Integrating Sheltered Instruction to Improve English Grammar Teaching among PU Students

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Abstract: This study investigates the impact of teaching English grammar through Sheltered Instruction among PU students. The main aim is to determine whether contextualized, interactive grammar instruction improves learners' comprehension compared to traditional methods. This quasi-experimental study involved two groups: an experimental group taught using the Sheltered Instruction approach and a control group taught through traditional methods. Pre-test and post-test scores in grammar proficiency were collected and analyzed to measure the impact of the instructional approach. The results demonstrated a statistically significant improvement in the grammar performance of students exposed to Sheltered Instruction compared to their peers in the control group. The findings suggest that integrating Sheltered Instruction into English grammar pedagogy can enhance students' linguistic competence and engagement.

*Keywords***:** Sheltered Instruction, English Grammar, PU Students, Language Acquisition, Contextual Learning, Experiential Learning.

Introduction

Grammar is a core component of English language proficiency, yet many PU-level students in India struggle with its acquisition. This can be attributed to traditional grammar instruction, which often prioritizes memorization over meaningful application, leading to limited retention and lack of practical usage. As a result, students frequently find grammar learning to be tedious and disconnected from real-life communication.

To address this gap, this study explores the effectiveness of Sheltered Instruction (SI)—a teaching method that integrates language development with meaningful content learning. Specifically, it examines how SI supports the teaching of grammar in PU classrooms by making the content more accessible, engaging, and contextually relevant. The Sheltered Instruction model provides a structured framework that emphasizes both academic language and content mastery, thus offering a balanced approach for English Language Learners (ELLs) and native speakers alike.

By integrating SI strategies such as scaffolding, visual aids, interactive tasks, and language objectives, grammar instruction becomes more learner-centered and communicative. This approach aligns with modern pedagogical shifts towards experiential and inclusive learning, particularly essential in linguistically diverse Indian classrooms. The study aims to determine whether SI can significantly enhance grammar understanding and performance among PU students and contribute to long-term language development.

Research Questions

1. Does teaching English grammar through Sheltered Instruction improve students' understanding and application of grammar rules?
2. How does this approach affect student engagement and participation in grammar learning?

Objectives of the Study

1. To evaluate the effectiveness of Sheltered Instruction in teaching English grammar to degree students.
2. To compare the performance of students before and after the implementation of Sheltered Instruction.
3. To promote learner-centered, interactive, and meaningful grammar instruction methods in education.

Hypothesis

Ho1: There is no significant difference between the pre-test and post-test mean scores in the English grammar performance of the experimental group among PU students

Ho2: There is no significant difference between the pre-test and post-test mean scores in the English grammar performance of the control group among PU students.

Ho3: There is no significant difference between the post-test mean scores in the English grammar performance of the control group and the experimental group among PU students

Review of Literature

Sheltered Instruction, especially the SIOP model, has been widely used to support English Language Learners in integrating content and language objectives. Research by Echevarria, Vogt, and Short (2008) highlights that SIOP's eight components provide structured student-centered instruction that benefits learners at various proficiency levels. Studies have shown improved academic performance, engagement, and language fluency when SIOP strategies are applied to core subjects, including English.

Research has shown the SIOP model to be effective in improving language proficiency and academic performance. A longitudinal study by **Short, Fidelman, and Louguit (2012)** found that students in classrooms where the SIOP model was implemented scored significantly higher in language development and content mastery compared to those in traditional classrooms. Similarly, **Varela and Kelty (2016)** observed improved grammar usage and sentence structure in students taught under sheltered instruction, particularly when lessons emphasized structured language practice within meaningful academic contexts.

In addition, **Calderón, Slavin, and Sánchez (2011)** emphasized that sheltered instruction not only aids in language development but also boosts student engagement, as it integrates culturally relevant content and student-centered strategies. This makes grammar instruction more contextualized and accessible to learners, especially those from diverse linguistic backgrounds.

Methodology

1. Research Design

This study follows a quasi-experimental research design, as it aims to assess the effectiveness of the Sheltered Instruction model in improving English grammar proficiency among degree students. The design involves:

- Pre-test and Post-test: Administering a grammar proficiency test before and after the intervention (Sheltered Instruction).

- Control Group vs. Experimental Group: One group will be taught using traditional grammar teaching methods (control group) and the other using the SIOP model (experimental group).

2. Sampling Method

- Population: PU Students.
- Sampling Technique: Random sampling.
- Sample Size: A sample of 40 first-year PU Students (20 each) were   chosen.

3. Data Collection Methods

- Pre-test and Post-test: Grammar proficiency tests were conducted before and after the intervention to assess:
  - Knowledge of grammar rules (e.g., tense, voice, subject-verb agreement).
  - Application of grammar in writing.
  - Error correction and identification of grammatical mistakes.
- Classroom Observation: Observational notes will be taken during the implementation of Sheltered Instruction, focusing on student engagement, participation, and understanding of grammar concepts.

