

**DEVELOPMENT OF A SELF INSTRUCTIONAL PACKAGE
ON BASIC GRAMMAR IN ENGLISH FOR
UPPER PRIMARY SCHOOL PUPILS**

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THESIS
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DOCTOR OF PHILOSOPHY
in
EDUCATION

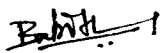
**DEPARTMENT OF ADULT AND CONTINUING EDUCATION
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UNIVERSITY OF CALICUT**

2004

D E C L A R A T I O N

I, Babitha V.S., do hereby declare that this thesis entitled, **DEVELOPMENT OF A SELF INSTRUCTIONAL PACKAGE ON BASIC GRAMMAR IN ENGLISH FOR UPPER PRIMARY SCHOOL PUPILS** is submitted to the University of Calicut for the award of the degree of Doctor of Philosophy in Education, has not been submitted by me fully or partially for the award of a degree, diploma, title or recognition before.

Calicut University Campus,
23.11.2004.



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C E R T I F I C A T E

I, Dr. K. Karunakaran, do hereby certify that the thesis entitled **DEVELOPMENT OF A SELF INSTRUCTIONAL PACKAGE ON BASIC GRAMMAR IN ENGLISH FOR UPPER PRIMARY SCHOOL PUPILS** is a record of bonafide study and research carried out by **Smt. Babitha V.S.** under my supervision and guidance.

Calicut University Campus,
23.11.2004.


Dr. K. KARUNAKARAN
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V.S. Babitha

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INTRODUCTION

Babitha V.S. “Development of a self instructional package on basic grammar in English for upper primary school pupils ” Thesis. Department of Adult and Continuing Education & Extension Services, University of Calicut, 2004

CHAPTER I
INTRODUCTION

INTRODUCTION

The twenty first century is considered as the era of Science and Technology. Under the influence of technology, tremendous changes have been occurring in all walks of life. These changes helped to accelerate creative progress in the field of medicine, agriculture, engineering, communication etc. Commensurate with the progress due to the effect of technology, many developments have occurred in the teaching-learning process also. An important visible change that occurred in the development of teaching-learning process is the shift of emphasis from teaching to the process of learning by pupils themselves. For this, suitable methods have to be adopted so that learning process becomes easier to the pupils, when compared to the traditional method. In the traditional method teachers were the dominating factor, where pupils were mere passive listeners. But now a shift has occurred from 'the teacher centered' to 'the learner centered'.

In the learner centered approach, the entire learning process is in accordance with the needs, problems, interest, capabilities and attitudes of the learners. Here the 'learner' and 'the learning' are the key words that are given importance. The teachers function as the facilitators of the learning process. The role of the teacher is to help the pupils learn "how to learn". By this, the learner gets satisfaction, pleasure and enthusiasm due to their participation

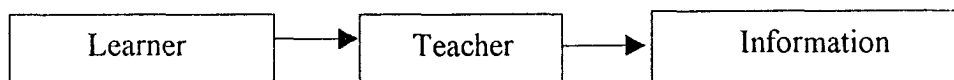
and active involvement in learning. Learning has to satisfy the needs of the individual learner rather than the group as a whole. But the problem that we encounter in this is that, we have no adequate learning materials to support individual's self learning.

Many research studies have revealed that individualized instructional programme promotes maximum development of individual potentialities. But individualized instruction is possible with the help of self instructional materials. These materials help to satisfy the needs of the learner and every pupil gets opportunities to learn according to his/her level of ability. Thus effective learning takes place, by which better out put is obtained.

The changes that occurred in the educational process can be diagrammatically represented as shown below.

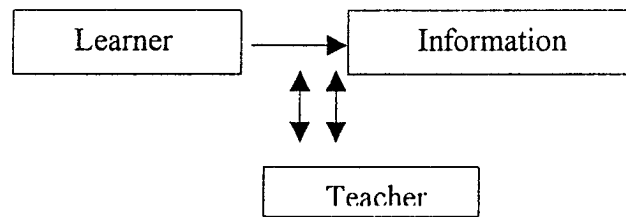
Figure I Diagrammatic representation of conventional classroom teaching and individualized work.

(1) Conventional classroom teaching.



Here the learners get information through the teacher, they being the medium.

(ii) Individualized work.



From the diagram it can be observed that learners get information directly from the source (learning materials) and the teacher stands aside and make them learn. Teachers are the stage setters and developers of learning materials.

Amien (1979) and Hiob (1979) proved that individualized instruction helps to promote maximum development of the potentialities of pupils. Taking into consideration the importance and effect of individualized instruction, educators are trying to introduce to the learner new approaches for the learning of various subjects. Though the experts and teachers are aware of the merits of self instructional materials over other methods, they are hesitant to adopt and implement this strategy in our educational system. This may be due to non availability, and the lack of self-instructional materials for learning.

At the early stage of education, language has an important role because it is the means of communication. Learning a regional language is not so difficult. But learning a foreign language is an artificial and painful process, (Nazareth, 1990). That is why foreign language learners need to get enough

opportunities to conceive of linguistic source materials. If the learning materials are self explanatory and within the realm of learners, they can learn the foreign language systematically and effectively.

If the self instructional materials are readily available at a low cost pupils can purchase them easily. Secondly they are self-pacing ie, each pupil can take his own time to learn the materials. Thirdly these can be used when the learner needs it.

Role of English language in India

Before India became independent English language had been used by the British for the administration of India. As India became independent there arose the problem of the place of English and it became a controversial issue before the Indian statesmen. Some leaders had the opinion that the English language was to be up-rooted from our country while some others favoured the retention and continuation of English. But when Indian constitution was framed, it was unanimously agreed that English was to continue for about fifteen more years and Hindi was to be promoted as the national language of the country.

It may be noted that Mudaliar Commission and Radakrishnan Commission (1950) stressed the importance of the learning of English. But they supported the predominance of the mother tongue. Kothari Commission (1964), the National policy of Education (1979) and the new Education Policy

(1986) stressed the importance of English and thus English language became a major subject of study in Indian school curriculum. Moreover English is considered as the library language because most of the books needed for higher education are written in English language and it has been accepted as Associate official link language. There is no doubt that, it is the language of opportunity, of social mobility and it functions as a 'window on the world' (Nehru, 1959). In most of the schools of the country, English is taught as a second language.

It is a fact that English is a language which is understood by most of the educated people of the world. English is the key to the vast storehouse of knowledge as books on all branches are available only in English language. For attaining the latest information and ideas, in the field of science and technology, the modern generation has to acquire proficiency in English.

The progress of a country depends on the progress of the society which can be attained by individual development for which English language is essential. That is, English has got greater importance during this time of globalization. It is a truth that the horizon of knowledge and information widens only with the help of the study of English language.

Learning conditions of language with special reference to English

The method adopted in teaching English was structural and it was usually dominated by the use of mother tongue.

The learning of English cannot occupy the same place in the school curriculum, as it did in the past. The objectives of teaching English to various groups of learners have changed. The medium of instruction had been English for a long period, not only at the university level but also at the school level, ie, until the early thirties of the twentieth century. When it ceased to be the medium of instruction, maximum number of periods were allotted to it and to acquire mastery of English language became the main task of the pupils. This was a herculian task for the learners and thus they began to neglect it.

It is now realized that this state of affairs cannot be allowed to continue and the teaching of English need to be made more practical and language oriented. English has to be taught basically as 'language of comprehension' rather than as literary language. This helps the pupils to comprehend essential writings in English language. Systematic and proper knowledge of the language is needed to comprehend English. The understanding of the basic grammar and structure of language is unavoidable. The knowledge of grammar makes the pupils acquire higher level of learning the language. Grammar helps to equip the pupils with correct usage of the language and stylistic patterns.

It is a fact that the teaching of grammar in our schools has been a subject of criticism. Unfortunately teaching of grammar in our schools is

based on the text book prescribed and it is forgotten that grammar is part of the language. English Grammar may be taught along with near life, real life situations by which the ability of the pupils to use correct language is improved.

History of Grammar teaching in India:

Grammar occupies an important place in the teaching-learning of a language. It is a means to the learning of the language efficiently and correctly. It provides insight into the structural details of the language. As per the Charter Act of 1813 the education of the people of India was considered to be the duty of the British Government. Macaulay (1835) motivated and urged Indian citizens to learn English. Under the motivation and incentives thus Indians got, they relied on Wren and Martin for learning grammar which used to be adopted in schools and colleges.

Indians were taught the correct usage of English by adopting this formal approach for teaching. The credit in learning English as the second language at that time went to the desire and enthusiasm shown by the Indian people. Jean Forester (1952) brought forward the structural syllabus which was introduced by the Institute of Education, London University. This new approach had considerable influence on school curriculum but has not succeeded in replacing the established usage of formal grammar as prescribed by Wren and Martin. Formal grammar (prescriptive grammar) deals with the

definitions and rules of the language. By this, the learner acquires the ability to describe the language. In this type of grammar, there are set rules. Any departure from those rules is not allowed. The students first of all learn the rules for the formation of tenses, words, etc. They learn everything else, afterwards.

Most of the states in India, with a few exceptions have the structural syllabus for teaching English grammar. Some states like West Bengal, Gujarat, Kerala and Arunachal Pradesh have introduced communicative approach together with the structural approach. But in the structural approach emphasis has been given to the use of the correct structural forms. Teachers' handbooks and guides, wherever available, had no mention about formal teaching of grammar. However it is seen that the majority of teachers are still following the teaching of formal grammar as presented by 'Wren and Martin' or Nesfield. The sentences found in these books provide no motivation to learners. The arguments of the linguists are that too much emphasis on the structures and lexical items hasn't yielded desirable results. The recent concept of the communicative language teaching (CLT) made a revolution of thoughts and ideas.

The most important feature of CLT is its systematic attention given to functional as well as structural aspects of language, combining into a fully communicative view. Here functional grammar is given more importance.

This type of grammar is learnt by the pupils quite unconsciously while learning the language. Here language learning is the first concern of the learners and knowing the rules and regulations is the secondary concern. Whatever grammar, the pupils are able to pick up, that becomes an integral part of their knowledge. The most efficient communicator in a foreign language is not always the person who is best in manipulating its structures. But it is the person who can most effectively communicate his ideas in the foreign language.

While learning a language, the learner needs opportunities to develop the four language skills-listening, speaking, reading and writing. For developing the language skills pupils need to be exposed to different situations. The schools have to provide this type of exposure to the pupils. For comprehending in a better way, the learner has to acquire linguistic items. So learning materials which enhance learning of the linguistic items help the pupils to acquire the language skills with ease. In schools functioning under Kerala Education Act and rules, English language is being introduced from the third standard onwards. Thus the pupils get opportunity of learning the English language at an early stage itself.

Primary Education - It's importance

Primary education is the most crucial period in the entire structure of education and hence it has been considered with due importance. It is a fact

that the entire growth and development of a child depends on this period. Education which is attained during this period lays the foundation for the development of attitudes, habits, skills and other essential qualities needed for the development of personality. From our experience it is considered that if a child gets effective primary education he never falls back in life.

In our educational system, the language starts from the initial class and the second language, English, is being introduced from the third standard onwards. In the lower primary level pupils learn the elementary aspects of language. The upper primary level is the stage when the pupils begin to learn the language elements. In the case of language learning especially English the use of self instructional materials are seen more effective. But in Kerala no such studies have been conducted so far to develop suitable self instructional materials which are capable of helping the pupils, to learn by themselves according to their needs, interests and attitudes. Hence the investigator proposed to develop a self instructional package for the benefit of upper primary school pupils of Kerala.

Need and Significance of the study

In Kerala a separate minimum of 20 percent mark for English is insisted upon for a pass in the S.S.L.C. examination. According to the statistical data, the largest number of failures in the S.S.L.C examination is in English. The very low state average in English for the last several years

which ranges from eleven to seventeen percentage shows the pathetic situation in the learning of English by our pupils. This may be due to various reasons. One of the facts which deteriorates the standard of English learning in our schools is that English is usually taught by teachers who are not graduates in English language or who have not specialized themselves in the method of teaching English. This view has been substantiated by Gaten (1967). The other reason behind the drawback is the lack of proper and suitable learning materials which can help pupils to get motivated and involved in the process of learning by themselves enthusiastically. Moreover majority of the teachers are not seen prepared to adopt the innovative, creative and effective method of teaching even in upper primary classes, from where the pupils are to get basic language elements together with grammar.

Though several books and source materials have been prepared by various agencies, the pupils are not utilising them effectively. One of the reasons for this may be that the materials prepared may not be self instructional or motivative in nature. This crucial problem can be solved to a certain extent by providing learning materials made exclusively for the upper primary pupils.

The changing scenario of elementary education with the directions of DPEP and SSA, brought forward many reforms in the instructional system. These reforms include the functional way of presenting grammar and

encouraging self learning among learners from the beginning itself. But adequate self instructional materials on functional grammar have not been prepared properly so far. If the self instructional materials on grammar are available with the course book, it will be immensely useful and beneficial to the pupils. So the investigator intended to develop a self instructional package on functional grammar.

The investigator being a teacher, and teacher educator, for the last several years could go through the answer sheets of pupils and she had the opportunity of knowing the pupils' style of answering. It is seen that most of the pupils attempt the questions based on the text book better than the questions based on grammar. This shows their weakness in the particular area. The reason behind this defect may be that pupils cannot understand basic grammar patterns with ease. The majority of the teachers are seen usually concentrating more on completing the lessons than giving emphasis to the grammar patterns. To make good this drawback it is felt that self instructional materials may be a boon to the pupils from the very beginning of learning of English together with grammar.

STATEMENT OF THE PROBLEM

The study is entitled "DEVELOPMENT OF A SELF INSTRUCTIONAL PACKAGE ON BASIC GRAMMAR IN ENGLISH FOR UPPER PRIMARY SCHOOL PUPILS".

DEFINITION OF KEY TERMS

Operational definitions of the key terms are given below.

a) Development

According to Oxford Dictionary (1989), development is a gradual unfolding or a fuller working out of the details of anything. Good (1973) defined it as "an extension of basic or applied research through which laboratory findings are reduced to practice".

In the present study 'development' involves construction of a Self Instructional Package and its try out with a view to scientifically determining its efficacy in the instructional process.

b. Self Instructional Package (SIP)

A Self Instructional Package is a systematically arranged, self-contained and self-descriptive set of units developed for a target population of learners for realizing selected specific instructional objectives.

In the present study, Self Instructional Package is a set of systematically arranged, comprehensive, learning materials in print form with a definite objective providing self instruction on basic grammar in English for upper primary pupils.

c. Grammar

"It is the study of the system underlying the formal features of a language, as the sounds, morphemes, words, and sentences". "A theory specifying the manner in which all sentences of a language are constructed". (Webster's Encyclopedic unabridged Dictionary of the English Language'-1996).

In the present study, basic grammar means the grammar which is part of the syllabus of standard V, VI and VII of Kerala state syllabus.

d. Upper primary school pupils

Pupils who are studying in the fifth, sixth and seventh standards in schools functioning under Kerala Education Act and Rules.

OBJECTIVES OF THE STUDY

The major objectives formulated for the present study are:

- (a) To prepare a Self Instructional Package (SIP) on basic grammar in English for upper primary school pupils:
- (b) To test the efficacy of the Self Instructional Package by comparing the achievements of experimental and control groups.
- (c) To compare the achievement of the experimental group of boys with that of girls in respect of their basic grammar.

- (d) To compare the achievement of the two groups with respect to the levels of cognition namely knowledge, understanding and application.

DESIGN OF THE STUDY

The present study is designed to develop a Self Instructional Package on basic grammar in English. In order to test the efficacy of the SIP an experimental study was conducted.

VARIABLES

The experimental study was designed with the following variables.

Dependent variable

1. Achievement in basic grammar.

Independent Variables

- 1) Learning through SIP.
- 2) Learning through the conventional classroom teaching.

Control Variables

- 1) Intelligence
- 2) Socio Economic Status
- 3) Pre-test in English grammar

Hypotheses

1. There will be significant differences in the mean achievement scores in basic grammar between experimental group (pupils learned through SIP) and control group (Pupils learned through conventional classroom teaching).
2. There will be significant differences in the mean achievement scores in basic grammar, between boys and girls of the experimental group.
3. There will be significant differences in the mean achievement scores in basic grammar, when the experimental and control groups are compared with respect to the levels of cognition - knowledge, understanding and application.

1. SAMPLE

The sample selected for the experimental study was sixty pupils of seventh standard (equal number from either sex) from Government M.U.P.School, Kozhikode district. The sample was divided into two homogeneous groups. The experimental and the control group, with thirty pupils each.

2. TOOLS USED FOR THE STUDY

Tools used for equating the experimental and control groups are the following.

1. Intelligence Test (Ravens Progressive Matrices, 1958)
2. Socio Economic Status Scale
3. A Pre-test in English grammar for the seventh standard pupils developed by the investigator.

Tool used as the post-test.

4. Achievement test in basic grammar-developed and standardized by the investigator.

3. BASIC STEPS INVOLVED IN THE STUDY

1. Analysis of the syllabi and text books of standard V, VI and VII and locating the grammatical elements.
2. Study of the principles adopted for the development of SIP.
3. Preparation of an SIP on basic grammar in English for upper primary pupils based on the principles.
4. Description of the SIP developed by the investigator.
5. Testing the efficacy of the SIP.

The efficacy of the package is tested by conducting an experimental study on a group of thirty pupils each, of standard VII.

Stages of Experiment

1) Selection of Control group and Experimental group

Two classes of seventh standard pupils from one school were selected. Because of the close acquaintance with the pupils, the teachers of the school could make a grouping of pupils in terms of their intelligence and socio-economic status. Thus the pupils are divided into two equal groups of thirty. (equal number from either sex). The investigator ascertains the homogeneity of the two groups by making use of reliable measuring instruments. The sample was tested for homogeneity with respect to intelligence, Socio Economic status and Pre-test scores. Scores establish the homogeneity of the groups. Sex, locale, climate, management of school and teacher variables were strictly controlled.

