

Study of the Effect of the Module Method on the Achievement in English Grammar of Class VIII Students in Indore City

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Abstract: English is globally recognized as a lingua franca, fostering communication among diverse cultures, and facilitating international trade, diplomacy, and academic exchange. English grammar forms the foundation of effective communication, enabling clarity, precision, and coherence in written and spoken language. The present study aims to acknowledge and importance of modules in teaching the pedagogy of English Grammar in education. The objective of the study was to compare the mean scores of English Grammar achievement of class VIII students before and after treatment. There is no significant difference in the mean scores of English grammar achievement of class VIII students before and after treatment. 145 students were randomly selected for the sample. Data was analyzed with the help of a t-test. Indore Private School students were purposely selected for the sample. The research found that the module is more effective than the traditional method of teaching English Grammar.

Keywords: Module, Achievement, Traditional method, Students..

I. INTRODUCTION

The current study” Study of the effect of the module method on the achievement in English Grammar of class VIII students in Indore City” in terms of achievement and reaction was experimental in style and focused on module and English pedagogy. More specifically, it has to do with the creation and efficiency of the English Pedagogy module. It was an attempt to ascertain whether the instruction might be enhanced using various methodologies, such as the module (Self-Learning Method). It is an effort to determine whether any language’s practical aspects can be handled more effectively) with the use of other ways, such as Modules (Self-Learning Method). Students may enjoy formal English Grammar for 15 years or longer, and they can be inspired elsewhere.

Importance of Pedagogy in English Grammar

Pedagogy, the art and science of teaching, plays a crucial role in effectively imparting English grammar skills to learners. Here's why pedagogy is essential in teaching English grammar: Pedagogical methods help teachers clarify complex grammar rules and concepts, making them more accessible and understandable to learners. Effective teaching strategies ensure that learners grasp the fundamental principles of grammar. Pedagogy involves employing diverse and engaging teaching techniques to capture learners' interest and motivate them to learn grammar. Interactive activities, games, multimedia resources, and real-life examples can make grammar learning enjoyable and meaningful. Good pedagogical practices focus on integrating grammar lessons into practical contexts, demonstrating how grammar rules apply in real-life situations. This approach helps learners comprehend the relevance and utility of grammar in communication. Pedagogy allows teachers to adopt various teaching strategies, catering to diverse learning styles, abilities, and preferences of learners. This ensures that grammar lessons are accessible and beneficial to all students. Effective pedagogy encourages learners to think critically about language structures, analyze sentences, and solve grammar-related problems. It promotes active engagement and higher-order thinking skills. Thus, it is significant to select the child-centered or favourable pedagogy in English Grammar.

1.1 Objectives

To compare the mean scores of English Grammar achievement of class VIII students before and after treatment.

1.2 Hypotheses

There is no significant difference in the mean scores of English grammar achievement of class VIII students before and after treatment.

II. METHODOLOGY

2.1 Sample

A sample refers to a subset of individuals, items, or elements selected from a larger population. The purpose of sampling is to study and make inferences about the entire population by examining a representative portion of it. In the present study, two schools have been selected to conduct data collection. Both the schools are private and in Indore only. For sampling purposes, Class VIII students have been selected randomly. In the first school, The Emerald Heights International School, there were a total of 75 students in two of the sections (Boys- 39 Girls- 36), and in the second school, Carmel Convent Higher Secondary School, there was a total of 70 students in two of the sections (Boys- 45 Girls- 25)

2.2 Experimental Design

The research design of the present study is a single-group Pre-test and Post-test design.

O1 X O2

O1 – Pre-test

X - Treatment

O2 – Post-test

Two groups viz. Experimental and Control were taken for research work. Experimental group students were treated with the help of a Module by the investigator, while Control group students were taught through the Traditional method. The intact groups that existed in the institutions were taken for the present study. The duration of treatment was 7 days.

III. TOOLS

3.1 Achievement Test

Achievement Test refers to such test which is prepared to examine and testify the level of previous knowledge and later how it has developed the increased proficiency for participants to enhance their learning process and achieve higher results in the Post-Test. In other words, an achievement test is a type of assessment used in education to measure an individual's knowledge, skills, or proficiency in a specific subject area or set of learning objectives. These tests aim to evaluate what a person has learned or achieved after a period of instruction or educational experience. Achievement tests are commonly used in schools, colleges, and educational settings to assess students' academic progress, learning outcomes, and mastery of course content.

3.2 Self-Learning Module

A Self-Learning Module refers to a simple and uniquely established module for a specific topic or learning compass basically related to important notes of the topic. This gives individuals the freedom to carry it anywhere, anytime, or can be shared with anyone. Such modules can be found outside the big brains of teachers or elderly people as well. In other words, a self-learning module, also known as a self-study module or self-paced learning module, is a structured educational resource designed to facilitate independent learning. It is a self-contained unit of instructional material that allows individuals to learn at their own pace, without direct involvement or supervision from an instructor or teacher.

IV. PROCEDURE OF DATA COLLECTION

In the present study, the researcher picked up two private schools from Indore City which are affiliated with the Central Board of Secondary Education. The Emerald Heights International School and Carmel Convent Higher Secondary School have been selected to collect the data of the participants. After getting a permission letter from Arihant College,

Indore, the researcher got approval from school management that data collection could be done in the upcoming suitable days. Class VIII students have been taken randomly into two sections to perform the Pre-Achievement Test with proper instruction and due care. It has been instructed to participants that they will be getting a self-learning module as well to read, learn, and grasp the grammatical concepts that they face in the Pre-Achievement Test. They had sufficient time period to prepare themselves for the Post-Achievement Test. After 7 days, the Post-Achievement Test had been scheduled and conducted successfully. Test distribution was done by the researcher himself to all the individuals.

V. DATA ANALYSIS

A dependent t-test (co-related t-test) technique was used for data analysis.

VI. RESULT AND INTERPRETATION

According to the objective and hypothesis of the present study, a t-test was applied for data analysis and the result is shown in the table below.

Table: 6.1 To compare the mean score of achievement of class VIII students taught through modules and traditional methods.

Table 6.1: Paired Samples Test									
		Paired Differences					t	df	Sig.(2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95 % Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest-Posttest	-18.393	8.961	.744	-19.864	-16.922	-24.717	144	.000

Paired T-test

It is clear from Table No. 5.7 Paired T-test table that $t=24.717$ at $df=144$, the two-tailed significance value is $0.000 < 0.01$, which is less than 0.01. Therefore, it is significant at 0.01 level of significance. Hence Null Hypothesis – “There is no significant difference in the mean scores of Pre-Achievements and post-achievement – before and after treatment” is rejected.

VII. CONCLUSION

The achievement of the participants was high after treatment.

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