Data Analysis and Results

Hypothesis1 (Ho1): There is no significant difference between the Post-test and Pre-test mean scores in the English grammar performance of the experimental group among PU students.

Table1: Post-test and Pre-test mean scores in the English grammar performance of the experimental group.

Group	Category	N	Mean	S. D	t-value
Experimental group	Post -Test	20	34.8	4.8948	4.0811
	Pre -Test	20	28.55	4.7903	

Table1 demonstrates the analysis of pre test and post test mean scores in the English grammar performance of the experimental group. Table further shows that the obtained 't' value (4.0811) is greater than the table value (1.96) for df 19 at 0.05 level.   Hence the stated null hypothesis is rejected and an alternative hypothesis is formulated that there is a significant difference between the post test and pre test mean scores in the English grammar performance of the experimental group among PU students.

The students have scored higher in the post test as indicated by the mean score of 34.8. So, teaching grammar through Sheltered Instruction has impact on their English grammar performance.

Hypothesis2 (Ho2): There is no significant difference between the Post-test and Pre-test mean scores in the English grammar performance of the control group among PU students.

Table 2: Post-test and Pre-test mean scores in the English grammar performance of the control group.

Group	Category	N	Mean	S. D	t-value
Control group	Post Test	20	28.55	6.22	2.2206
	Pre Test	20	24.7	4.63	

Table 2 indicates the analysis of post test and pre test mean scores in the English grammar performance of the control group. Table further shows that the obtained 't' value (2.2206) is greater than the table value (1.96) for df 19 at 0.05 level.   Hence the stated null hypothesis is rejected and an alternative hypothesis is

formulated that there is a significant difference between the post test and pre test mean scores in the English grammar performance of the control group among PU students.

The students have scored higher in the post test which indicates a significant improvement in grammar scores within the control group even without experimental intervention. Factors like natural learning, class revision, etc may have contributed to this improvement. However, the degree of improvement was smaller than that observed in the experimental group.

Hypothesis 3 (Ho3): There is no significant difference between the post-test mean scores in the English grammar performance of the control group and the experimental group among PU students

Table 3: Post-test mean scores in the English grammar performance of the control group and the experimental group

Category	Group	N	Mean	S. D	t-value
Post Test	*Control Group*	*20*	*28.55*	*4.7903*	*4.0811*
	Experimental Group	*20*	*34.8*	*4.8948*	

The table 3 shows the analysis of the post test mean scores in the English grammar performance of the control group and experimental group. The obtained 't' value (4.0811) is greater than the table value (1.96) for f 19 at 0.05 level. Hence the stated null hypothesis is rejected and an alternative hypothesis is formulated that there is a significant difference between the post-test mean scores in the English grammar performance of the control group and the experimental group among PU students

The experimental group students have scored higher in the post test as indicated by the mean score of 34.8. A significant difference was found between the post-test scores of the two groups, with the **experimental group outperforming** the control group. This confirms the **greater effectiveness** of Sheltered Instruction over traditional teaching methods.

Integrated Interpretation

- Both groups improved over time (pre- to post-test), confirming that **some learning occurred naturally**.
- However, the **experimental group's gains** were **significantly greater**, and their post-test mean was **statistically higher** than the control groups.
- **Therefore**, the instructional intervention (Sheltered Instruction) produced an **additional, meaningful enhancement** in English-grammar performance beyond regular classroom learning.

These findings strongly support the efficacy of the experimental teaching strategy for enhancing PU students' grammar skills.

Conclusion

The present study aimed to evaluate the effectiveness of an instructional intervention on the English grammar performance of PU students through a structured comparison of pre- and post-test scores within and across experimental and control groups. The findings clearly demonstrate that **both the control and experimental groups showed statistically significant improvement** from pre-test to post-test. This suggests that general classroom learning, exposure, and revision contributed positively to grammar development in PU students. However, the improvement was **substantially greater** in the experimental group, which received instruction based on the **SI (Sheltered Instruction) approach**.

A direct comparison of post-test scores confirmed that the **experimental group significantly outperformed the control group**, with a large difference in mean scores and a statistically significant t-value exceeding the critical threshold at the 0.05 level. This reinforces the effectiveness of the intervention in enhancing grammar skills beyond the natural gains observed in a traditional classroom setting.

The consistent rejection of all three null hypotheses provides strong statistical evidence in favor of the intervention. It suggests that the **sheltered instructional approach used in the experimental group had a meaningful and measurable impact** on students' grammar performance. These results align with the pedagogical objective of equipping students with improved language accuracy through well-structured and supportive instruction.

Implications

This study underscores the value of integrating research-based instructional strategies, such as the SIOP model, into regular curriculum delivery. It highlights that **intentional, student-centered teaching methods can lead to significant academic improvements**, even in foundational language skills like grammar.

Recommendations for Future Research

Further studies can expand on these findings by:

- Testing larger and more diverse student populations,
- Measuring long-term retention of grammar skills,

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