2) The conduct of the experiment

The experimental group learned the basic grammar in English using the Self Instructional Package (SIP), under the supervision and guidance of the investigator. The control group was made to learn the same basic grammar through the Conventional Classroom Teaching (CCT).

3) Testing

The achievement of pupils in basic grammar for both the groups were measured using a common achievement test developed and administered by the investigator.

The scores obtained from the achievement test were analyzed.

STATISTICAL TECHNIQUES USED

1. Descriptive statistics such as mean and standard deviation have been used to describe the distribution of scores.
2. t-test has been employed to compare the achievements of experimental and control groups.

SCOPE AND LIMITATIONS

Any self instructional material has to be developed in line with the effective instructional strategies adopted by teachers. The major difference is that here learning is done by the learners themselves with the help of the self instructional materials. In other words, this package is expected to act as a substitute for the teachers. In order to ensure this, various pedagogically related attributes of the learners namely, the mental level, motivation, interest in learning and previous knowledge etc. have to be considered.

Further, the level of language used for presentation, adequate examples, pictures and physical features of printing etc. have to be taken care

of. All these have been considered in the development of the Self Instructional Package.

These days when open schools and open learning have become very popular, the scope of self instructional material has become crucial. It is hoped that the study will be beneficial and useful not only to pupils but also to teachers handling English in the upper primary level.

The limitations of the present study are listed below.

1. The SIP is confined to upper primary school pupils.
2. Grammar aspects alone have been considered.
3. For conducting the experiment, a group of pupils (sixty) from a single school alone is considered. This restriction was in view of the very nature of the difficulties of an experimental study. Among the cognitive objectives only knowledge, understanding and application were considered.
4. Investigator conducted the experiment on the seventh standard pupils. This is because seventh standard represents the totality of the upper primary level. And the cumulative effect of teaching at the fifth and sixth standards also could be assessed at the level of seventh standard.

ORGANIZATION OF THE REPORT

The thesis is organized in five chapters. The first chapter includes an introduction of the problem, need and significance of the study, statement of the problem, definition of key terms, objectives, design of the study, variables, hypotheses, sample, tools selected, basic steps involved in the study, statistical techniques used, scope and limitations and organization of the report.

The second chapter consists of two parts. Theoretical overview and related studies. The first part consists of theoretical overview of self instructional materials and overview of grammar. Related studies are written under three heads. Studies on self Instructional materials, studies on self Instructional materials related with language development and studies on grammar.

The third chapter describes the Methodology in detail. Methodology is divided into three major parts, and the Self Instructional Package is attached here with.

Fourth chapter is dealt with the detailed analysis of the statistical devices used for the study.

The fifth chapter refers to the conclusions arrived at from the study and suggestions for improvement.

THEORETICAL OVERVIEW AND REVIEW OF RELATED LITERATURE

Babitha V.S. "Development of a self instructional package on basic grammar in English for upper primary school pupils " Thesis. Department of Adult and Continuing Education & Extension Services, University of Calicut, 2004

CHAPTER II
THEORETICAL OVERVIEW AND
REVIEW OF RELATED LITERATURE

THEORETICAL OVERVIEW AND REVIEW OF RELATED LITERATURE

The first part of this chapter presents the theoretical overview of self Instructional Package and grammar. The second part deals with the important studies conducted in this area.

Part A

1. Theoretical overview of Self Instructional Package.
2. Theoretical overview of grammar.

Part B

1. Studies on Self Instructional Materials.
2. Studies on Self Instructional Materials related with language development.
3. Studies on Grammar.

Part A

1. **Theoretical overview of Self Instructional Package.**

Teaching is an interactive process in which the teacher, the learner and the instructional material interact with each other. In modern approach, the learner occupies the central figure in the process of education. In learner

centred curriculum, the whole learning process is centred around the needs, requirements, capabilities and interests of the pupils. Each learner has his/her own needs, requirements, capabilities and interests. To meet with the different learner characteristics, individualized instruction is an appropriate learning strategy. The goal of individualized instruction is to make learning self-initiated and self-directed.

Many research studies revealed that individualized instructional programme will promote the maximum development of learner's potentialities. In individualized instruction, individual pupil is the unit of teaching. Individual teaching gives importance to individual differences among children and work on the principle that each learner works according to his abilities and capacities. Individual teaching is satisfying both to the quick learners and to the slow learners.

"Individualization bring the individuality of the children in the free play thus enabling them to think, feel and act for themselves and not to subordinate themselves to the majority" (Bhatia, 1968).

According to Nathan (1997), individualized instruction is based on two basic assumptions. That are, learning results only from the student's own efforts and learning how to learn is the primary ingredient of education.

Types of Individualized Instruction

1.1. Keller Plan or Personalized system of Instruction

The Keller Plan was introduced by Freud S. Keller (1965). The format of Keller plan is a sequence of three-step cycles of learning process with presentation, response and consequence arranged to optimize learning. The course content is divided into different units which can be mastered by a learner in about a week. Students can take their own time to master the units. The student gets the first unit along with the study guide prepared by the teacher. The learning materials for each units are textbook and study guides. The content of the study guide include, instruction, behavioural objectives, procedure, supplement text and questions. The procedure consists of what to read, where to look to, where rote learning and comprehension are necessary. The guide also provides unit tests at the end which are intended to test the varied objectives.

1.2. Programmed Instruction

Programmed Instruction was originated in the beginning of the 20th century by the efforts of E.L. Thorndike (1912). It is a technique of self-instruction in which all the instructional load is carried by programmed text or teaching machines. Here the subject matter is broken down into small steps (frames) and arranged orderly. Immediate confirmation of right answers on correction of wrong answers will be given. The content and sequence of the

frames are subjected to try out with learners and are revised on the basis of data gathered by the programmer.

1.3. Contract Learning

It is a way to individualized learning in which the learner can create and organize his own curriculum. Berte opined that the contract is a clearly defined agreement between students and the teachers. The contract gives importance to student initiative and involvement together with advisory support from faculty. From the very beginning, the student is free and ultimately responsible to individualized learning.

1.4. Instructional Modules

A module is a self contained and self-sufficient unit of instruction for the learners to achieve a set of objectives. The three basic elements of instruction contained in the module are: objectives, learning activities and evaluation. Thus a module is self-contained, self-pacing and self learning by nature, with the minimum of teacher's direction and supervision. The modules help the students for independent thinking. They know exactly where they stand. The students have full control on the rate of study, thus they can progress at their own pace.

1.5. Self Instructional Package or Self Learning Package

According to Wilkinson 'Learning Package' is a collection of materials to effect specified learning outcomes with a minimum of teaching contact. The components of learning package includes materials to be read, looked at, to work with, and to undertake. They provide opportunities for 'learning from a distance'.

In the present study, the investigator developed a Self Instructional Package (SIP). So a detailed description of SIP follows:

Self Instruction is a learner led learning field which is described in broad sense as "situation in which a learner is working without the direct control of the teacher". It is a mode of self study where the learner relies on specialist learning materials which may take the form of teach yourself packages set of all-round course materials.

The act of learning something must always be a personal, individual act. Learner should learn at their own pace. Self-instruction serves the purpose best. It makes the learner take up more responsibility as compared to the traditional classroom approach, where the teacher is responsible for organising and managing the process.

Self instruction in no way means that the learner is solely responsible for all aspects of learning. Here the teacher seeks to include the learner

increasingly in the decision making process about their learning and management of it. Of the various terms that sound similar in meaning, 'self direction' explains best the concept of self instruction. More than the mode of learning, which is concerned with the activities of the learner, the teacher and their interaction, the attitude to learning is required for self instruction. Self directed learning describes an attitude to learning in which the learner accepts responsibility for his learning, but he does not necessarily carry out courses of action independently in connection with it. The learner will probably seek expert help and advice for many of these.

Self Instruction is essentially a process in which the learner takes over part, or all of the instructional process without the direct intervention of the teacher. They take an active role in learning as they monitor the development of the course and its continuing relevance to their own objectives. The learner must be aware of this initially.

Learner centred self instructional mode is equally important for the success of this approach. Hence the material has to be prepared with great care. During preparation, it should be kept in mind that when they are in use, there may be no readily available teacher to administer, supplement or explain them. Consequently, the materials themselves should ideally contain the help and information which a teacher would supply. The instruction must be fully explicit and must provide advice and help for making decisions.

Thus self instruction means, a learner working away in isolation, but it is more likely to describe a situation in which learners undertake responsibility for a part of their learning. Also it means a learner using materials which are designed to guide his every step and leave little freedom of choice.

1.6 Psychological Theories behind Self Instruction

Self instructional materials are prepared by observing the important principles put forward by many learning theories.

According to Skinner (1968) learning takes place by the connection between stimulus and response in the organism. Learning through this procedure brings change in human behaviour. To respond for a stimulus, a mental readiness is essential. The mental readiness makes an organism active. Only an active mind can provide suitable response. For stimulus-response connection to take place the learner must be active. Skinner advocates the active participation of learners in the learning process. Self instructional materials are designed in such a way to enhance active participation of the learners.

Because of the individual difference the learning ability and rate of learning differs from individual to individual. Self-pacing for learning is another behaviouristic principle which has influence on the development of self Instructional materials. The importance given to feed back and

reinforcement are the other principles of behaviourism, which has implications in the development of self instructional materials.

Bruner's (1966) cognitive approach states that learning is directed towards problem solving. When individual confronts with a problem, he must learn to tackle that problem. This learning theory also says that the knowledge of results of one's own actions also influence learning. Learning occurs as a result of information processing and the information need to be presented in simple terms. This helps for using learner's experiences which directs towards problem solving.

Gagne (1974) suggested certain aspects which are effective for self instruction. They are, activating, motivation, statement of objectives, directing attention, providing learning guidance, enhancing retention and eliciting performance together with feedback.

1.7 Materials for Self Instruction

There are three sources of materials for self-instruction. They are authentic texts which can be used directly by the learner; commercially available materials used as such or after adaptation and materials which are specially written by experts in particular fields. These sources are not independent in that, because sometimes learner's programme consists of all three kinds of materials.

It is most effective to base the learning materials on relevant authentic texts. Riley (1981) comments that this makes it possible to meet learner's needs accurately and the learner is able to concentrate on lexical, grammatical, functional and interactional characteristics without wasting time. In this way the use of authentic documents favours the development of individual learning strategies.

The advantage of commercial materials is their convenience and their variety. They are readily available and has wide choice. The disadvantage is that commercial materials are rarely designed for self instruction, but they claim to be suitable for self instruction.

Adaptation is the process of changing existing materials suitable for self instruction. This involves adding new materials to meet minimum specifications for self-instructional materials. Materials which have been adapted for self instructional use need to be packaged in appropriate ways for the users. This packaging include the division of the book into units and presentation of each unit in an attractive way.

Materials written exclusively for self instruction are relevant to the needs of the learners. Now an important function of the teachers is to prepare materials to meet the special needs of learners or to prepare materials to meet the objectives set up by the system. The disadvantage of writing materials specially for learners is the amount of time and effort that it requires.

1.8 Specific design features of Self Instructional Materials

The essential features needed for a self Instructional Material are the follows (Dickinson, 1987):

1. Clear statement of objectives - Learners should get the chance to know about the objectives of the learning unit. This helps learners to develop responsibility in learning.
2. Meaningful language input:- The language input from the materials must be comprehensible for the learners. If needed illustrations, summaries in simpler language, translation, glossaries and explanations can be provided for better understanding of the material.
3. Exercise materials and activities:- The materials should include sufficient activities and exercises to enable the learners to achieve the objectives of the unit.
4. Flexibility of materials:- The instructions given in the materials will be according to the principles of learning styles and strategies of learners. If a learner finds difficulty to perform a particular task in a particular way, it is possible for the learner to ignore the instructions and perform the tasks according to his own preferences.
5. Learning Instructions:- Clear and simple learning instructions are needed for all materials especially for Self Instructional Materials. All

learners could follow and carry out the provided instructions. If examples are provided sufficiently, they will reduce the need for complicated instructions.

6. Language learning advice:- Apart from the learning instructions, pupils need advice about how to go about the job of language learning. Advice should be provided as to how and when to use reference materials.
7. Feed back and test - Answers and explanations to exercises need to be provided in the self instructional material because this acts as a feed back to the learners.
8. Advice about record keeping - Keeping scores for exercises and tests acts as a motivating factor for the individual learner.
9. Reference materials - Names of reference books should be listed in the self Instructional material. Cross references to other units can also be provided.
10. Indexing - Index (content list) is essential for a self Instructional material. This helps the learners to find explanations and answers very easily.
11. Motivational factors - The Self Instructional Material should attract and motivate the learners. The layout, type face, colour work, pictures

and illustrations should be attractive. Other motivational factors include accessibility, which refers how easy it is to understand, how to use the materials, how well organised they are for easy use. The size of the unit should agree with the level of the average learner.

Conclusion

Where the population size is very large, a self instructional material is very useful to provide instruction to every member of the population. The resources for educational purpose is very limited. In this sense Self Instructional Package is very useful to provide mass instruction with minimum time and money. Since the motive behind the self instructional material is 'providing education at the door step', it is designed according to the needs of the learners by giving provision for self-pacing and there by facilitating self-learning.

The Self Instructional Package developed by the investigator can be utilized in the open schools, with minimum expenditure of money and manpower.

2. THEORETICAL OVERVIEW OF GRAMMAR

There are three characteristics of language that are important for the understanding of the nature of grammar. Those are the complex, productive and arbitrary nature. Language is highly complex. It is shown by the fact that

up to now it has not proved possible to translate mechanically from one language to another, with really satisfactory results.

Language is productive, we can produce many sentences that we have never heard or uttered before. Language is also arbitrary. There is no one-to-one relation between sound and meaning. This accounts for the fact that languages differ and they differ most of all in their grammatical structure.

Grammar is a study of language by specialists, made in order to establish the rules and principles which underline the correct speech and writing, rules and principles which are followed more or less unconsciously or instinctively by the native speakers. Each adult speaker of a language clearly has some type of mental grammar. It is the form of internal linguistic knowledge which operates in the production and recognition of appropriately structured expressions in that language. This 'grammar' is subconscious and is not the result of any teaching. The second concept of grammar involves 'linguistic etiquette'. It is the identification of the proper structures to be used in a language. The third view of grammar involves the analysis of the structures found in a language.

The first type is of interest to a psychologist, because it deals with what goes on in people's mind. The second is of interest to a sociologist because it has to do with people's social attitudes and values. The third is concerned with the linguist for it deals with the nature of language.

The teaching of grammar should be carried on through the profuse use of model sentences and examples through direct method. The main point to remember is that it is not the grammar of English that is difficult but the usage. Therefore explanation can do little, where as practice can do much. It is here that the communicative approach to language teaching plays an important role.

The grammar of a language can be studied diachronically or synchronically. A diachronic study deals with the evolutionary stages of grammar. It is the historical study of the changes the grammar as undergone over a period of time. The synchronic study describes grammar as it exists at a point of time. Synchronic study is given greater importance. There are different approaches to the study of grammar. One is the traditional approach and the other is the structural or descriptive approach. The structural approach is an improvement upon the traditional approach. This was later modified into phrase structure grammar (PS grammar) which was further modified into Transformational Generative grammar. (TG grammar).

Traditional grammar is the grammar of the classical language, though to a varying degree they are also used in the description of modern languages. Latin and Greek were the languages of scholarship, religion, philosophy and knowledge. So the grammar of these languages was taken to be the best.

Scholars like Ben Johnson, who wrote the earliest English grammar were men deeply learned in Latin and Greek. They took Latin grammar as the norm and analysed English in terms of Latin. These early grammarians formulated the grammar of English based on Latin. There were shared features but they forgot that Latin is Latin and English is English and tried to fit English grammar in the frame work of Latin grammar.

Traditional grammar was severely criticized on various ground. One among them was the Latinate fallacy. It is the mistaken notion that Latin language was superior to the vernaculars and it had a perfect grammar and hence English grammar should also be described in terms of Latin.

The second criticism was based on the semantic fallacy. The definitions of many of the parts of speech were based on meaning. This was objected by the structuralists because meaning is not objectivity verifiable. The structuralists avoided any recourse to meaning in defining word-classes. They argued that the meaning of a word is not necessary to determine its category.

The third criticism was normative fallacy which was concerned with giving too much importance to rules and norms or standards of usage. Another allegation was based on the mixing up of different criteria. All the traditional definitions were not based on meaning. Some on meaning, some on function and some on form. The use of such different criteria for

classification makes it difficult to decide to which class a word belongs. Structuralists found it unscientific to mix up criteria.

The grammar that prescribes rigid rules of correct use is called the prescriptive Grammar. The grammar written for the purpose of teaching a language to beginners contain a lot of such rules. Traditional grammar tended to be prescriptive. Structuralists believed in descriptive grammar.

The logical fallacy refers to the false faith in the existence of laws universally applicable to all languages. Languages do not work with the mechanism of a set of universally valid rules. Each language has its own system of rules and it is foolish to expect all languages to behave alike. Languages differ in grammatical categories and in various other features. English has only two tenses. The past and the present tense. The statement that English has three tenses is an instance of logical fallacy.

Traditional grammars lacked explicitness with regard to linguistic descriptions. Structuralists made explicit statements which could be easily tested and proved. Traditionalists gave too much importance to the written form of language and wrote grammars based on the written form. They considered it as the correct language and the spoken form as the corrupt representation of it. The structuralists stressed the primacy of speech.

The traditionalists regarded only the language of great literature worth studying. They ignored synchronic variations of dialect and register.

Dialectical forms were looked down upon as bad English. Structural approach takes all the varieties into consideration and objectively describes them.

The traditionalists ignored linguistic changes and considered them as a corrupting influence on language and tried to preserve its purity. Since language is subject to change, the grammarian should describe contemporary usage.

