

INFLUENCE OF FLEXIBLE LEARNING IN LEARNING ENGLISH GRAMMAR

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ABSTRACT

*This paper presents the influence of Flexible learning in particular, the shift to a more student-centred approach to learning English grammar among the students of standard V on academic achievement. Ester, Liesbeth(2013) supported the effective and flexible learning environments and possibilities of human memory. The instructional design of these environments considers 1) the transiency of sensory memory and working memory, 2) the limitations of working memory and 3) the organization of long term memory. Janette R.Hill(2006) explored the key features of Flexible learning Environment. . **Objectives of the study:** 1.To diagnose the problems of the students in learning English Grammar through conventional methods.2.To find out the significant difference in achievement mean score between the pre test of control group and post test of control group.3.To find out the significant difference in achievement mean score between the pre test of Experimental group and post test of Experimental group. 4.To find out the significant difference in achievement mean score between the post test of controlled group and the second post test of treatment given controlled group.5.To find out the impact of Flexible Learning in learning English Grammar. **Methodology:** Rotational group Experimental method was adopted in the study. **Participants:** Eighty students of standard V were selected as sample for the study. **Instrumentation:** Researcher's self-made achievement test was used as instrumentation for the study. **Findings:** Flexible Learning Environment is more effective than traditional methods in learning English Grammar for the students of standard V. **Educational implications:** It can be implemented in other levels and all other the languages learning.*

Key words: Flexible learning, English Language grammar and Treatment given to the controlled group.

INTRODUCTION

English is an international language which paves way to perceive the climate, culture, habits, politics and society of different kinds of people from the international level. It assists to equip the scientific advancement, encourages social mobilization, builds the confidence of the students, acquires the job opportunity and enables the learners to stand on the platform of globalization. It should be developed from the primary education. Primary education is the foundation to educational upliftment. English is to be taught effectively in the classroom of primary learners to understand the above all. Grammar has unique place for in learning English language. English grammar is not resembled the mother tongue of learners. So learning

grammar becomes difficulty at primary level. Even if adopting different strategies/techniques/methods in teaching English grammar, they are not fruitful to the learners in scoring marks at primary level. Hence the researcher endeavoured to find an innovative technique named Flexible learning in learning English grammar at Primary level. Practicing Flexible Learning is more effective in learning English grammar at Primary level. Flexible Learning supplements for better understanding of the learners who enable to learn grammar effectively in their real classroom transactions.

SIGNIFICANCE OF THE STUDY

English grammar is appeared as difficult to learn among the rural students at primary level. It hinders the learners to enter in school Education and it increases the dropout rates in Higher Education. It threatens the learners of urban area in spite of their education started in English medium schools from Kindergarten. To eschew the fear of the learners of rural in English, finding innovative techniques for effective learning process for English grammar is needed in Panchayat Union Middle school, Bommampalayam, Thondamuthur union, Coimbatore. Implementing innovative technique such as Flexible Learning in learning English grammar can eliminate the learning problems of the learners at standard V.

REVIEW OF RELATED STUDY

Arulselvi, Evangelin(2011) aimed at finding the effect of Instructional software program in the learning of grammar on the achievement of teacher training students of Namakkal District. Parallel group experimental method was adopted in this study. A sample of 80 students studying in the teacher training college were selected on the basis of their knowledge in English grammar. 40 students were involved in conventional learning of English grammar and another 40 were considered for learning grammar based on instructional media. The instrument of the study was an instructional software program used for teaching particular grammar items. Achievement test was used after establishing validity and reliability. It is evident from the analysis that instructional media played a significant role in the learning of English grammar. Experimental group students have made significant higher gains in learning grammar in comparison to conventional group students. In light of the findings of this study, it was recommended that English teachers use Computer Aided Instructions in their teaching.

Feng, Zhiwen(2013)investigated on English grammar. Functional grammar has received more and more attention from domestic scholars in the world of linguistics since 1970s, but it is still new to most EFL teachers. In spite of controversies about its applications into classroom teaching, this new grammar model has its own advantages and can facilitate EFL students to achieve academic success. This paper, based on current literature, examines and analyzes the following issues: the nature of functional grammar, the key concepts of functional grammar, the fundamental differences between traditional grammar and functional grammar, and the implications for English teaching and learning. The purpose of this paper is to help EFL teachers have an overall understanding of the theory and key concepts of functional grammar as well as the positive role functional grammar plays in school contexts.

