAMMAR AT RURAL JR COLLEGES THROUGH PLAY-WAY METHOD

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Abstract

Introduction- Importance of 'Grammar' in English language -

Grammar is the theory of language. It is the study of the organisation of words into sentences. Plato and his disciple, Aristotle, were the first to take up the subject of grammar seriously. The first Latin grammar was written on the model of the Greek grammar. Scholars all over the civilized world were inspired and influenced by the tradition of Latin grammar. English grammar was written on the basis of Latin grammar.

According to Thompson and Wyatt -

“Grammar presents the facts of language, arranged under certain categories and deals with what can be brought under general laws and stated in the form of general rules”.

According to West -

“Grammar is not a code of rules; it is, like etiquette and table manners, a statement of convention; it summarizes what is done by cultured people and like etiquette, it is in a state of constant change”.

Many eminent scholars have defined grammar in different ways but in short we can say -

The meaningful arrangements of forms in a language constitute its grammar. It is the science of language. It is analytical and terminological study of sentences.

Teaching all the skills of English at the rural Jr. College level is not only challenging but also a daunting task. The teachers face numerable problems while teaching the grammar items in rural Jr.Colleges as there is no learning atmosphere, lack of interest amongst students for the subject, use of old and traditional methods, lack of advanced facilities etc. makes the task uphill.

To make the English classes interesting, teachers have to teach innovatively and creatively. In general, teachers rely on either implicit or explicit teaching of grammar. The Play-Way Method and the modern Communicative Approach have given great results and it is totally in favour of the implicit teaching of English. Teaching all the skills of English at rural Jr.Colleges is not a child's play for the English teachers and it is necessary to explore what learners think about the foreign language and which method would produce high yields. It is highly significant for the teachers and students to have positive attitude towards the teaching and learning of English language.

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Objectives of the study

1. To find out the various errors committed by the students while using various grammar items in spoken and written communication.
2. To employ 'Play-Way Method' to remove the problems and errors of students.
3. To study the utility and effectiveness of 'Play-Way Method'.

Hypothesis

- If the 'Play-Way Method' is undertaken by the English Teacher then the students understand the various grammar items easily and effectively.
- The 'Play-Way Method' enables the students to learn the various grammar items easily and effectively and score high marks in the tests.
- Students enjoy the learning process if taught through 'Play-Way Method'.

Sample

A sample of 50 students studying in Jr.Colleges was selected by random sampling techniques from five rural Jr.Colleges of Akola Tahasil. The sample of 50 students is given in the table 1.

List of Rural Junior Colleges

Sr.No.	Name of Junior Colleges	Students
1.	Rupnath Junior College, Dahihanda	10
2.	Sakharam Maharaj Junior College, Keli Veli	10
3.	Tukaram Maharaj Junior College, Kinkhed	10
4.	Urdu Junior College, Dahihanda	10
5.	M.G. Junior College, Gandhigram	10
	Total	50

Observation –

The researcher in order to find out the various problems faced by the students provided the sample various exercises of grammar items comprising Change the Voice, Degree, Tenses, Reported Speech etc (exercises are duly appended in the appendix section).

Observation List

Grammar Items	Change the Voice	Direct – Indirect Speech	Tenses	Degree	Total Students
No. of students committing mistakes	14	10	14	12	50

Explanation and Illustration-

After giving the exercise to the sample group the researcher found and observed that, 14 students out of 50 had problem and committed mistakes while transforming the sentences from Passive to Active Voice and vice versa. 10 students were unable to solve the Direct- Indirect questions and 12 students found difficulty in solving and finding answers in the Degree section. 14 students were unable to use the appropriate forms of tenses and found a great difficulty in comprehending the Tenses section. So the students had a fear and apprehension for the all the grammatical items. The researcher has employed the Play- Way Method to overcome this particular problem. The various activities will prove a blessing in disguise for both the teachers and the students in the long run.

Technique**Play-Way Method**

The routine, customary and traditional English teaching and learning methods have made the whole teaching and learning process boring, uninteresting, dull, drab and monotonous. The English teacher has to employ a particular method that will create interest, liking, charm and fun while learning all the skills of English. The 'Play-Way Method' creates fun and entertainment while learning English grammar and makes the whole process effective and result oriented. The 'Play-Way Method' includes various activities like language games, anecdotes, jokes, puzzle and riddles, interesting facts, story telling, oration, extempore and so on that makes the whole teaching and learning of English an enjoyable and rejuvenating experience for both teacher and students.

In order to make the students learn and understand all the skills of English, grammar items, structure, phonetics, pronunciation, spellings etc. easily the researcher used the Play-Way method along with the traditional teaching aids. The teachers used the modern modes of communication like LCD, overhead projectors, pictures, language games, language fun activities, charts, formulas etc. that helped the students to understand all the skills of English easily and effectively.

Procedure

Two tests were conducted by the researcher in order to ascertain the performance of the rural students in understanding the various grammar items through the achievement scores in Pre and Post tests.

Pre-Test

To test the previous knowledge of the selected group, a Pre-test of various English grammar items like using appropriate prepositions, articles, correct form of verbs, tenses, degree of comparison etc. was conducted in order to ascertain the students' knowledge and ability towards the grammar tasks. As the students were taught in the old traditional dull, drab and monotonous way, their performance was poor and the result was not up to the mark. The scores were computed and calculated to find out the performance of the students.