The most influential school of linguistic from early nineteen-thirties to late nineteen-fifties was structural and associated chiefly with the name of the American linguist Leonard Bloomfield. It is a reaction against notional grammar of the traditional kind. The main concern of this school was that language has a structure. Language is composed of units like phonemes and morphemes in sequence at different levels. The inter-relationships between these units determine the structure of language. The basic assumptions of structuralism are summed up below.

Linguistics is an autonomous scientific discipline. The linguist's data is a limited stock of utterances by native speakers of the language and he should analyse it to identify the linguistic units. The discovery procedures should be empirical and scientific. Meaning was banished from linguistic analysis and form was given much importance.

The analysis of a language proceeds from the smallest unit, the sound, to the largest unit, the sentence and hence analysis proceeds in the order of phonology, morphology and syntax. Every language has its own unique structure and should be studied in terms of its own internal structure. There is no universal grammar. Structuralists argue that speech is primary and writing only secondary.

Language varieties should be studied and described objectively. No variety is to be regarded as superior or inferior to others. Structuralists are of the opinion that linguists should only discover and describe the rules governing a language and not prescribe rules and norms. Structural grammars were descriptive and not prescriptive. The language is an arbitrary system of articulated sounds employed by a human community for the purpose of communication. Language is subject to change and hence linguistic changes should be taken as natural linguistic phenomena.

These structuralistic principles were in vogue till the 1950s. The structuralist analysed the total sentence by Immediate Constituent Analysis. This was introduced by Bloomfield and systematized of Roulon Wells and Zellig Harris. This kind of analysis aims at analysing each utterance into the smallest meaningful units possible. In this model, the sentence is cut into two natural divisions and each of these is again cut into two, and this process of binary segmentation is continued, until the smallest meaningful unit is

reached. These units at the last level are called the ultimate constituents. Immediate Constituent helps one to discover how units are hierarchically layered in sentences.

A more sophisticated model of grammar called Phrase Structure Grammar has been evolved out of this. Noam Chomsky (1957) is the exponent of this method. Phrase Structure Grammar contains a set of rules called Phrase Structure rules or rewrite rules. Rewrite rules are capable not only of generating strings of linguistic elements but also of providing a constituent analysis of the string. They provide a set of direction, which if followed mechanically will generate the abstract framework of basic English sentences.

Noam Chomsky's "Syntactic Structures" (1957) was the book which introduced to the world the most influential of all modern linguistic theories- "Transformation Generative Grammar". The name transformational generative suggests that there are two aspects of the theory. The grammar it produces is both 'transformational' and 'generative'. These two aspects are not logically dependent upon each other, though the theory gains ground from the interaction of the two.

Immediate constituent analysis and phrase structure grammar analysed individual sentences to show the functions of their various parts and their relationships but not inter-sentence relationships. Transformation Generative

grammar (TG grammar) shows the essential relationship between sentences such as active, passive, affirmative and negative. It shows how different types of sentences are derived from basic types of simple sentences through the application of certain rules called Transformational rules (T-rules). Such basic types of sentences are called Kernel sentences. They are simple, affirmative, active and declarative sentences. Other types of sentences are derived from these by the application of T-rules.

TG grammar is generative because it must be able to generate all the grammatical sentences of a language. To generate means to predict or specify, that could be the possible sentences of a language.

Theory of language

Three different views of language and the nature of language proficiency inform explicitly or implicitly current approaches and methods in language teaching. The first view is known as the structural view which explains that language is a system of structurally related elements for the coding of meaning. Here the aim of language learning is to master the elements of this system which are generally defined in terms of phonological units, grammatical units, lexical items and grammatical operations.

The second view of language is the functional view which states that language is a vehicle for the expression of functional meaning. The communicative movement in language teaching subscribes to this view of

language. This theory emphasizes the semantic and communicative dimension rather than merely the grammatical characteristics of language.

The third view of language is called the interactional view. It sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals. Here language is seen as a tool for the creation and maintenance of social relations.

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) explained as "communicative competence". For Chomsky, the focus of linguistic theory was to characterize the abstract abilities the speakers should possess, to enable them to produce grammatically correct sentences in a language. Hymes was against this linguistic theory and stated that the theory needed to be seen as part of a more general theory incorporating communication and culture. Hymes' theory of communicative competence was an explanation of what a speaker must know in order to be communicatively competent.

Another theorist who paid much attention to the communicative nature of language is Henry Widdowson. Widdowson presented his views of the relationship between linguistic systems and, their communicative values in his book 'Teaching Language as Communication' (1978). He focused on the communicative acts underlying the ability to use language for different

purposes. A more recent but related analysis of communicative competence is found in Canale and Swain (1980), in which four dimensions of communicative competence are identified: grammatical competence, sociolinguistic competences, discourse competence and strategic competence. Grammatical competence refers to what Chomsky calls linguistic competence and what Hymes intends by what is "formally possible". It is the domain of grammatical and lexical capacity. Sociolinguistic competence refers to an understanding of the social context in which communication takes place. Discourse competence refers to the interpretation of individual message, elements in terms of their inter connectedness and of how meaning is represented in relationship to the entire discourse or text. Strategic competence refers to the coping strategies that communicators employ to initiate, terminate, maintain, repair, and redirect communication.

At the level of language theory, communicative language teaching has a rich eclectic theoretical base. Some of the characteristics of the communicative view of language is listed below.

- (a) Language is a system for the expression of meaning
- (b) The primary function of language is for interaction and communication
- (c) The structure of language reflects its, functional and communicative use

- (d) The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Part B

1. Studies on Self-Instructional Materials

Programmed materials were developed by Young (1968), Ried, Booth (1969) and Cavanash (1969). Then effectiveness of programmed materials as a means of self-learning was studied.

It was conducted with experimental and control groups, which showed that individual learning is a success. Through this method more responsible attitude can be developed among pupils. More over low cost of education, was an advantage of the learning materials.

Szaho (1972) conducted a study at the Boyertown area Senior High School. Investigator administered an individualised Physics programme to increase Physics enrolment, achievement and interest by shifting the instructional strategies towards increasing degrees of individualisation. The results showed that after the first year of the project, Physics enrolment increased 20% at Boyertown. It also showed that the project is increasing enrolment, stimulating interest, teaching Physics and providing a new degrees of individualisation for the students of Physics at Boyerotwn.

Donald (1973) conducted a study to investigate the effectiveness of a series of Self Instructional Modules (SIM) for training secondary level social studies teacher trainees to develop certain skills in the preparation of higher level questions. The study showed that SIM are superior to more conventional methods for developing concept and skills.

Muller (1974) developed Instructional Materials in Indiana University Which enabled the students to take an educational measurement course by Self Instructional Section. The majority of the students recorded that the learning packages were very helpful in the understanding of the course content.

Sassar (1974) developed and evaluated a modularised student-centred, general Biology curriculum at the college level. In the curricular design, major units of study were broken into units. Each unit contained a basic module to be planned and exercised by students. Through the module, a concept was introduced with a minimum description. After that, there was a set of option modules from which the student could select one to complete the unit. The results state that comparisons of attitudes towards science showed significant difference between Modular students and control students favouring modular approach.

Pultorak (1975) developed a self-placed lab module in vascular taxonomy to aid undergraduate Biology students in understanding both

traditional and contemporary activities of the plant taxonomist. To determine the effectiveness of the lab module three community colleges were selected for field-testing. Results revealed that, students preferred the modular method of instruction to the traditional method.

Shah (1979) developed an auto-instructional programme in Algebra for standard VIII to find out their effectiveness in relation to different variables. The findings of the study are the following.

1. The total means cores achieved by the experimental group was higher than the total mean score achieved by the control group.
2. The average time taken by the experimental group was less than the average time allotted to the control group.

Hoib (1979) designed and tested a self-instructional manual. Six instructors were asked to design modules using the cognitive skills and guidance provided by the already developed Self-Instructional manual. These instructors received no additional instruction regarding module design. The complete modules were evaluated on a criterion referenced evaluation from six evaluators. All six modules reached the criterion level suggesting that the manual was effective as learning experience.

Soedijarto and Khodir (1980) developed a Modular Instructional system for school Mathematics in Indonesia. They pointed out seven

fundamental characteristics of the Modular Instructional system. That are, emphasis on active Self-Instruction, concern for learning objectives of each lesson in terms of subsequent students behaviour, the utilisation of multimedia and multi methods, the active participation of the learner in all phases of instruction, immediate feedback to the learner, evaluation and emphasis on mastery learning. The mathematics modular programmes were tried out in different schools. The results showed favourable attitude towards modular instruction.

Mian (1980) conducted an experimental study of teaching science in standard VI and VII through modules. The data was obtained by using an achievement test as pre-test and post-test. The major findings were:

- a) The modular way of learning was found to be more effective than the conventional method.
- b) Majority of the students had a favourable attitude towards Modular approach.

Calser (1983) developed an Instructional Module. Experts in the field of education, communication, and administrates were asked to review the module. After the review and revision the module was pilot tested. The module was further revised in the light of the pilot test. The final module was then field tested. The results of the field tests indicated that the module development process was successful.

Bailken (1983) tried to identify the effectiveness of self-instructional micro teaching used for the in-service course for the Mathematics teachers. He developed self-learning materials in print along with an audio cassette. The effectiveness of the materials was tested by comparing the scores of pre-test and post-test. The study pointed out that the self-instructional micro-teaching course was very effective to improve the instructional strategy of Mathematics teachers.

Rabindra Das (1984) Siddiqui (1986) and Albader (1993) developed self instructional materials for the advantage of student at the secondary level and measured its effectiveness. In order to find out the efficacy of the material pre-test and post-test were conducted and proved beyond doubt that self learning materials are effective for learning. Through this, students could get an opportunity to learn at their own speed and concerns. The achievement of students are seen higher, when compared with the traditional method.

Rae (1985) developed and evaluated self-Instructional Learning Module using Food exchange List for Degree nursing students. The study employed a non-equivalent control group design. The results revealed that the experimental group performed better on the post-cognitive examination than those taught by the exchange system.

A pre-service special Education Module was developed by Howley (1986). This teaching module instructs pre-service teachers about

accelerating the progress of rural gifted students. Acceleration consists of various provision that allow early completion of school, including grade-skipping, cross-grade placement, early entry, dual attendance, special class placement and radical acceleration. This module aims to prepare preservice teachers to address concerns that acceleration and to implement effective acceleration programs for rural gifted students.

Self-learning programmes for teachers were developed by Lambhate (1987) and Das (1990). Through quasi-experimental design, the effectiveness of the materials was found out. An achievement test was conducted to find out the performance of the participants. It revealed that teaching through self-learning material is more effective than traditional teaching.

Hopper (1987) conducted an experimental study in the use of Modular approach for teaching Biology in Standard IX. The main objectives of the study were:

1. To design and develop instructional modules on certain units in biology for IXth standard pupils.
2. To find out the relative effectiveness of three modular approaches involving self-learning with teacher interaction with reference to the cognitive objectives.

Ahmad (1988) developed and evaluated a modularised individualised instruction in science course in Kuwait Secondary Schools. The purpose of the study was to develop, implement and evaluate a science course in accordance with modularised Individualised Instruction principle. The sample for the experiment was 497 pupils and 16 teachers. Both, the experimental and control groups were administered pre-test, post-test and attitude tests. The results showed that modularised instruction was significantly effective in producing overall achievement.

Dochy (1989) conducted a study on Modularisation and student learning in Modular instruction in Relation with prior knowledge. The study explores the development of modular education and its application in the Dutch open university. Advantages of modular instruction include more choice and self-pacing for students, more variety and flexibility for teachers and staff, and increased adaptability of instructional materials.

Disadvantages include, greater self-discipline and self-motivation are required for students. Increased preparation time and lack of concrete rewards for teachers and staff. Greater administrative resources are needed to track students and to operate multiple modules.

Debi (1989) developed and tested the effectiveness of programmed learning material (PLM) on the principles of education in B.T course of

Gauhati University. Investigator found out that students taught through PLM performed better than students taught through traditional methods.

Yadav, M.S *et al.* (1989) developed twelve modules, self-contained and self-instructional on research methodology. The modules observed all the procedures needed for developing self-instructional materials. The materials were tried out and modified. The material was edited by professional researchers and produced self-contained modules of research methodology.

Duby (1990) conducted a comparative study of play way self-learning technique and the traditional method of teaching Hindi at initial primary stage. The major objectives of the study are, to develop useful self-learning materials for illiterate children and to compare self-learning and traditional methods. Experimental study was conducted. The findings showed that the experimental group was found to be superior to the control group. It was also found out that in the experimental group children from higher SES groups were found to be superior to children from low SES groups.

Usha, P. (1990) conducted a study on preparing and evaluating self-instructional film strips on Nutrition and found out that on the recall test (knowledge) those students got higher score, who studied with the help of self instructional film strips. On other objectives - understanding, application, and skill-the gain score was found to be significant for all the three treatments.

Kumar (1990) conducted a study on the effect of teacher assisted Modular approach in teaching Physics in secondary schools of Kerala State. The major findings were the following.

- i) The teacher - assisted Modular approach is more effective than text book approach in the teaching of Physics in High Schools.
- ii) The teacher-assisted Modular approach is more effective in the case of high intelligence students than in the case of low intelligent students.

Nilivises (1990) studied the effects of self-instructional packages in the distance education format at Sukhothai, Thammathirat Open University in Thailand. It was found that learning through self-instructional packages were very much useful for the learners.

Pant (1992) developed self-guidance modules for teaching the maximum number of students for guidance benefits. The modules intend to develop in the students the skills on learning, career development, self-esteem enhancing etc. These modules aim at communicating to students the problems which emerge from a lack of those skills and the way they can develop those skills by following guided steps and examples.

Marsh and Kumar, David (1992) prepared a monograph consisting of a conceptual and theoretical frame work for the use of hypermedia presentations in the classroom. The omni-directional nature of hypermedia

presentations have fit quite nicely into the models of learning of some of the most recent cognitive theories.

Sharpe (1993) prepared a package of training materials for use in a professional development program for teachers. The package consists of nine booklets and a course outline for each course. The package contains the topics such as, the teaching/learning cycle, a functional view of language, language used for describing, language used for recounting, language used for instructing, language used for explaining and language used for challenging.

Each sample unit contains subject specific instructions and resources for using language in the ways described in the course modules.

Hopkins (1993) developed social studies and critical thinking computerised self instructional modules using multimedia instruction for students with learning disabilities at the upper elementary and lower intermediate school levels. Studies found out that the self-instructional modules were very effective for the learners.

Caterc (1994) developed modules which provides materials for a course in business writing: including the writing process, letters, memos and resumes. The material is designed for three one hour classes in a seminar format. Topics covered during each of the three classes are, 1. Introduction and overview, writing process and writing memos and letters. (2) writing the draft and revising (3) editing, publishing and resume writing. Section (2)

provides handouts and materials on writing a business letter including a sample letter and a memo, informational handouts, organization guide and grammar guidelines.

Section (3) is a "first aid kit" for resumes with informational handouts, resume skill finder, skills checklist, assessment checklist for a resume, and sample resumes.

A learning module named 'Learning to learn' was designed by Diller (1994). This is meant for employees to identify their own learning styles and to adjust with employees who have different learning styles.

The module includes units for six class sessions.

Each unit includes, rationale, learning objectives, curriculum notes and references for the instructor, course outline, introduction evaluations, information sheets, problems to solve, transparency masters and pre tests and post tests.

Applied Algebra curriculum modules (1995) were developed by Marshall. This modules are used independently as supplemental modules for an existing algebra curriculum. They present different curriculum styles to stimulate the teachers creativity to adapt other algebra concepts.

The selected topics are those needed by students in both vocational - technical and academic programs.

Yonke (1995) produced longitudinal Primary Care Program at University Illinois in a self instructional manner. They were very effective for the doctors especially paediatricians.

A combined Video and CAL package on Advanced level library skills for open learning students was developed by Moalpine (1996). Video and computer assisted learning (CAL) materials were developed. The first state of the package concentrated on strategies for finding references that were known to the student. The second part of the project dealt with searching for information to situations where there is no reading or reference list provided. At his stage, users learn that there is no single correct answer, and that flexibility, strategies and appropriate evaluation of outcomes meet the students own individual interest.

Hoover (1997) developed instructional modules for special Education courses. This module was developed to provide training at the master's degree level for prospective teachers in the areas of learning disabilities and emotional disturbance to serve students in rural and reservation areas of North Dakota.

In a study conducted at Ohio State University, Columbus (1997) prepared a performance - based teacher education learning package focusing on preparing better teachers for tomorrow. The module explains the new professional competencies needed by tomorrow's vocational-technical and

other career related teachers and instructors. It also provides learning experiences that integrate theory and application.

Sobha (1997) conducted an experimental study to assess the effectiveness of learning contract as a self-instructional tool for learning Biology at high school level. The objectives of the study were to assess the effectiveness of learning contract as self-instructional tool in learning Biology at high school level in comparison with conventional teaching approach.

George (1997) prepared and tested the effectiveness of Modules on 'identities' in Mathematics for standard VIII. The major objectives of the study was to test the effectiveness of the prepared modules by comparing the post-test achievement in Mathematics of the experimental and control groups.

Nair (1997) conducted a study on the "Development, implementation and evaluation of Modular approach in teaching of Geography in the secondary schools of Kerala state". The major objectives of the study were:

- (i) To prepare a Module for teaching the topic 'Hydrosphere' in Geography for Standard IX students.
- (ii) To compare the effectiveness of Modular approach over the text book approach in the teaching of Geography.

The findings showed that the modular approach was more effective than the text book approach.

Gee (1998) developed a model curriculum with the focus on first-time employees. It explains the basic competencies valued by employers for the domestic and other work force. Section one gives an overview of life work, and a performances based program. Section two presents learning objectives and Section three provides supplementary materials.

Ludlow and Barbara (1998) developed an interactive multimedia modules to train rural special educators. These modules are an important source for teacher education programs in special education. They help the special educators to observe and study important aspects of professional practice without the time and expense of actual field experiences.