OPERATIONAL DEFINATIONS

Influence- the effect of flexible learning in learning English grammar

Flexible learning refers to learner centered approach. It is accessing education that is responsive pace, place or mode of delivery.

English grammar

It refers to English grammar prescribed by Text book society of Tamilnadu for the students at standard five.

OBJECTIVES OF THE STUDY

- 1.To diagnose the problems of the students in learning English Grammar through conventional methods.*
- 2.To find out the significant difference in achievement mean score between the pre test of control group and post test of control group.*
- 3.To find out the significant difference in achievement mean score between the pre test of Experimental group and post test of Experimental group.*
- 4.To find out the significant difference in achievement mean score between the post test of controlled group and the second post test of treatment given controlled group.*
- 5.To find out the impact of Flexible Learning in learning English Grammar.*

HYPOTHESES OF THE STUDY

- 1.There is no significant difference in achievement mean score between the Pre test of control group and Post test of control group.*

2. *There is no significant difference in achievement mean score between the Pre test of Experimental group and Post test of Experimental group.*
3. *There is no significant difference in achievement mean score between the post test of Controlled group and Post test of Experimental group.*
4. *There is no significant difference in achievement mean score between the post test of controlled group and the second Post test of treatment given controlled group.*
5. *Flexible Learning is more effective than conventional method in learning English Grammar.*

DELIMITATIONS

1. Students of standard V of those who were studying in Panchayat Union Middle school, Bommampalayam, Thondamuthur union, Coimbatore were only taken for the study .
2. English grammar from the text book English for standard V was taken for the study.
3. Only eighty students were taken for the study

METHODOLOGY

Rotational group Experimental method was adopted for the study.

SAMPLE

Eighty students of standard V were studying in Panchayat Union Middle school, Bommampalayam, Thondamuthur union, Coimbatore were taken for the study.

Forty students were considered as control group and another forty students were considered as Experimental group.

TOOL

Researcher self-made tool, Achievement test was used for the study. Pilot study was administered for establishing validity and reliability of the tool. After establishing validity and reliability of the tool, the test was administered.

STATISTICAL TECHNIQUE

't' test was used to analyze the study.

PROCEDURE OF THE STUDY

1. Identifying the learning impediments of the students in learning English grammar.
2. Preparation of tool.
3. Administering pre-test to the control group and Experimental group.
4. Providing treatment by using Flexible learning strategy in learning English grammar to Experimental group.
5. Administering Post test to the Control group and Experimental group.

ACTIVITIES IN FLEXIBLE LEARNING

The following activities were adopted in the study

Learning by students their own pace

Learning in any time by providing self-learning materials

Parents based learning activities

Home based learning activities

Peer based environment activities

Exercise based learning activities

DATA ANALYSIS AND INTERPRETATION

Descriptive Analysis

Students of standard V studying in Panchayat Union Middle school Bommampalayam, Thondamuthur union, Coimbatore had problems in learning English grammar.

Table-1

Difference between pre-test and post-test

Groups	Percentage of score	Percentage of score
	Pre-test	Post-test

Control group	28	31
Experimental group	28	64

The above table shows the achievement scores in percentage between pretests of control group(28) and experimental group(31) and posttests of experimental group(28) and experimental group(64). Scoring marks in pre-tests in both groups confirm the existing problems of the students in learning English grammar studying in Panchayat Union Middle school Bommampalayam, Thondamuthur union, Coimbatore.

Testing of hypotheses

Hypothesis -1

There is no significant difference in achievement mean score between Pre-test of Control group and Post-test of Control group in learning English grammar

Table-2

Groups	Mean	S.D	N	t	df	Level of significant
Pre- Control group	45.00	12.56	40	0.017	78	P<0.01 significant
Post- Control group	45.05	12.94	40			

Significance difference means scores of Pre-controlled group and post controlled group

The calculated value is (0.017) less than table value (1.98). Hence null hypothesis is accepted at 0.05 level. It shows that there is no significant difference in achievement mean score between Pre-test of Control group and Post-test of Control group in learning English grammar.