Post-Test

The Post-Test was administered after one month with a proper and effective practice & drilling of grammar items with the help of Play-Way method. A booklet was provided by the researcher to the English teachers helped them not only to teach effectively but also helped them to communicate easily and efficiently. Various other aids like charts having formulas, pictures, language games, quiz etc. helped them to understand the grammar items easily and effectively. The Post-Test achievement scores indicated a sea change in the performance of the same group. The students were able to understand skills of English and the grammar items easily and effectively. Their high scores reflected that they have understood and grasped the topic effectively through the Play-Way method.

Mean and Standard Deviation of Pre-Post. Tests

Tests	n	mean	std. deviation	std. error mean
Pre- test	50	6.46	4.760	.6732
Post- test	50	18.16	5.825	.8238

The scores of Pre- Test and Post-Test were calculated and computed with the help of SPSS package. The Pre- Test was conducted to assess the previous knowledge of the students regarding the various skills of English and few items of English grammar. The Post Test was conducted after one month providing a regular practice, drilling and teaching through the Play-Way method i.e. by providing (Booklet, Pictures, Charts, Language activities like Games, Quiz, Puzzles, and Jokes etc.). The mean of Pre- Test was 6.46 and the mean of Post-Test was 18.16 respectively which clearly indicated a shift in the scores due to the remedial treatment provided by the researcher in the form of Booklet, Pictures, Charts, Language activities like Games, Quiz, Puzzles, Jokes etc. showed a sea change in the performance of the sample group. The communicative method proved wonders and the Jr. College English teachers were able to teach and communicate all the skills of English effectively and efficiently and the students were able to grasp and comprehend easily and effortlessly.

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Pre-Test and Post – Test Comparison of Achievement Scores

Pre-Test and Post – Test	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Paired Sample 1: BEFORE - AFTER	11.7	3.63	.51448	12.73389	10.66611	22.78	49	.000

Comparison of Pre-Test and Post – Test

The above table clearly indicates the difference in the performances of students in both the tests. The Pre-Test was conducted in order to test their previous knowledge, their, basics and understanding level. Though a sufficient period for preparation was given, still the students performed miserably and their poor performance in the Pre-Test indicated their lack of effective understanding, practice, drilling and concentration on the grammar items and understanding all the skills of English.

The Post-Test was administered after one month with a proper and effective practice & drilling of grammar items with the help of Play-Way method and modern modes of communication like LCD, Over head projectors, charts having formulas etc. helping them to understand the grammar items and the Booklet prepared by the researcher helped the English teachers to teach effectively and helped the students to understand the various grammar items easily and effectively. The Post-Test achievement scores indicated a sea change in the performance of the same group. The students were able to understand skills of English and the grammar items easily and effectively. Their high scores reflected that they have understood and grasped the topic effectively through the modern modes of communication. One can easily see the difference and significance of the comparison between the two tests. The t value 22.78 clearly indicates that the students' performance in the Pre Test was poor and miserable and the performance in the Post Test was highly significant due the remedial treatment provided to the rural students.

The t value from the table for 49 d.f. at 5 per cent probability level is 2.01 and the calculated value is 22.78. Hence the calculated t value is larger than tabulated value. Hence it is therefore declared significant.

The comparison between both the tests clearly stated that the Post-Test scores were significant when compared with the Pre-Test. The high scores in the Post test shows that the students have grasped all the taught matter and were able to understand and use all the skills in real life situations due to the effective use of modern communicative approach. The rural students were able to cope up with all the skills of English and the performance in the Post test clearly indicated that the modern techniques are blessings in disguise and the students were able to grasp and keep all the knowledge intact and could use whenever required.

Findings of the Achievement tests

- A significant gain in scores due to the treatment. Such gain was result of the use of modern communicative tools effectively and play-way method in teaching all the skills of English and grammar items.
- The students highly enjoyed and appreciated the applicability of the English grammar in real life situations.
- The students were able to achieve high scores lifting their confidence level.
- Rural Jr. College students were truly benefited from the modern communicative approach of teaching and the play way method.

Implications

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Teaching English is highly challenging for the teachers especially working in the rural Jr.Colleges. The Play-Way method and the modern modes of communication like LCD and over head projector, tape recorder, television, video tapes, CD players etc. are helpful to both teachers and students to achieve the desired results and objectives.

Conclusion

Teaching English grammar to the rural students is a Herculean task for the English teacher who make day out of night to bring forth high yields. The traditional methods of teaching have become outdated and one has to use the modern and the most effective techniques that can prove wonders in this field. The Play Method is most useful and effective method that is blessing in disguise for both teachers and students to a great extent.

The findings of the above investigation should persuade us to examine our teaching materials and sincere attempts should be made to make them suitable and appropriate for the pupils concerned. It is good for the teachers to acquaint themselves with kind of errors their students make. The teachers should bear in mind the pupils' particular deficiencies and requirements and plan appropriate remedial measures to deal such cases. Thus the effective learning of various grammar items will be facilitated.

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