Rajaswaminathan (1998) conducted a study on the impact of multimedia package on the teaching of commerce. The study focussed on the effect of the inquiry training model on the students academic achievement, inquiry skills, creativity, autonomy in learning and tentative nature of knowledge. The findings states that the inquiry training model was found to be more effective in promoting Academic Achievement, inquiry skills, creativity, and autonomy of learning.

Suggs and Patricia (1998) found out the efficacy of a self instructional package, compared with a traditional continuing education offering for nurses. The initial costs for the self-instruction package were higher, but it,

could prove more economical in the long run, saving participants time and money.

Mathew (1998) prepared and tested the effectiveness of a learning package in Zoology for final year degree students on the topic 'Seri culture'. The main objectives of the study were to prepare a learning package on 'Seri culture' and to test the effectiveness of the learning package by comparing it with that of the formal method. The study revealed that the learning package is more effective than text book in the teaching of Zoology in Colleges.

O'Rourke (1998) developed a 'Self-development Pack' for the employed people. It helps the people to know where they are in their life and career. The Package has seven sections that take the user through thinking planning and production of learning action plan for the future. A short introductory module is designed for those who need support before doing the main exercises.

Nath, Baiju (1998) developed a self instructional package for secondary school biology teachers for their in-service learning. The sample consisted to two hundred biology teachers of secondary level selected from the four revenue districts of Kerala. The data were collected through the achievement tests and questionnaire developed by the researchers. The findings states that majority of the teachers had achieved marks at the range

of 61-80. The qualitative analysis showed that various aspects of the self Instructional Package was very much effective for self Instructions.

Ajitha, Nayar, K. and Sankar, Subha (1999) measured the efficacy self-learning instructional materials in the teaching of Biology for the VIIIth standard pupils. An experimental study was conducted to find out the efficacy of the materials. The findings revealed that the experimental groups which used self-learning Instructional. Materials (SLIM), recorded a higher achievement score than the control group which was given instruction through traditional method. The findings also states that SLIM was found most effective in attainment of higher order objectives-application and 'skill'.

Ojha (2000) developed on instructional materials for teaching economics to class IX through concept attainment model. The main objective of the study was to find out the effectiveness of the instructional material in terms of achievement, reactions of students, and attitude of the students. The findings states that the instructional materials developed through concept attainment model was effective in terms of students' achievement in economics and their reaction towards teaching.

Escamilla (2000) studied the effect of self-instructional cognitive - behavioural techniques on anger management in Juveniles.

Broomfield (2000) studied the employee readiness for self directed learning and selected organizational variables as predictors of job

performance. The findings revealed that a significant positive relationship exists between self directed learning and job performance.

Nancy, Pagogh and James (2000) conducted study of the effectiveness of self study interactive computer program over the traditional methods. The finding states that self instructional electronic texts provided more efficient study tools and increased the student's retention of material.

George (2000) conducted a study on the preparation and testing of a module on environmental pollution for higher secondary students. Findings say that students who learnt by Modular methods performed better than those who were taught by the conventional method of teaching. Thus the module proved to be effective. It was also found out that the modular method is more useful for high intelligence group than the average and low intelligence groups.

Bambara and Linda (2001) conducted a study on assess effects of a self-instructional package on complex problem - solving skills by three adults with intellectual disabilities. The training package was effective in producing generalized, complex correct problem solving in training and routines.

Bindu (2001) prepared and tested a learning package on apiculture for second year degree zoology students. The learning package proved to be very effective for the students.

Self learning cards for developing concepts among primary school children was prepared by Sharma (2001). The study aims to observe the actual use of self-learning cards prepared on the basis of Bruner's concept Attainment Model for developing concepts among primary school children. The findings of the study were: Teaching with the help of self learning cards was quite effective for developing concepts among primary children and learning through self-learning cards was interesting, thought provoking and enjoyable.

Paranjape (2001) developed an instructional system for Mathematics through content-cum-Methodology approach. The objective of the study was to plan, design, construct and test instructional system for teaching of mathematics. The finding states that the instructional system for Mathematics developed was more effective than conventional instructional system for both students and pupil-teachers.

Mohankumar and Rajaguru (2001) prepared a multi-media instructional strategy for learning disabled children. To develop multi-media software for teaching algebra to disabled children was the main objective. The findings point out that the multi-media instruction facilitated the disabled children in learning algebra concepts than their counterparts in conventional teaching group.

Mishra, Sanjaya and Guba, Ashok Kumar (2001) conducted a study on how distance learners use activities in self-instructional materials. The findings revealed that, most of the learners used the activities mentioned by the course writer. Learners have positive perceptions about the benefits of self-assessment questions and terminal questions given in self-learning materials.

Rastogi and Sahara (2002) conducted an experimental study on the effectiveness of Self Instructional Materials (SIM) on educational statistics for B.Ed. students at Maharashtra. The major objectives of the study are, diagnosing learners difficulties in learning educational statistics, verifying the effectiveness of SIM over traditional classroom teaching, and to assess the learners' opinion towards SIM strategy.

Experimental and control groups were equated on the basis of IQ and achievement on Xth standard. Experimental group received instruction through SIM and the control group received instruction through the traditional, classroom teaching. The investigators helped learners of both the groups to learn educational statistics through respective strategy for one month. After experimentation post test and retention test were conducted.

The findings stated that the SIM strategy was more effective than the traditional classroom teaching. It was also found out that the Self

Instructional Material serves as means of interaction for optimum learning of educational statistics in the absence of teacher trainers.

Brown (2002) developed a self-regulated learning strategy for the urban middle school physical education students. The purpose of the study was to understand the uses and perception of self-regulated learning strategies used by Urban middle school physical education students.

A Quasi-experimental pre-test post test design was used to study the effect of self-regulated learning strategy. The results indicated that the students with the self-regulated learning strategy scored significantly higher than the students with the curriculum instructional conditions.

CONCLUSION

The reviewed studies reveal that, Instructional materials can be prepared for different purposes such as for providing instructions to pre-service and in-service courses for the open university and of the regular students to develop independent learning habits. Studies also reveal that learning through self-instructional materials are very effective. Studies establish their advantage over traditional type of learning. Most of the self instructional materials are in the print form. In almost all the studies the investigators prepared and found out the efficacy of the self instructional material. Materials prepared exclusively for the upper primary pupils are few. Hence the present study of developing a self-Instructional Package on basic

grammar in English for upper primary pupils will be a significant and worthwhile one.

2. Studies on Self-Instructional Materials related with Language development

Gupta (1973) developed a Self-Instructional programme in basic sentence pattern of English for the graduate students at Meerut. The first tryout was administered on a sample of six undergraduate students. After this, a group consisting of eighty-one students was selected for empirical tryout and another group consisting of seventy students was taken for final field testing. The programme was subjected to individual, group and field tryouts and was amended and modified.

Reddy (1975) conducted a study on the topic, programmed Learning Vs conventional learning in the instruction of language. The major objective of the study was to compare the programmed Instructional Method with that of the conventional Teaching Method. The findings showed that the mean performance score of the experimental group was higher than that of the control group.

Charles (1981) prepared an Auto-Instructional and support material in English for the development of language skills. The major findings were:

1. High as well as low intelligent adults gained significantly from the material.
2. The auto-instructional material was useful for both graduates and under graduates. The scores revealed that the graduates gained significantly more than the under graduates.
3. Both, grade I and grade II SES group gained significantly, but the gains were relatively more on the part of grade I SES group.

Winkle (1990) prepared a self instructional book to help people speak and write more correctly. The book presents the rules of standard English grammar in an easy to understand manner. The Book has six chapters. 1. The sentence (2) Parts of speech (3) case (4) modifiers (5) agreement (6) Building better sentences. The sections within each chapter contain numerous example as well as practice items. A glossary of grammatical terms is appended.

Atkinson, Rhonda, *et al.*, (1993) developed a module for improving listening skills in English. It is designed to prepare students to view a video on communication. It contained a viewing study guide to help students identify words and ideas from the video, a word list, material on the concept of main ideas and ways in which they may be organized, and exercises.

Ryan (1993) prepared learning modules which help for developing 'independent learning skills' for learners of English in Japan. It included techniques for creating on maximizing language practice opportunities. It is noticed that the course was successful for the students.

Ingram (1994) prepared a learning module designed to help non native English speakers to develop basic work place reading and writing skills. The topics included in the module are, skills assessment, needs assessment, general writing, company policy and forms, messages, notes, spelling and grammar. The last part of the module consists of brief notes and handouts for a final evaluation of students' written and verbal skills.

Cosol (1994) designed a learning module to be presented as a workshop to help workers master the skills needed for effective writing in English at the workplace. The objectives of the study are to enable the participants to apply the various steps of the writing process to their writing needs in the work place and use principles of business composition.

Moore and Diller (1994) developed learning modules on basic reading strategies in English of reviewing new information, integrating knowledge and recalling information in an organized way that may be applied to every day life or work specific settings. Vocabulary building and comprehensive recall technique are also emphasized.

Harris (1994) developed instructional materials for a work place communication class. Using this instructional materials learners could develop their communication skills.

For developing communication in the work place for non-native English speakers, Nichols (1994) prepared a curriculum module. This contains materials for conducting a course designed to build oral and written English skills for nonnative speakers. The course focuses on increasing Vocabulary, improving listening/speaking skills, extracting information from various written texts, and developing writing skills and learning to communicate on self-directed teams and with supervisors.

The materials included in the module are, list of preliminary goals and objectives, instrument to assess participants' needs for training in oral communication skills, list of job-related idioms, information on cross-cultural dialogues in the work place, 36 lesson plans learning activities and self-evaluation and peer review checklists.

A module named "essential communication and documentation skills" was developed by Medina (1994). It develops listening speaking and work place literacy skills related to the job of the care workers. Experiments found out that the module was very effective for the learners.

Jarvis and Stephens (1994) developed an instructional business communication package. Adult learners of English as a second language face

great challenges in communicating with native English speakers. Non-native English speakers found this communication package effective to learn strategies to compensate with these difficulties.

Fletcher and Tripp (1994) prepared a module on communication in English. This module was designed around a basic three part communication model that included listening, problem solving and follow up. It provided a review of communicative skills and offered strategies that may be useful in more complicated communication situations.

Moore (1994) developed a learning module which focuses on reading. This enables the learners to deal with specific kinds of information, interpreting that information and summarizing main idea, identification of relevant details, facts and specifications are explored. The module includes units for six class sessions. Each unit includes, rationale, learning objectives, curriculum notes and references for the instructor, course outline, introduction, evaluations, information sheets, problems to solve and transparency masters, pretests and post tests.

Learning packages on spelling and vocabulary Improvement was made by Janiszewski (1994). The objective of the package was to help employees of port business to improve their spelling and vocabulary.

The first module is a pre-test to find out student's spelling proficiency and existing level of vocabulary. Second module explains prefixes and

suffixes. The third and fourth modules presents advanced spelling rules. The fifth and sixth modules contain information and exercises about homophones. The seventh module is a post-test.

Each module contains objectives, procedures, students handouts, learning activities/grammar exercises. Answers to all exercises are included.

Blunner (1994) prepared learning modules to develop the writing skills. The objectives of the study are: Familiarize students with components of clear and direct sentences, familiarize students with the concept of plain English and various types of letters and memos and review basic rules of grammar, punctuation and usage. The topics covered in the modules are writing sentences, avoiding ineffective writing, writing different types of letters and reviewing basic grammar.

Each module contains objectives, procedures, student handouts and learning activities. A post test and answers to all exercises are included.

Blunner (1994) also developed a learning module on grammar review. The objectives of the study are: familiarize students with selected basic grammatical points, introduce basic punctuation, usage, basic capitalization rules and review selected frequently misused words.

The topics covered in the modules are, proof reading, sentence completion, subject-verb agreement, punctuation, spelling, capitalization and writing letters.

Each module contains objectives, procedures, student handouts, learning activities. Appendixes contain glossary, reference, information about pronouns and grammar review answers.

A self-learning guide to reading comprehension and critical thinking was developed by Falagradý (1994). This is designed to help employees to understand more and understand better what they read and to solve problems based on that understanding. The self-learning guide contains strategies for solving common reading problems and strategies for forming good reading habits.

Nelson (1996) developed a package on reading programme, which comprised of a variety of materials to assist educators in designing and implementing classroom projects and activities centering on the topic of evaluating the progress of the school reading programme.

Hyslop (1996) developed an educational package on evaluating writing in the elementary and secondary classroom. These packages are designed for implementation either in a workshop atmosphere or through individual study. This package presents materials to assist educators in designing and

implementing classroom projects and activities centering on the topic of evaluating writing in the elementary and secondary classroom.

Educational packages for oral language development was made by Zhang (1996). This presents materials to assist educators in designing and implementing classroom projects and activities centering on the topic of oral language development.

Roy (1997) prepared and tested the effectiveness of a module on 'Sandhi' in Malayalam for Degree students. The major objective of the study was to test the effectiveness of the prepared module by comparing the pre-test and post-test achievement scores of experimental and control groups. The study revealed that Modular approach is superior to formal approach with respect to post-test achievement scores.

Davikhel (1998) developed instructional materials for improving reading skills among school students.

Kurian (1998) developed communicative learning materials in English for enhancing functional operations of productive skills among secondary school students of Kerala.

Tinglu (1999) conducted a study on the preparation and testing of teacher assisted module on 'preposition' in English Grammar for standard IX.

The findings revealed that the teacher assisted modular approach is significantly superior to the lecture method for learning the prepositions.

Stremel (1998) developed a training module on integrating communication skills for children with multiple disabilities. The study focussed on gaining knowledge of the different forms and functions of communication, gaining skills in developing a communication map for an individual learner and gaining skills in developing receptive and expressive communication skills. The module included a pre test and a post test.

Shibabudheen (2000) studied the effectiveness of programmed Instruction in learning English as a second language by secondary school pupils. Programmed Instructional material for tenses in English for IXth standard pupils were developed. The major objective of the study was to determine the comparative effectiveness of Programmed Instruction and conventional method of teaching on achievement in English.

The findings revealed that the experimental group that learnt English through programmed Instruction achieved high mean scores than that of the control group which learnt through the conventional method.

Saramma (2000) conducted a study on the preparation and testing of teacher assisted learning module on tense for degree level. The finds states that teacher assisted modular approach when compared to lecture method is more effective. The learning module helps to learn English in a systematic

form and increases reasoning power. The learning module develops interest in English and in reading literature.

Valsamma (2002) developed models for teaching English at the secondary school level. The major objectives are preparing Discovery learning model (DLM) and computer assisted model (CAM) for teaching the topic 'noun' at secondary school level. To test the effectiveness of DLM and CAM in the achievement of English was the other major objective. The findings revealed that DLM and CAM were effective in terms of immediate post test achievement and hence DLM and CAM can be adopted for teaching English. The study also revealed that DLM is superior to CAM and the traditional method.

Palmer and Cyril (2003) compared the effect of glossed self-instruction reading materials and traditional teacher fronted instruction. The study compares the English reading comprehension of Korean university students under five conditions. Among the five the first three are self-instruction conditions.

1. Students reading with L₁ glosses (translations of words and phrases).
2. Reading with L₂ glosses (explanations in English itself).
3. Reading with no glosses.
4. Traditional instruction (complete translation)
5. English only instruction.

The statistical analyses of the data revealed that the L₁ gloss participants out-performed all other groups. The L₂ gloss and traditional instruction participants outperformed the English-only instruction participants.

Conclusion

The studies reviewed reveals that different Self Instructional materials are being developed for improving the different language skills such as listening, speaking, reading and writing. Modules for developing independent learning skills and basic reading strategies are also made. Learning materials prepared for developing communication skill, spelling, and grammar are found to be very effective. Programmed Instruction on 'tense' for secondary school pupil and learning module on tense for degree students have been developed and found to be effective. The investigator could not find studies on the development of grammar for the upper primary pupils. so the investigator intended to conduct a study like this.

3. Studies on Grammar

Quirk *et al.*, (1972) in "A grammar of contemporary English" opined that learning a second language is of particular importance to people since it is a language necessary for certain official, social, commercial and educational activities within their own country. The perfect acquisition of second language skills is of significance since a difficulty or disability in the

skills may hamper the individuals efficiency and progress. So learning of grammar is essential for the free expression of the second language.

Sharma (1978) aimed at analysing the variables of sequencing and prompting and their interaction effects on a programme in English sentence structures. The finding of the study was that the prompting effect did not show any statistical significance implying that the formal and the thematic prompts were equally good.

Subrahmanian (1981) carried out a linguistic study of language skills attained in the English-medium schools in India. The main findings of the study were,

1. There was no evidence to show that, Received pronunciation was systematically taught in all public schools of India.
2. Morphologically the variety of English was noticed to be fairly clear and meaningful but not always acceptable and grammatical.
3. In syntax, the survey showed evidence of a fair mastery except in the use of interrogative and reporting.

Joseph (1983) conducted a study on evolving a strategy for teaching English Grammar at high school level. The objective of the study was to evolve a validated multimedia strategy for teaching English Grammar at high

school level. The finding was that the students expressed a stable favourable attitude towards the strategy.

Pratap (1985) in the contrastive study of grammatical structures of English and Marathi found that the word order was the most important syntactic feature of English language.

Sharma (1985) in his study of the aspects of English language teaching in India found out that the prospective principles and methodology of second language teaching have undergone a drastic change over the last few decades. The second finding was the existing system of teaching English in India right from the grass root level to the university stage was defective. The third finding was that the traditional methods and conservative cases of English language teaching in India was not adequate to the learning needs of learners.

Supriya (1986) in her study, "An Analysis of Errors in the written English of secondary school pupils" revealed that the question tag is the most difficult structure. It was also noted that,

- 1) Rural subjects make more errors than urban subjects.
- 2) English medium pupils are better than Malayalam medium pupils in writing English.