Hypothesis -2.

There is no significant difference in achievement mean score between Pre-test of Experimental group and Post-test of Experimental group in learning English grammar.

Table-2

Groups	Mean	S.D	N	t	df	Level of significant
Pre-Experimental	45.00	12.56	40	10.96	78	P<0.01 significant
Post-Experimental	75.05	11.94	40			

Significance difference means scores of Pre-experimental and Post experimental group

The calculated value is (10.96) greater than table value (1.98). Hence null hypothesis is rejected at 0.05 level. It shows that there is a significant difference in achievement mean score between Pre-test of Experimental group and Post-test of Experimental group in learning English grammar.

.Hypothesis -3.

There is no significant difference in achievement mean score between post control group and post Experimental in learning English grammar.

Table-3**Significance difference means scores of posttest of control group and posttest Experimental group**

Groups	Mean	S.D	N	t	df	Level of significant
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Post-control	45.05	12.94	40	10.77	78	P>0.01 significant
Post- Experimental	75.05	11.94	40			

The calculated value is (10.77) greater than table value (1.98). Hence null hypothesis is rejected at 0.05 level. It shows that there is a significant difference between posttest of control group and Post test of Experimental group in learning English grammar.

Hypothesis -4.

There is no significant difference in achievement mean score between the post test of controlled group and the second Post test of treatment given controlled group.

Table-3

Means scores of Post test of controlled group and the second Post test of treatment given controlled group.

Groups	Mean	S.D	N	t	df	Level of significant
Post-control	45.05	12.94	40	8.952	78	P>0.01 significant
Post- treatment control group	70.03	12.00	40			

The calculated value is (8.952) greater than table value (1.98). Hence null hypothesis is rejected at 0.05 level. It shows that there is a significant difference between Posttest of control group and Post test of treatment given Control group in learning English grammar. It confirms that Flexible Learning is more effective than traditional methods in learning grammar at primary level.

Hypothesis Testing-5

Flexible learning is more effective than traditional strategies in learning English grammar.

Table-4

Difference between post tests scores in control group and Experimental group

strategies	Post tests scores in percentage	Post tests mean scores
Traditional	30	45.05
Flexible learning	70	75.05

The above table indicates the effectiveness of Flexible learning in learning English grammar. Score in using Flexible learning is 70% and mean is 75.05 higher than score using traditional strategy is 30% and mean is 45.05. It shows the effectiveness of Flexible learning.

FINDINGS

1. The above table shows the achievement score in percentage between pretests of control (28)group and experimental group(28) and posttests of control group(30) and experimental group(70). Scoring marks in pre-tests in both groups confirm the existing problems of the students in learning English grammar studying in Panchayat Union Middle school Bommampalayam, Thondamuthur union, Coimbatore.
2. There is no significant difference in achievement mean score between Pre-test of Control group and Post-test of Control group in learning English grammar.
3. There is a significant difference in achievement mean score between Pre-test of Experimental group and Post-test of Experimental group in learning Methods of Teaching English.
4. There is a significant difference in achievement mean score between post control group and post Experimental in learning English grammar.
5. There is no significant difference in achievement mean score between the post test of controlled group and the second Post test of treatment given controlled group.

6. Scores in using Flexible learning is 70% and mean is 75.05 higher than score using traditional strategy is 30% and mean is 45.05. It shows the effectiveness Flexible learning strategy in learning English grammar. Control group scored less marks in post test, after treatment given through Flexible learning, students of Primary could score more marks. It substantiates effectiveness Flexible learning in learning English grammar.

EDUCATIONAL IMPLICATIONS

1. The study can be extended to all the standard.
2. It can be applied to other subjects also.
3. It may be applied to secondary schools, High schools and Higher secondary schools.

Conclusion

Developing English Language is an urgent need to stand on the platform of globalization. Basic knowledge of grammar is to be achieved by the students to improve English language. It can be revamped from primary level. Even if we use different strategies and methods in learning English grammar, difficult to find suitable strategy but using the Flexible learning is more effective in learning English grammar at primary level.

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