Tinkham (1993) in "the effect of semantic clustering on the learning of second language vocabulary" reports on a study that compared, in two

experiments the learning rates of subjects learning semantically related and semantically unrelated new second language words. The findings strongly suggest that students have more difficulty in learning new words presented to them in semantic clusters than they do learning semantically un related words.

Beena (1996) made an investigation into the difficulties experienced in learning English grammar and vocabulary by secondary school pupils of Kerala. The main findings of the study were:

- (1) Lack of separate periods for learning grammar.
- (2) Lack of testing, relevant previous structure before each grammar period.
- (3) Lack of integrated teaching of grammar and lessons.
- (4) Lack of understanding given to pupils as to why grammar is to be learned.
- (5) Poor practice in reading and writing the new structures and vocabulary.

Borg (1998) examined the cognitive basis of one, experienced English as a foreign language teacher's instructional decisions in grammar teaching. Based on extensive classroom observations and interviews, the study describes the teacher's personal stores of knowledge, beliefs, assumptions, and attitudes that affect his instructional decisions. Study also reveals that a good preparation is need to handle grammatical items.

Marlow (1998) emphasised that pupils need to study grammar that is useful and functional. Good teaching emphasizes proceeding from the concrete to the semi-concrete in teaching - learning situations, than the abstract phase of learning needs to be emphasized. For example, the verb in traditional grammar can be presented meaningfully to students by showing action by dramatization. To learn adjectives, pupils play a game in which they would provide adjective alternatives to those in a sentence printed on the chalkboard. Pupils can make numerous substitutions in a prepositional phrase, playing with words and developing their vocabularies. To be knowledgeable about grammar and its use, pupils should understand sentence patterns. The most appealing aspect of word study is the student centered activities. Word study that focuses on spelling - meaning and spelling - grammar connections help students expand their vocabulary; develop sensitivity to word choice in reading and writing.

Rollins (1998) explored the relationship between young children's pragmatic skills and their grammatical development. The studies involved video taping children with and without autism interacting with their parents. In both studies, pragmatic accomplishment of mutual attention, as well as mother's conversational style explained the variance in grammar.

Borg (1999) studied teacher cognition in second language grammar teaching. The study focussed on understanding teachers approach, formal

instruction and nature of grammar teaching as teachers perceive it. This information can be put to effective use in teacher education and development programs.

Ellis (1999) examined the theoretical rationales for input-based grammar teaching and reviews classroom - oriented research, that has integrated this option.

Horn (2001) developed 'guide-posts for gainful grammar'. These are useful for teachers who are rethinking how and why they teach grammar.

Shailaja (2001) conducted a study on language skills with special preference to vocabulary among primary school children. The study reveals that, in order to develop the language skills ample practice has to be given.

David (2001) in his study "A better approach to the concept of error - Grammar as style" - suggests that educators should renew their interest in errors committed by students especially in grammar. According to the study, composition has gained some measure of respect as a discipline.

CONCLUSION

Studies reviewed and discussed earlier indicate the importance given to grammar and to the various strategies for teaching English grammar at different levels. Studies also reveal that learning a second language like English is of particular importance to people. The disability in using the

language skills will hamper the individual's efficiency in the usage of language. Word-order is the most important syntactic feature of the English language. So deliberate attempts have to be given for the learning of grammar. In one study it was found out that the existing system of teaching English in India was defective and not enough practice is giving to the learners to learn new structures. Still many efforts have been evolving to develop a new strategy for teaching English grammar.

The above mentioned aspects lead the investigator to develop a Self Instructional Package on basic grammar in English itself.

METHODOLOGY

Babitha V.S. “Development of a self instructional package on basic grammar in English for upper primary school pupils ” Thesis. Department of Adult and Continuing Education & Extension Services, University of Calicut, 2004

CHAPTER III
METHODOLOGY

METHODOLOGY

The methodology adopted in the present study is described below under three major parts.

- A. Design of the study.
- B. Steps involved in the construction of the SIP.
- C. Testing the efficacy of the SIP.

Each section includes the following sub-sections.

Part A

1. Design of the study

- 1.1 The design
- 1.2 Objectives
- 1.3 Hypotheses
- 1.4 Variables

Part B

2. Steps involved in the construction of the SIP

- 2.1 Analysis of the syllabi and text books of standards V, VI and VII and locating the grammatical elements.
- 2.2 Study of the principles adopted for the development of SIP.

- 2.3 Preparation of an SIP on basic grammar in English for upper primary pupils.
- 2.4 Description of the SIP developed by the investigator.

Part C

3. Testing the efficacy of the SIP

- 3.1 Details of the experiment.
- 3.2 Selection of samples.
- 3.3 Description of tools.
- 3.4 Statistical techniques used.

Part A

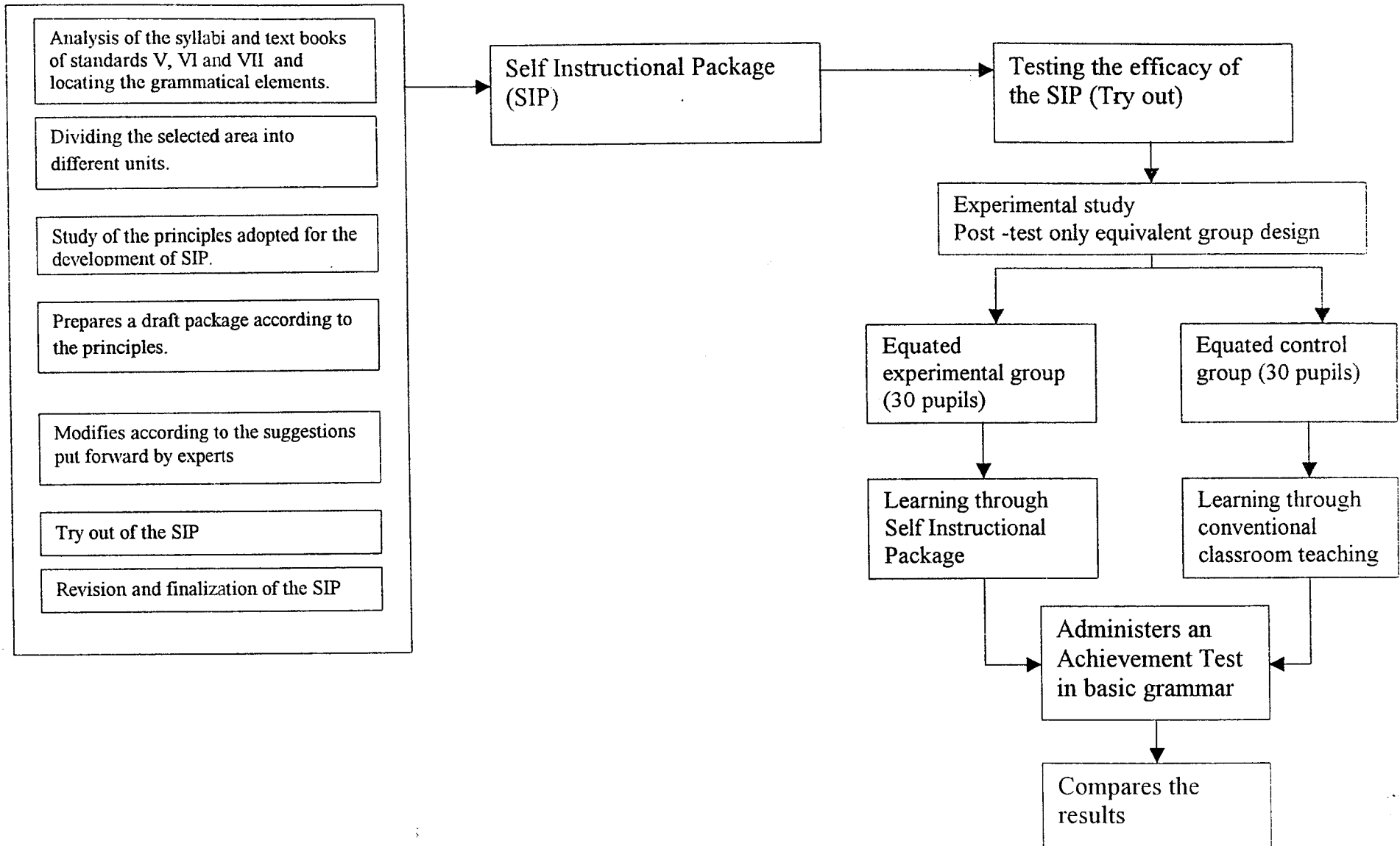
1. DESIGN OF THE STUDY

1.1 The Design

The diagrammatic representation of the design of the study is given:

Figure -2

Diagrammatic Representation of the Design of the Study



At first the investigator collected the syllabi and the text books of the upper primary level (fifth, sixth and seventh). After thorough reading, the investigator located the grammatical elements prescribed for the upper primary pupils. Then she discussed the topics with certain senior teachers and resource persons handling English at the upper primary level. By considering the suggestions put forward by the resource persons, the investigator made certain changes in the sequential order of the grammatical element, and listed the grammar in a functional way.

According to the principles adopted (Leslie Dickinson, 1987) for the development of SIP, the investigator prepared a draft package of twenty four units. Necessary corrections and modifications were made according to the suggestions and recommendations of experts. [List of experts is shown at appendix-9]. Then the investigator conducted a try out study with a sample of thirty pupils. By analyzing the response of the pupils, certain modifications were made and the SIP was finalized.

For testing the efficacy of the SIP, two equivalent groups were considered - the experimental group and the control group. The present study comes under the preview of 'post-test only equivalent group design'.

The procedures adopted for selecting and equating the experimental and control groups are described as follows:

Sixty, seventh standard pupils from one school were selected. With the help of the teachers, the investigator identified the pupils with more or less the same level of achievement, intelligence and socio-economic status. Thus the pupils were divided into two equal groups of thirty (equal number from either sex). Then the investigator verified the homogeneity of the two groups in terms of intelligence, socio-economic status and pre-test scores. The obtained scores established the homogeneity of the groups.

During the treatment stage, the pupils in the experimental group were provided with instruction through SIP and the control group was given instruction through the conventional classroom teaching. Necessary instructions in both cases were given by the investigator herself.

At the end of the experiment a common achievement test in basic grammar was administered on both groups as a post test. The difference between the mean scores was subjected to a test of significance.

1.2 Objectives

The objectives formulated for the present study are:

1. To prepare a Self Instructional Package (SIP) on basic grammar in English for upper primary school pupils.
2. To test the efficacy of the SIP by comparing the achievements of experimental and control groups.

3. To compare the achievement of the experimental group of boys with that of girls in respect of their basic grammar.
4. To compare the achievement of the two groups with respect to the levels of cognition namely, knowledge, understanding and application.

1.3. Hypotheses

1. There will be significant differences in the mean achievement scores in basic grammar between experimental group (pupils learned through SIP) and control group (pupils learned through conventional classroom teaching).
2. There will be significant differences in the mean achievement scores in basic grammar, between boys and girls of the experimental group.
3. There will be significant differences in the mean achievement scores in basic grammar, when the experimental and control groups are compared with respect to the levels of cognition— knowledge, understanding and application.

1.4. Variables

The experimental study was designed with the following variables.

Dependent Variable ✓

1. Achievement in basic grammar.

Independent Variables ✓

1. Learning through SIP.
2. Learning through the conventional classroom teaching.

Control Variables ✓

The following variables were controlled for equating the groups.

1. Intelligence
2. Socio-Economic Status
3. Pre-test in basic grammar.

Sixty pupils (thirty each) were selected for the study. The pupils were of the same age group. The standard and the classroom climate were also the same.

PART B**2. Steps involved in the Construction of SIP**

The following steps were observed while developing the SIP.

- 2.1. Analysis of the syllabi and text books of standards V, VI, and VII and locating the grammatical elements.

- 2.2. Study of the principles adopted for the development of SIP.
- 2.3. Preparation of SIP on basic grammar in English for upper primary pupils.
- 2.4. Description of the SIP developed by the investigator.

The details of each step is given below.

2.1. Analysis of the syllabi and text books of standards V, VI and VII and locating the grammatical elements

First the investigator analysed the syllabi, course books, practice books and the source books prescribed for the upper primary level. The course book and practice book are meant for the pupils, and the source book is for the teachers. In the new curriculum due importance has been given for the development of communicative ability. It is because language can be learned better through communicative teaching.

After a thorough reading, investigator located the grammatical elements prescribed for the upper primary pupils. Then she discussed the topics with certain senior teachers and resource persons handling English at the upper primary levels. Investigator found out certain areas where additional explanations are needed for better understanding.

The investigator analysed each unit. It consists of various activities needed for the development of language skills such as listening, speaking,

reading and writing. While analysing the course book, it is also seen that each unit completes only with the corresponding exercises provided in the practice book. Detailed description of the analysis of the textbooks of upper primary level is presented.

Analysis of text book: Standard V

In the first section, story telling pictures are seen given. The teacher is expected to narrate stories. Through this the pupil gets chances to listen to English.

The second section deals with conversation which helps the pupils to get them acquainted with the spoken aspect of language.

It is seen that through the third section the pupil gets chances for learning new words. With the help of pictures and sentences, new items are seen introduced. The fourth section introduces structures. In the first unit, the third and fourth sections are combined together. In the fifth section, provision is seen given to develop reading skill. A small poem has been introduced in the sixth section.

After these sections, different exercises are given. They include sentence completion, making sentences from substitution table and developing dialogues from the hints provided. Through these exercises, ample chances are seen given to reinforce the already learned matter.

Then the investigator analysed the structural aspects coming under each unit. The details of which is described as shown below:

In unit I, investigator identified the usages of 'This' and 'that', 'It is' and 'It is not' . . .

Through examples, structures are presented in the textbook.

This is Santhosh.

He is a school boy.

That is Raj.

He is a policeman.

This is a cow.

It is an animal.

Here, only sentences using 'this' and 'that' are given, but the function served by 'this' and 'that' is not seen mentioned clearly. It may be considered that because of this the majority of the learners may not get a clear sense of the usage. Through the discussion with the experts, and certain resource persons, the investigator arrived at the conclusion that if the 'functions' are also given, it may be helpful to the pupils for better understanding.

'*This*' is used to indicate the thing near the speaker.

that is used to point out a thing which is away.

This and *that* goes with a single thing.

If this type of explanations are given in the text book it may be more effective for the learners'

Unit II presents sentences using 'my', 'your', 'his', 'her', 'our', 'their' and 'Tom's'.

Sentences using 'these' and 'those' are also given.

These are boxes of matches.

Those are watches.

Here again the function served by my, your, his, her, these and those are not given.

We use *these* to indicate things near the speaker. *those* is used to point out things which are away. *those* go with more things than one.

This, that, these and those are known as the demonstrative pronouns.

If this type of functions are given, it may be helpful to the learners for better conceptualization.

Unit III introduces adjectives – attributive and predicative.

This is a *yellow* flower.

This flower is yellow.

This is a *black* cat.

My grandfather is aged.

Here the function served by the words. *Yellow* and *black* are not given.

Yellow and *black* give some additional information about the nouns.

This is not mentioned in the textbook. If such a description is given in the course book, it will be more helpful to the learners to understand the function of adjectives – ie, ‘describing the noun’.

Unit V gives the description for present continuous tense. am/is/are + V+ ing.

I am reading

The children *are writing*

They *are writing*

am/is/are+V+ing shows an action that is continuing.

Unit V presents the ‘simple past’.

I *got up* at six this morning.

I *filled* my pen with ink.

These sentences show past actions. When we tell things that happened earlier, the action word takes the past form. This type of explanation gives the function of 'simple past.'

Unit VI introduces past continuous. Was/were + V+ ing.

Babu and Ali *were playing*

I *was reading*

These sentences show past actions which were continuing.

Unit VII, talks about simple present.

We *love* India.

They *catch* fish

Trees *give* us fruits

Here again, the function served by the underlined words are not explained. In the first and third sentences, the present form of the verb is used to say things that happen everyday. But in the second sentence, the present form is used to say things that happen now.

Unit VIII deals with possession – have/has

Ramu *has* a chair.

I *have* a bag.

We *have* umbrella.

Learners may be confused in the use of have/has.

More sentences need to be given.

Ramu *has* a pen.

Sheela *has* a pen.

It *has* a top.

She *has* a pen.

He *has* a pen.

I *have* a pen.

We *have* a pen.

They *have* a pen.

From these sentences pupils get an idea about the use of have/has.

Unit IX introduces auxiliaries-do/does/did in interrogatives and negatives.

Do you wake up at 6 in the morning?

Does your brother go to school before 8.30 a.m.?

Did you come to school yesterday?

Here questions beginning with do, does and did are given.

The functions of these auxiliaries may also be given.

Unit X, presents the prepositions.

Sentences using the different prepositions are given.

The cat is *Under* the table.

The teacher is standing *in front of* the class.

In the first sentence, the word *under* tells the place, where the cat is If the additional information is provided it will be effective.

Unit XI deals with conjunctions – ‘and’, ‘but’

For making an awareness, the following examples are seen given.

Four *and* five make nine.

I like icecream *but* I don’t like biscuits.

Details of explanation is not seen given in a lucid manner. Thus the pupils get confused with the usage of ‘and’ and ‘but’, and pupils could not get a concrete idea.

This unit also provides with chances of learning the auxiliaries will/shall.

Unit XIII presents the various question forms, ‘wh’ questions, and questions beginning with ‘how much’/many . . . ‘

Who are you?

Where are you from?

How much money do you need?

Conclusion

Through the analysis of the English reader of standard V, the investigator arrived at the conclusion that self instructional package is beneficial and useful to pupils studying in upper primary level. Hence, it is proposed to develop instructional package with a view to motivating learners. The following areas were selected.

1. *'this', 'that'*, these and those [demonstrative pronouns].
2. Prepositions.
3. Simple present tense
4. Past tense
5. Present continuous tense.

In the sixth standard course book, it is seen that there are ten units. Each unit contains various activities needed for the development of language. The investigator selected the grammar mentioned in each unit.

Unit I deals with O'clock, half past, quarter to, quarter past, before, after, during . . . Examples are seen provided to introduce these items.

What is the time?

It is *eight O'clock*

It is *half past* ten.

Before the rains.

After the rains.

Unit II presents 'some' and 'any' through examples.

Is there *any* oil in the lamp!

Yes, there is *some*.

Degrees of comparison is also seen presented with examples.

A cow is a big animal.

A dog is bigger than a cat.

The elephant is the biggest animal on land.

Here sentences using the three degrees of comparison are given. If a detailed list of the adjectives is provided, it may help the learners to construct sentences meaningfully.

Unit III presents the usage – going to, will/shall, with the following examples.

eg: I' am *going* to clean my house.

I'am *going* to watch T.V in the morning.

'Going to' presents the immediate future. If this is mentioned in the textbook, the learners get a clear idea.

Sentences using will/shall are also given.

I *will* stop smoking.

I lost my purse. What *shall* I do?

Here the weak form of will need to be introduced.

Unit IV presents sentences which are in simple present tense. Sentences using do, does, don't and doesn't are also given.

He *makes* beautiful furniture.

He *doesnot* make locks and key.

Do you know him?

Unit V provides sentences in simple past tense. Sentences using, was/wasn't it . . ? were/weren't they . . . ? are also given.

He *was going* to market.

They *were coming* out of a jewellery shop!

If the function of simple past tense is also given, it will be more meaningful.

Unit VI introduces the usage of ‘can’ and can’t through sentences.

I *can* lift 20 kilos.

Appu is weak, he *can’t* climb up a tree.

Here ‘*can*’ is used to express ability. If this type of explanation is given, it will be more meaningful.

Unit VII introduces questions beginning with, ‘whose ?’

Whose umbrella is this?

Whose voice is that.

Unit VIII gives questions enquiring about reasons and stating reasons.

Why does he wear glasses?

He wears them *because* his eye sight isn’t good.

Unit IX introduces present perfect tense. Have/has+past participle, which talks about actions just completed.

Deepak *has cleaned* the shoes.

Deepak *has done* a nice job.

Unit X gives an introduction to the conditional clauses. Type I (open condition) sentences are given.

If you let me paint the fence, I *will* give you my apple.

If I let you paint, she *will* be angry.

Here the investigator has a suggestion, conditional sentence has no certainty.

So it is better to use the weak form '*ll*'

ie, If you let me paint the fence, I '*ll* give you my apple.

Conclusion

The following areas are taken from the English reader of standard VI.

1. Degrees of comparison.
2. Future time presentation.
3. Simple past tense.
4. Present perfect tense.

The seventh standard course book along with the practice book provides new grammatical elements to the pupils. The course book has eight units.

Unit I

The first part of unit I deals with combining two actions happening at the same time, using the -ing form of the verb.

The elephant came. It was carrying a bag full of rice.

The elephant came *carrying* a bag full of rice. A brief introduction to the reported speech is also given.

Through lengthy conversations, reported speech is being introduced.

If this is presented through simple sentences, it will be more effective.

Unit II: The first part presents, combining two actions which happened one after the other using the -ing form of the verb.

eg: We caught some fish. Then we swam in the lake. [After catching some fish we swam in the lake].

The second part of the unit shows the passive voice in present tense.

One half of a coconut *is scraped*

One or two green chillies *are cut* into small pieces.

Unit III explains the conditional clause: Type II (unreal conditions).

What *would* you do, if you *knew* magic.

Unit IV deals with past perfect tense, comparatives and superlatives. This is expressed through sequencing bits of information and comprehending details of a story.

The interview *had appeared* in the newspaper before her first film reached the theatres.

Unit V deals with reported speech and 'wh' questions.

Where's Nikhil?

What does father ask you?

He asks me *where you are*.

Unit VI presents 'to infinitives' and stating the frequency of events using always, quite often, often, sometimes and never.

Babu likes *to get up* early.

All others *love to sleep* till late.

He *often* has his lunch in hotels.

Lal *always* eats at a nearby fast food stall.

Unit VII. highlights qualities using 'So . . . that'.

He works *so hard that* he is always busy.

He plays cricket *so* well *that* a club in the town has already made him its member.

Second part, deals with identifying objects, people, places etc. and emphasizing them using it . . . that/who/where.

It was at the bookstall *that* we met.

It was at the hotel *where* we met.

From the above discussion, the investigator formulated certain additional explanations which gives importance to the function of the grammatical elements given. The investigator also arrived at the conclusion that instructional package has to be prepared on the following grammatical elements.

1. Sentences
2. subject and predicate
3. Parts of speech
4. Tenses
5. Reported speech
6. Voices
7. Conditional clauses

The approach to the teaching of grammar adopted in the SIP is functional in nature. The teaching of grammar is not the first stage in teaching

a second language. It is only a means to achieve accuracy in that language. Grammar is better learnt when the grammatical items are presented in meaningful situations.

II. Study of the principles adopted for the development of SIP

In chapter II, the theoretical overview of SIP is given.

III. Preparation of an SIP on basic grammar in English for upper primary pupils

While preparing the SIP, the investigator adopted the following steps.

1. Dividing the selected content area into different units.
2. Identifying the objectives for each unit.
3. Through each unit a grammatical element is presented in a functional way.
4. Suggesting a title to the unit, which shows the function of the grammatical element.
5. Each unit has different parts such as introductory session, Let's try, language function, examples and exercise. A separate section for answers and appendix is also given.
6. Preparation of a draft package.
7. Consultation with teachers and experts for suggestions.

8. Modification of the package according to the suggestion put forward by teachers and experts.
9. Administering the package to a sample of thirty pupils.
10. From the doubts raised by the pupils, and from the errors committed by the pupils, the investigator could detect the ambiguities of certain items and also the difficulty of the pupils in learning.
11. Modifications are made in the SIP and again consulted with experts.
12. Tryout of the SIP.
13. Revision and finalization of the SIP. The opinions from teachers and experts were taken as indices for ensuring the validity of the SIP.

IV. Description of the SIP developed by the investigator

1. Aspects of a unit

The SIP has twenty four different units. The function of each unit is self-instructional. Each unit normally consists of six parts, an introductory session, let's try, language function, examples and exercises. The title of the unit is given in such a way that it provides guidance to the learner regarding the function of the grammatical element mentioned in that unit.

In the introductory part of the unit a description of the new grammatical element is given. Through the 'language function' part, the principles behind the language element is provided. Exercises are given at the end of each unit which gives the chance for self assessment of the learner.

Answers are given at the end of each unit which provides feedback to the learner.

Here a learner can spent enough time to learn the material. The scope for testing the progress in learning and provision for correcting the answers provide immediate feedback.

According to the correctness of learning, the learner either passes on to the next section or revises the same section once again. By this way, the structuring of the material is appropriate to meet the individual differences and there by facilitates self-learning.

The following maxims of teaching were adopted by the investigator for the ordering of subject matter in the self instructional material.

They are,

Simple to complex

familiar to unfamiliar

easy to difficult

specific to general

known to unknown

The style of presentation

For getting the maximum effectiveness of the material various aspects of presentation such as clarity of content, clarity of language, clear

illustrations, enough exercises, provision for guidance and provision for feedback were given in the self instructional package.

The change in type face and the system of using numbers to denote units will increase accessibility of the material. The units are numbered in the self instructional package as 1, 2, 3 ... etc.

The description and the colourfully presented pictures are provided to enhance the quality of the material.

The mechanical set up of the SIP is very important with regard to its utility. The size and shape of the package, nature of binding, quality of paper used and readability of the material are influential factors regarding the utility of the SIP. The print used in the material is big enough to attract children. Adequate space between lines, and marginal space are properly provided by which the readability of the SIP is enhanced. The quality of the material increases with the increase in readability.

Here the SIP substitutes classroom learning by providing appropriate objectives, proper presentation of content, providing learning activities, providing enough feedback and increasing the readability of the material.

The SIP developed by the investigator is attached here to.

PART C

TESTING THE EFFICACY OF THE SIP

2.1. Details of the Experiment

An experimental study was conducted to test the efficacy of the SIP. Of the various experimental designs, the investigator selected the 'post-test only design of equivalent groups'; because it is the most effective design having minimum threats to experimental validity.

The present experiment was conducted with two equivalent groups and the relative effects of the two different treatments were compared in these groups. The two groups were totally equated with respect to all aspects of experiments.

Identification of groups

A sample of sixty seventh standard pupils were selected from Government M.U.P school of Kozhikode district. Since the investigator has close association with the school and members of the staff, a preliminary grouping in respect of intelligence and SES was done with the help and opinion of the teachers concerned in the respective classes. Thus the previously selected pupils were divided into two equal groups of thirty (equal number from either sex).

Testing the homogeneity

The task which the investigator has to perform is to verify the homogeneity of the two groups by making use of reliable measuring instruments. The sample was tested for homogeneity with respect to intelligence, socio-economic status and pre-test result. Scores were analysed and results established the homogeneity of the experimental and control groups. The mean scores of intelligence, SES and pre-test of the experimental and control groups were found to be the same. Standard progressive matrices test (Raven 1958) and socio-economic status scale were administered to measure intelligence and socio-economic status of pupils. Pre-test in English grammar was prepared and standardised by the investigator.

Experimental procedures

The study was conducted in three different stages.

(i) Equating the groups

The process of equating the experimental and control groups in terms of intelligence, SES and pre-test scores is mentioned above. The details of the tools are included in the following pages.

(ii) The conduct of the experiment

The study was conducted during the first term of the academic year 2002-2003. The investigator administered the SIP to the experimental group.

They were given instructions regarding the time they had to spend to learn the package. Each pupil can take his own time to complete the units.

The pupils were given one unit at a time. Along with the units they were also given the answers and appendix pages relevant to the topic. They were not allowed to look at the answers till they complete the exercises. 40 minutes were spent daily to learn the material. The groups were given a period of four months to complete their learning.

The control group was given instruction of the same contents through the conventional classroom teaching. The investigator herself took classes for the control group. Sample lesson plan is given in the appendix - 10.

(iii) Testing

A standardised achievement test in English grammar was prepared and standardised by the investigator [appendix - 11]. This test was administered among the two groups after completion of the treatment period. The test consists of 25 objective type questions, covering the basic grammar prescribed for the upper primary pupils. The investigator analysed the scores of the experimental and control groups. Detailed analysis of the test scores is given in the analysis chapter.

The details of the experimental procedure is given in Table.

TABLE - 3.1

Details of the Procedure of the study

Sl. No.	Group	Class	Pre-treatment stage	Treatment stage	Post treatment stage	No. of pupils	
1	Experimental group	VII	Equated with intelligence, SES, pre-test scores	receives SIP	Testing for Achievement in English grammar	15	15
2.	Control Group	VII	Equated with intelligence, SES, pre-test scores	Conventional classroom teaching	Testing for Achievement in English grammar	15	15

2.2. SELECTION OF SAMPLE

The sample selected for the experimental study was sixty pupils from seventh standard of Government M.U.P. school at Kozhikode district. The school is following the state syllabus and the SIP prepared by the investigator is meant for the pupils following the state syllabus.

The reason for selecting Government M.U.P. School is the investigators personal acquaintance with the school, and investigators proximity to the school. The staff and pupils gave good co-operation and it took four months time to complete the experiment.

Eventhough, the SIP developed by the investigator is meant for the upper primary pupils, it is administered only to the seventh standard pupils.

2.3. DESCRIPTION OF TOOLS

Tools used for equating the experimental and control groups.

- I. Pre-test in basic grammar developed and standardised by the investigator.
- II. Socio-Economic Status Scale.
- III. Standard progressive Matrices test [Raven 1958]

Tools used as the post-test to find out the efficacy of the SIP.

- IV. Achievement test in English grammar developed and standardised by the investigator.

Each tool is described in detail.

- I. Pre-test in English grammar developed and standardised by the investigator.

This tool is prepared for equating and maintaining the homogeneity of the groups. This also measures the level of the pupils in the grammatical aspects needed upto the seventh standard.

Designing is the most important, and essential step in the process of standardization. The design ensures weightage to objectives, weightage to content, weightage to form of questions and weightage to difficulty level. The test was constructed with thirty questions.

Try-out

In any type of test standardisation, the need and importance of the try-out test is significant. The try-out will enable to find out the difficulty and discriminating levels whereby, one can arrange the items in the test in a sequential order. The test was administered to a sample of 370 seventh standard pupils for try-out. with a view.

The details of the schools selected for the study are given in Table.

TABLE - 3.2

Details of the schools selected for the study

No.	Name of the schools	Govt. Private	Rural/ Urban	Boys	Girls	Total
1.	CMHS Mannor	Private	Rural	45	50	95
2.	Sevamandir Post basic school	Private	Rural	45	50	95
3.	Medical college, campus school, Calicut	Govt.	Urban	45	45	90
4.	Meenchanda Govt. High School	Govt.	Urban	45	45	90
Total						370

Item Analysis

The next step was to analyse the response to individual test items so as to compute the difficulty level and the discriminating power of each item.

The item analysis will help the test constructor to appraise the test as a whole. According to Ebel (1972) item analysis indicates which items may be too easy or too difficult and which may fail for other reasons to discriminate clearly between the high and low achievers.

370 response sheets were taken and were arranged in the order of score from high to low 27 percent of response sheet, ie. 100 having the lowest scores were termed as lower group. The 27 percent of the response sheets ie, 100 response sheets having the highest scores were termed as the upper group. The rest were removed it. Then item by item how many among upper and lower groups had scored on each item was found out. For each item, difficulty level and discrimination power were calculated based upon the procedure suggested by Ebel (1972).

The difficulty level of each item was found out by calculating the difficulty index by using the formula.

$$D.I = \frac{U + L}{2N}$$

Where

U = the number of correct responses in the upper group.

L = the number of correct responses in the lower group.

N = the number of individuals in each group.

The discrimination power of each item was found out by calculating discriminating index by using the formula.

$$D.P = \frac{U - L}{N}$$

Where

U = the number of correct responses in the upper group.

L = the number of correct responses in the lower group.

N = the number of individuals in each group.

Selection of the items

According to the above principles the investigator selected those items coming within the range of 0.4 and 0.74 difficulty level and those items having a discrimination power of 0.2 and above. Out of the 30 items 25 were selected which are presented in Table II.

TABLE - 3.3
**Table showing the obtained values of
 difficulty index and discriminating power of the test items**

Item No.	U	L	Difficulty Index	Discrimination Power	No. of items in the final test
1	99	85	0.920	0.14	--
2.	66	27	0.465	0.39	1
3.	65	35	0.500	0.30	2
4.	76	74	0.750	0.02	--
5.	85	43	0.640	0.42	3
6.	78	25	0.520	0.53	4
7.	90	54	0.720	0.36	5
8.	75	43	.590	0.32	6
9.	92	53	.725	0.39	7
10.	66	27	.465	0.39	8
11.	78	25	.520	0.33	9
12.	70	32	0.51	0.38	10
13.	85	28	0.56	0.57	11
14	60	24	.42	.36	12
15	73	31	.52	.42	13
16	93	28	.605	.65	14
17	87	29	.580	.58	45
18	57	43	.500	.14	--
19	65	24	.445	0.41	16
20	85	35	.600	0.50	17
21	62	28	.450	0.34	18
22	59	26	.425	0.33	19
23	15	28	.215	-0.13	--
24	73	16	.445	0.57	20
25	78	21	.495	.57	21
26	23	22	.225	0.01	--
27	71	12	.365	0.59	22
28	73	19	.460	0.54	23
29	82	28	.550	0.54	24
30	74	20	.461	.53	25

(h) The Final test

From the 30 items in the preliminary test, 25 items were selected after item analysis for the final test. The time was fixed to be 40 minutes.

(i) Estimation of Reliability and Validity**1. Reliability**

The extent to which the test yields consistent results upon testing and retesting is the reliability of that test.

Split half method (odd-even method) was used to ensure the reliability of the present test. For this, the odd numbered and even numbered items of the 50 pupils were scored separately. Then the correlation between scores on the odd and even-numbered items is calculated using Pearson's Product Moment Coefficient of correlation. For this the reliability of the whole test was calculated by using Spearman Brown Prophecy formula.

$$r_{xx} = \frac{2 r_{hh}}{1 + r_{hh}} \quad [\text{Ferguson, 1976}]$$

Where

r_{xx} = the reliability of the whole test.

r_{hh} = the reliability of the half test.

The reliability of the whole test thus found was 0.80 which shows that the test is highly reliable.

(2) Validity

Validity of the test is the accuracy with which the test measures what it intends to measure.

The validity of the test was determined by correlating the test scores with the marks obtained in English for the quarterly examination. A sample of 50 pupils were taken for this purpose. The coefficient of correlation between the test scores and marks obtained in English was calculated by using the Pearson's Product Moment Coefficient of correlation method (Garrett, 1979). The validity coefficient was found to be 0.80.

The final test consisted of 25 objective type questions carrying a maximum of 25 marks. The time allotted was 40 minutes. The details of the question paper are given below.

Design of the test

1. PLAN

Standard = VII

Maximum Marks = 25

Maximum time = 40 minutes

Subject = English

Unit = Grammar

Subunits = verb forms, tenses, question forms, conjunctions, identifying the subject part, articles, pronouns, degrees of comparison.

2. DESIGN

TABLE - 3.4

1. Weightage to Objectives

Sl. No.	Objectives	Marks	%
1.	Knowledge	7	28
2.	Understanding	10	40
3.	Application	8	32
Total		25	100

TABLE - 3.5

2. Weightage to content

Sl. No.	Content (sub-units)	Marks	%
1.	Verb forms	3	12
2.	Tenses	8	32
3.	Question forms	2	8
4.	Conjunctions	3	12
5.	Identifying 'the subject part'	2	8
6.	Articles	2	8
7.	Pronouns	2	8
8.	Degrees of comparison	3	12
Total		25	100

TABLE - 3.6

3. Weightage to form of questions

Sl. No.	All questions are objective type	Marks	%
1.	Fill in the blanks	14	56
2.	Multiple choice	11	44
Total		25	100

TABLE - 3.7

4. BLUE PRINT

Objectives	Knowledge	Understanding	Application	Total
Form of question	Objective type	Objective type	Objective type	
Content				
Verb forms	3(3)			2(2)
Tenses			8(8)	8(8)
Question forms	2(2)			2(2)
Conjunctions		3(3)		3(3)
Identifying the subject part	2(2)			2(2)
Article		2(2)		2(2)
Pronouns		2(2)		2(2)
Degrees of comparison		3(3)		3(3)
Total	7(7)	10(10)	8(8)	25(25)

*The figures outside the brackets indicate marks and those within indicate the number of questions.

Test was developed on the basis of the blue print , and is given in the appendix - 1.

Socio Economic Status Scale

The S.E.S of the pupils were measured by the scale prepared by Kuppy Swamy and modified by Pillai. The investigator adopted the scale with slight modification made by Subramanyadas in the weightage for income levels of parents according to the living index of the Bureau of Economics and Statistics, Government of India.

The scale consists of six items, the first five contributes to the individual data and the sixth one indicate the Socio Economic Status of the pupil (A copy is given as appendix - 4).

TABLE - 3.8

**Weightage given in the SES scale
according to Educational level, occupation and income of parents**

No.	Education	Wtg	Occupation	Wtg	Income per month	Wtg
1.	Masters Degree Professional Degree above	10	Professional	10	Above 8000	10
2.	Bachelor's Degree	8	Semi- professional	8	6001-8000	8
3.	Pre-degree	5	Skilled worker	7	4001-6000	6
4.	SSLC	4	Semi-skilled worker	4	2401-4000	4
5.	Up to Std. VIII	2	Unskilled/ labourer	2	801-2400	2
6.	Literate	1	Unemployed	0	800 x below	1
7.	Illiterate	0				

Occupational status is detailed as below.

1. Professional

Ministers, judge, bank executives and officials, doctors, engineers, lawyers, university level teachers, heads of research organisation, heads of government departments, secretaries of the government, business executives, etc belong to the professional category.

2. Semi-Professional

Chemists, Druggists, qualified nurses, teachers, managers, superintendent of officer, minor business man, contractors, small land lords, sub-inspectors of Police, excise inspectors, sub-registrar, Assistant Educational Officers, Block Development Officer, Officer of the sub district etc. will come under this category.

3. Skilled workers

Mechanics, Filters, Electricians, Driver, Photographers, Laboratory Assistants, Carpenter, Mason, Vakil clerks, Police head constables and the like will come under this category.

4. Semi-skilled workers

Farmers, small scale Mechanics, Library Attenders, Police constables etc. belong to this category.

5. Unskilled workers/Labourers

Coolies, Ordinary Labourers, Watchman, Peons etc. belong to this category.

6. Unemployed

The scale developed by Kuppuswami was modified by K.S. Pillai in 1973. The criteria adopted for giving weightage to the level of income was further modified by Dr. Sivarajan and Subrahmaniadas with the consent of the

experts in educational research and the Department of Economics and statistics, Government of Kerala. The investigator used same scale without major modifications. Weightage has been given according to the above table.

The mean of the scores of the two groups were calculated. The result indicates that the groups do not differ significantly with respect to their SES or the groups as a whole is homogeneous with respect to their SES.

(c) Standard Progressive Matrices Test (Raven 1958)

Intelligence of the subjects was measured by administering the SPM Test sets A, B, C D and E (Raven 1958). This non-verbal test is intended to estimate the subjects ability to discern and utilise a logical relationship presented by non-verbal materials. The test consists of five subtests of twelve items each. In each item a part of geometrical design is missing. In SET A and SET B six alternatives are given for each design. In SET C, SET D and SET E eight alternatives are given for each design. All of those fit the missing part but one logically belongs to it.

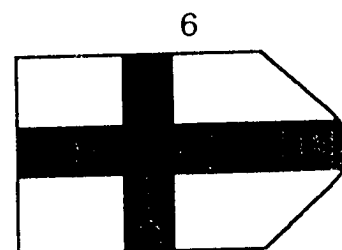
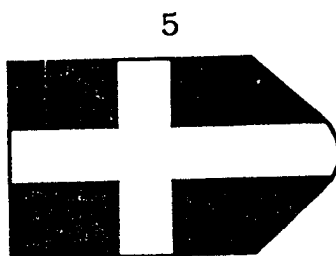
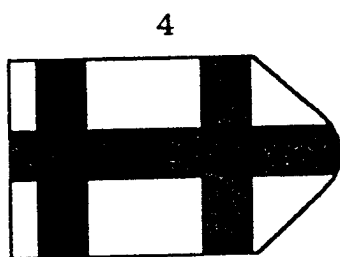
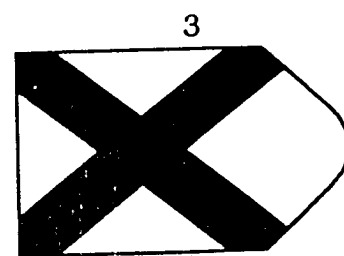
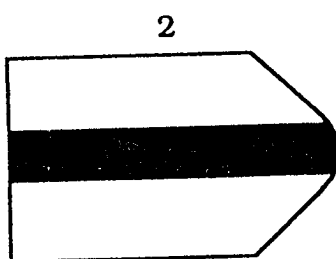
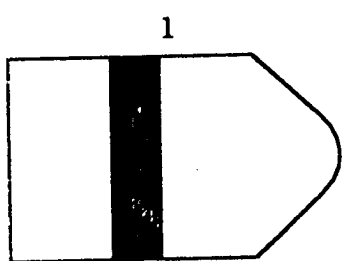
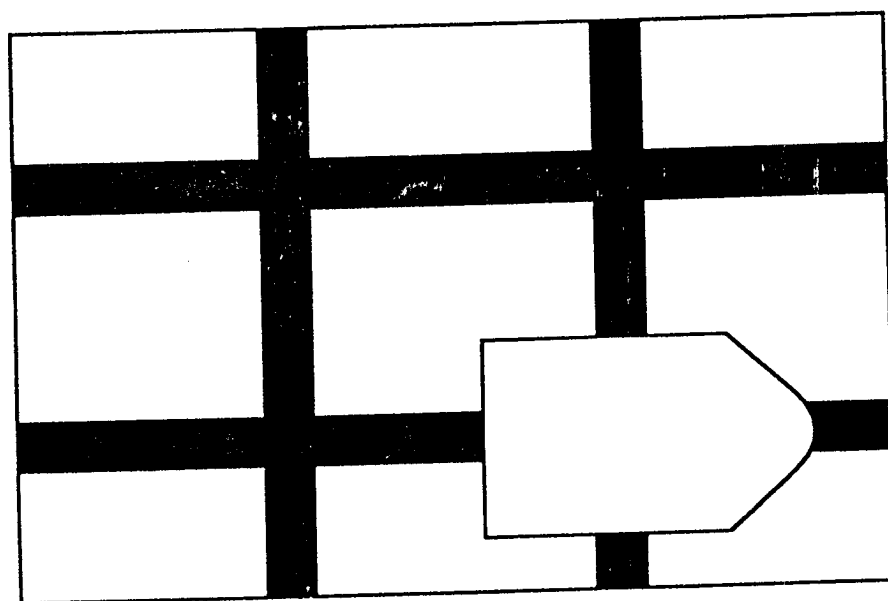
A specimen copy of each set is attached here with description.

SET – A

A design is given and a small portion from the design is missing. The correct answer figure can be selected from the six alternatives. The correct figure will match to the pattern and gives it a definite shape.

Figure - 3

A7

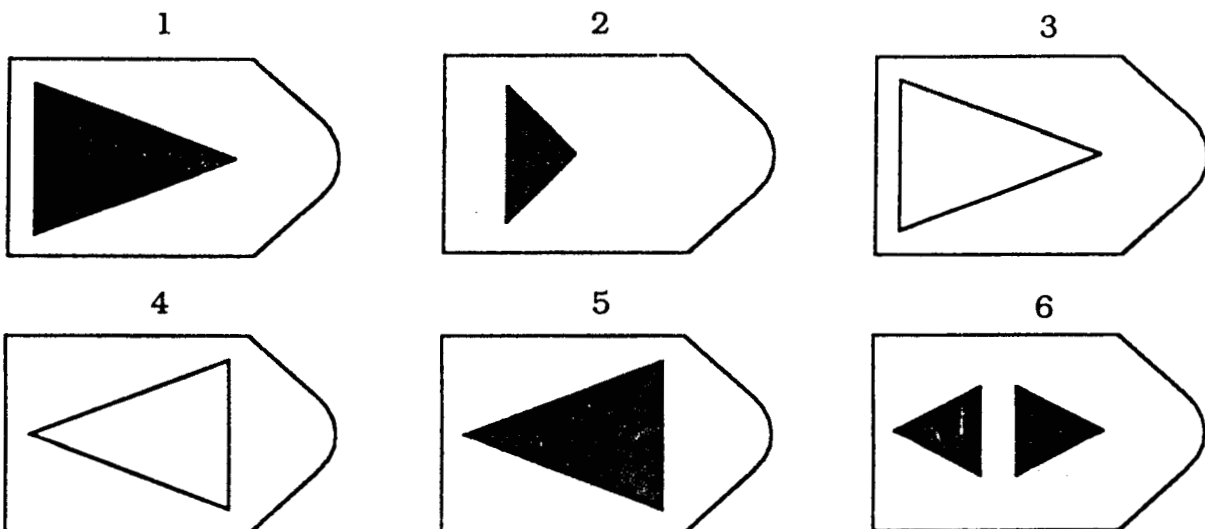
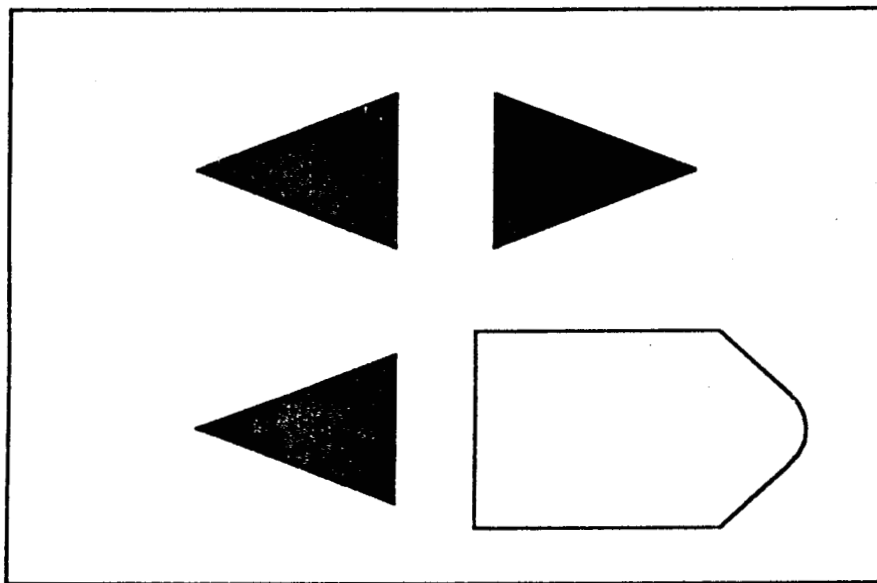


SET B

This set includes rather simple problems. Three figures are given and from the six alternatives given, the missing fourth figure should be selected.

Figure - 4

A Sample figure from SET B is given below.

B3

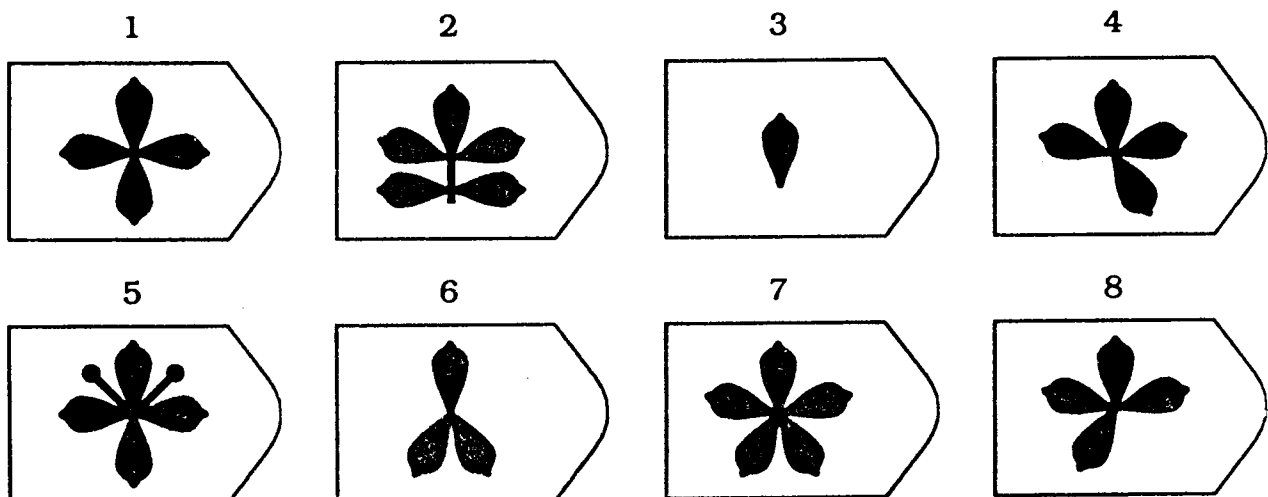
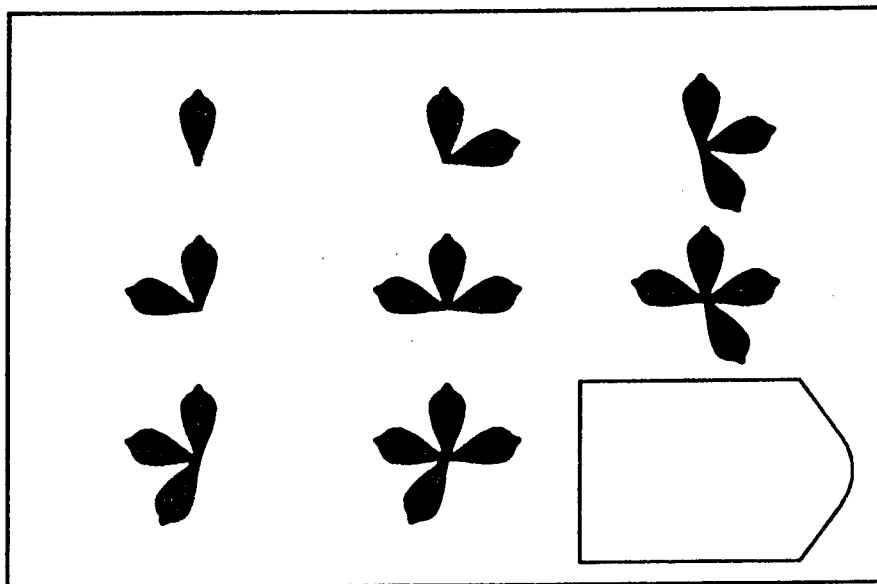
SET C

Problems in SET C are bit confusing. Eight figures are given and the ninth one fitting into the group should be selected from the eight alternatives given.

Figure - 5

A Sample figure from SET C is given.

C5



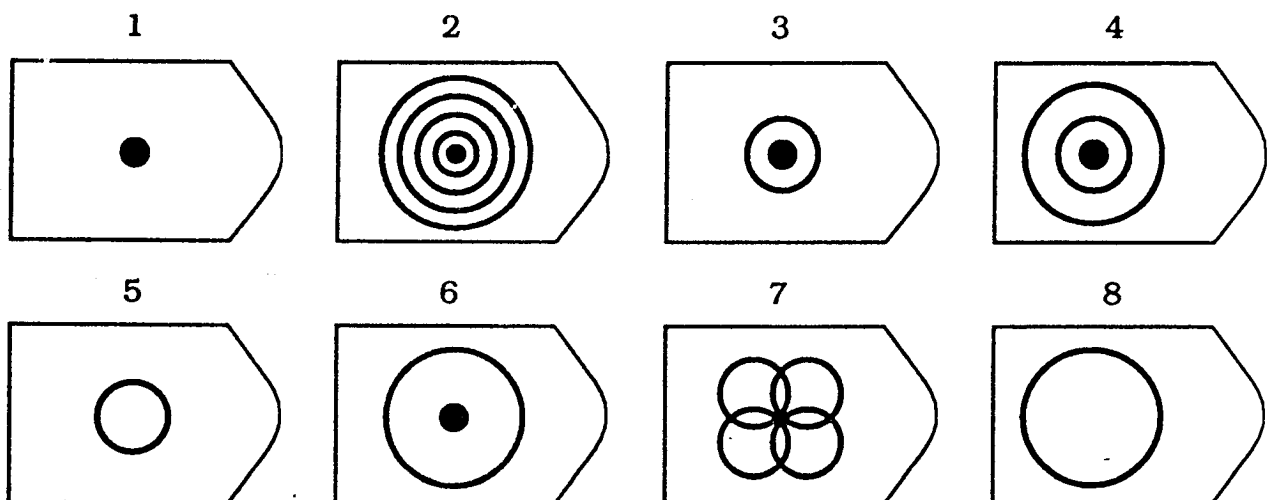
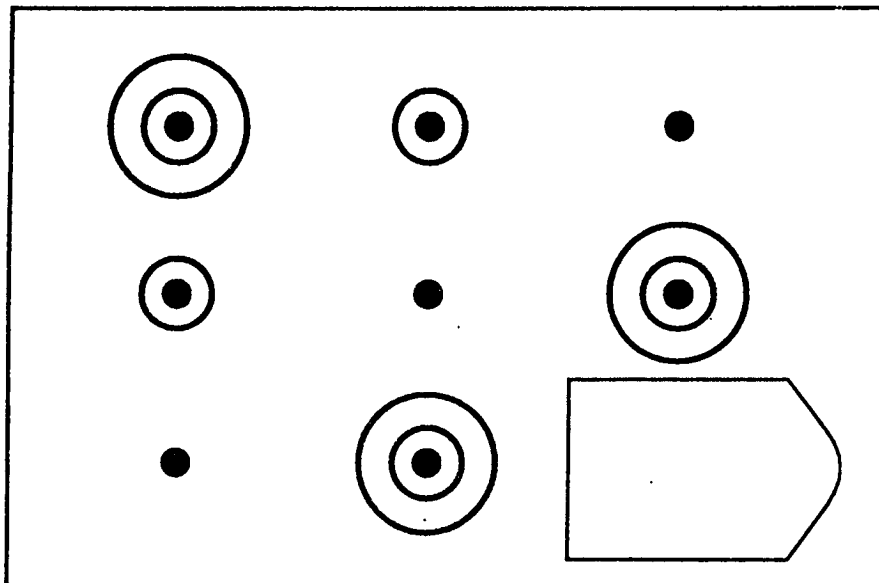
SET D

The SET also including the eight given figures and one among the alternatives given will suitable fit with the given figures.

Figure - 6

A Sample figure from SET D is given below.

D3

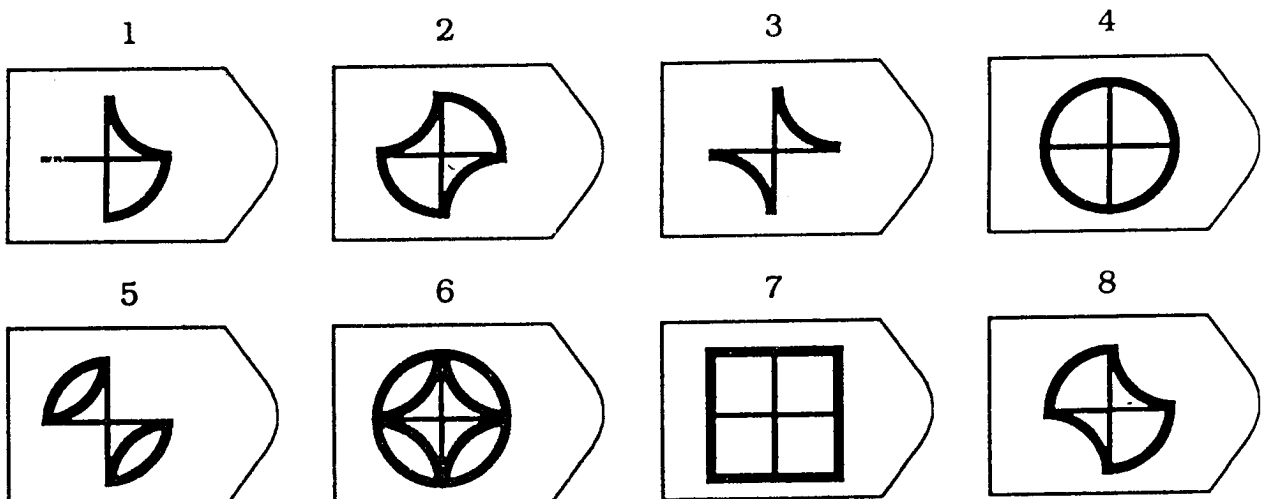
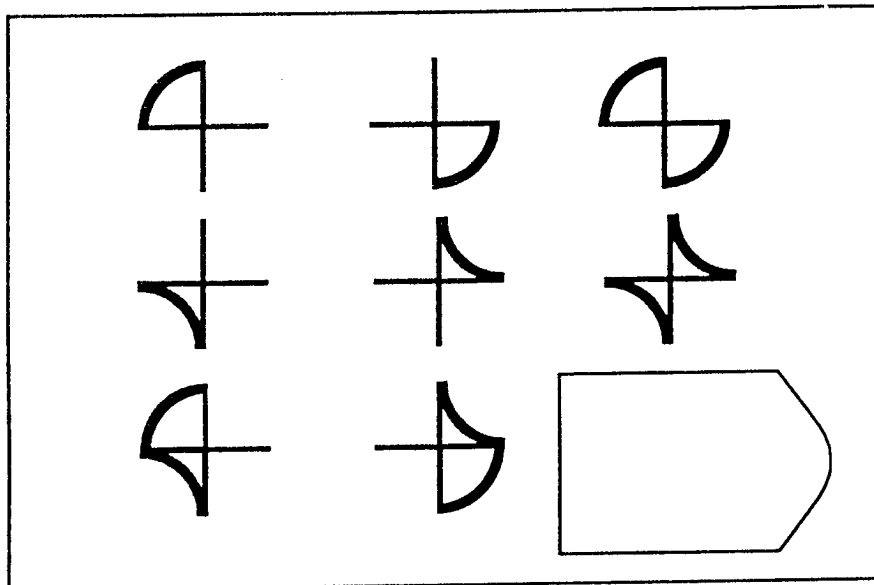


SET E

The problems in SET E are also very interesting. The missing figure from the given group should be selected from the eight alternatives given below.

Figure - 7

E3



The time allotted to complete the test was 45 minutes. The test is a popular measure of the 'g' factor of intelligence.

The reliability as reported by Raven Vary from 0.80 to 0.90. Validity of the test has been estimated in a variety of usual ways.

The standard progressive matrices test used in this study was scored according to the scoring key.

d. Achievement test in English grammar

The achievement test consisted of objective type questions. The procedures adopted for the construction and standardisation of the test are given below.

- (1) Planning of the test
- (2) Preparation of the test
- (3) Try out of the test
- (4) Finalisation of the test

(j) Planning of the test

Planning is the first step in the construction of a standardised test. Proper weightage to objectives, content, form of question and difficulty level are given. Based upon this a blue print is prepared and details are given below.

1. PLAN

Standard = VII

Maximum Marks = 25

Maximum time = 40 minutes

Subject = English

Unit = Grammar

Subunits = Pronouns, adjectives, articles, passive voice degrees of comparison, prepositions, agreements tenses, reported speech, question forms, conditional sentences.

2. DESIGN

TABLE - 3.9

1. Weightage to objectives

Sl No.	Objectives	Marks	%
1	Knowledge	8	32
2	Understanding	9	36
3	Application	8	32
Total		25	100

Table - 3.10

2. Weightage to content

Sl No.	Content (Sub units)	Marks	%
1.	Pronouns	6	24
2.	Adjectives	2	8
3.	Articles	2	8
4.	Passive voice	1	4
5.	Degrees of comparison	2	8
6.	Proposition	2	8
7.	Subject/verb agreement	2	8
8.	Tenses	2	8
9.	Reported speech	2	8
10.	Question forms	2	8
11.	Conditional sentences	2	8
Total		25	100

TABLE 3.11

3. Weightage to form of questions

Sl No.	All questions were objective type	Marks	%
1.	Fill in the blanks	11	44
2.	Multiple choice	14	56
Total		15	100

TABLE 3.12

3. Blue Print

Objectives	Knowledge	Understanding	Application	Total
Form of questions Content	Objective type	Objective type	Objective type	
1. Pronouns		5(5)	1(1)	6(6)
2. Adjectives	2(2)			2(2)
3. Articles	2(2)			2(2)
4. Passive voice			1(1)	1(1)
5. Degrees of comparison		2(2)		2(2)
6. Preposition	2(2)			2(2)
7. Agreement	2(2)			2(2)
8. tenses			2(2)	2(2)
9. Reported speech			2(2)	2(2)
10. Question forms		2(2)		2(2)
11. Conditional sentences			2(2)	2(2)
Total	8(8)	9(9)	8(8)	25(25)

(2) Preparation of the test

The test items were prepared in accordance with the objectives given in the blue print. All the twenty five items were carefully checked with respect to the tables of objectives and content area. Thus the test

includes only objective type items and was arranged in the hierarchical order of difficulty level.

(3) Try-out of the test

Try-out is a sample test to know how the test will function in actual use. Try-out enables to find out the difficulty level and discriminating level; and one can arrange the items in the test in a sequential order. The test was administered to a sample of 370 seventh standard pupils.

The details of the schools selected for the study are given in Table .

TABLE - 3.13
Details of the schools selected for the study

Sl. No.	Name of the schools	Govt./ Private	Rural/ Urban	Boys	Girls	Total
1.	Farook higher secondary school	Private	Rural	45	50	95
2.	Sevamandir Post basic school	Private	Rural	45	50	95
3.	Meenchanda Govt. high school	Govt.	Urban	45	45	90
4.	Medical College Campus School, Calicut	Govt.	Urban	45	45	90
						370

Item Analysis

The item analysis helps the test constructor to appraise the test as a whole. According to Ebel (1972) item analysis indicates which items may be

too easy or too difficult and which may fail for other reasons to discriminate between the high and low achievers.

370 response sheets were taken and arranged in the order of score from high to low. 27 percent of response sheet, ie, 100 having the lowest scores are termed as lower group. The 27 percent of the response sheets, ie, 100 response sheets having the highest scores were termed as the upper group. The middle group was removed off. Then item by item how many among upper and lower groups had scored on each item was found out. For each item, difficulty level and discrimination power were calculated based upon the procedure suggested by Ebel (1972).

The difficulty level of each item was found out by calculating the difficulty index by using the formula,

$$D.I = \frac{U + L}{2N}$$

Where, U = the number of correct responses in the upper group.

L = the number of correct responses in the lower group.

N = the number of individuals in each group.

The discrimination power of each item was found out by calculating discriminating index by using the formula,

$$D.P = \frac{U - L}{N}$$

Where,

U = the number of correct responses in the upper group.

L = the number of correct responses in the lower group.

N = the number of individuals in each group.

Selection of the items

According to the above principles the investigator selected those items coming within the range of 0.4 and 0.74. difficulty level and those items having a discrimination power of 0.2 and above. Thus out of the 30 items, 25 were selected.

The Final Test

From the 30 items in the preliminary test, 25 items were selected after item analysis for the final test. The test is given in appendix - 11.

Estimation of Reliability and Validity

1. Reliability

Split half method was used to ensure the reliability of the present test. For this, the odd-numbered and even numbered items of the 50 pupils were scored

separately. Then the correlation between scores on the odd and even-numbered items was calculated using Pearson's Product Moment coefficient of correlation. For this, the reliability of the whole test was found by Spearman – Brown prophecy formula.

$$r_{xx} = \frac{2 r_{hh}}{1 + r_{hh}} \text{ [Ferguson, 1976]}$$

Where, r_{xx} = the reliability of the whole test

r_{hh} = the reliability of the half test.

The reliability of the whole test was found to be 0.80 which shows that the test is highly reliable.

2. Validity

The validity of the test was determined by correlating the test scores with the marks obtained in English for the quarterly examination. A sample of 50 pupils were taken for this purpose. The coefficient of correlation between the test scores and marks obtained in English was calculated by using the Pearsons Product Moment Coefficient of correlation method (Garrett, 1979). The validity coefficient was found to be 0.80.

The final test consisted of 25 objective type questions carrying a maximum of 25 marks. The time allotted was 40 minutes. A model question paper is given at the appendix - 11.

STATISTICAL TECHNIQUES USED

The test scores had been analysed by employing the test of significance of means. Detailed analysis of the data and discussion based on the result is presented in Chapter IV.

ANALYSIS

Babitha V.S. "Development of a self instructional package on basic grammar in English for upper primary school pupils " Thesis. Department of Adult and Continuing Education & Extension Services, University of Calicut, 2004

CHAPTER IV
ANALYSIS

ANALYSIS

The present study is intended to develop a Self Instructional Package on basic grammar in English for upper primary school pupils. Here development implies preparation as well as finding out the efficacy of the SIP. The extent of the efficacy of the SIP is found out. The results of the statistical analysis are discussed under the following heads.

1. Estimation of the extent of efficacy of the SIP, when experimental and control groups are compared.
2. Estimation of the extent of efficacy, when the boys and girls of the experimental group are compared.
3. Estimation of the extent of efficacy, when experimental and control groups are compared with regard to the levels of cognition [knowledge, understanding and application].

PROCEDURE

Sample

In order to carry out the experimental study sixty seventh standard pupils studying in schools following the state syllabus was selected.

Two equal groups of 30 pupils comprising of 15 boys and 15 girls were selected from Govt. M.U.P.School, Kozhikode district, Kerala.

The table given below reveals that the sample represents homogeneity in type of schools, sex, locale and number.

The number of pupils selected for the study was sixty.

TABLE - 4.1

Details of the sample selected for the study

No.	Groups	Locale	Type of Management	Boys	Girls	Total
1	Experimental group. [Group which received the Self Instructional Package]	Rural	Government, Upper Primary School	15	15	30
2	Control group. [Group which received the conventional classroom teaching]	Rural	Government, Upper Primary School	15	15	30

Tools used:

1. For controlling
 - a) Pre-test in English Grammar.
 - b) Socio-economic status scale.
 - c) Standard Progressive Matrices test.

[Raven 1958]

2. For treatment
 - a) Self Instructional Package.
 - b) Conventional classroom teaching.
3. For testing
 - a) Achievement test in basic English Grammar
[constructed and standardised by the investigator]

To find out the efficacy of the Self Instructional Package, an experimental study was conducted with two groups.

Group I - Experimental group (G_1)

Group II- Control group (G_2)

Statistical techniques used:

1. Descriptive statistics such as mean and standard deviation.
2. Test of significance of difference between mean scores of independent samples.

To compare the two groups of pupils, the data collected was subjected to the test of significance of mean difference.

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where,

M_1, M_2 are the mean scores of two groups.

σ_1, σ_2 are the standard deviation of the two groups.

N_1, N_2 are the sample size of the two groups.

It was concluded whether the mean difference was significant at 0.05 level or 0.01 level respectively.

Mean and standard deviation

The mean is the most useful of all statistical measures. In addition to the information that it provides, it is the base from which many other important measures are computed.

Standard deviation is used as a measure of spread or dispersion of scores in a distribution.

TABLE - 4.2

Mean and standard deviation of the post test scores

Post-test score	Mean	Standard deviation
G ₁ [N = 30]	70.53	12.37
G ₂ [N = 30]	55.00	9.87

Effectiveness of the Self Instructional Package (SIP) compared to the Conventional Classroom Teaching (CCT)

The purpose of the experimental study was to find out whether pupils learned through SIP differed considerably than those learned through CCT.

G₁ receives the SIP and

G₂ receives the CCT.

The study proceeded under the assumption that pupils learned through SIP scores better than those learned through the CCT.

The data obtained from the study was subjected to statistical analysis as follows.

1. Testing the significance of difference between the total experimental group and the total control group.
2. Testing the significance of difference of between the experimental and control groups on the basis of the sex of the pupils.
3. Testing the significance of difference between experimental groups and control group on the basis of levels of cognition viz., knowledge, understanding and application.

In the present study, directional hypotheses were formulated, and hence the achievement in English will be different.

1. Comparison between SIP and CCT

TABLE - 4.3

**Significance of difference of the
mean achievement in basic grammar under two
different conditions (SIP and conventional classroom teaching)**

Groups	N	M	SD	Mean difference	SE of difference	t	Df	Level of significance
G ₁	30	70.53	12.37	15.53	2.89	5.37	58	.01
G ₂	30	55	9.87					

The observed mean in the case of G₁ and G₂ are 70.53 and 55 respectively. This shows that the 't' value is 5.37 which exceeds the table value 2.709. The difference with the two groups is significant at 0.01 level (1%) of confidence. This leads to the conclusion that SIP is superior to CCT in learning Basic English grammar. The result proved beyond doubt that the difference in mean score observed is not a chance but an actual and significant one.

2. Knowledge Level comparison between SIP and CCT

TABLE - 4.4

**Significance of difference of the
mean achievement in basic grammar in Comparison
with level of cognition-knowledge among SIP and CCT**

Groups	N	M	SD	Mean difference	SE of difference	t	Df	Level of significance
G ₁	30	7.20	1.34	1.26	.356	3.55	58	.01
G ₂	30	5.93	1.41					

From the table it is clear that the scores of SIP and CCT are 7.20 and 5.93 respectively. The 't' value found is 3.55 which is greater than the table value 2.704 at level of significance 0.01. This shows that the SIP is more effective than CCT in comparison with the level of cognition-knowledge.

3. Understanding level comparison of SIP and CCT

TABLE - 4.5

Significance of difference of the mean achievement in basic grammar in comparison with level of cognition namely 'understanding' among SIP and CCT

Groups	N	M	SD	Mean difference	SE of difference	t	Df	Level of significance
S.I.P	30	6.03	1.73	.50	.396	1.263	58	.01
C.C.T	30	5.53	1.30					

The mean scores of G_1 and G_2 are 6.03 and 5.53 respectively. The 't' value found is 1.26 which is less than the table value 2.704 at .01 level of significance. So the difference is not significant.

4. Application level comparison between SIP and CCT

TABLE - 4.6

Significance of difference of the mean achievement in basic grammar in comparison with level of cognition namely Application among SIP and CCT

Groups	N	M	SD	Mean difference	SE of difference	t	Df	Level of significance
S.I.P	30	4.23	1.43	2.16	.35	6.17	58	.01
C.C.T	30	2.06	1.28					

The mean of two groups G_1 and G_2 are 4.23 and 2.06. The 't' value found is 6.17 which is greater than the table value 2.704 at 0.01 level of significance. This shows that SIP is more effective than CCT in cognitive level 'Application'. Beyond any doubt it proves the supremacy of SIP over CCT.

5. Gender Difference within experimental group

TABLE - 4.7

**Significance of difference in
Mean scores of achievement in basic grammar
in comparison with boys and girls within experimental group**

Groups	N	M	SD	Mean difference	SE of difference	t	Df	Level of significance
Boys	15	72.00	13.438	2.933	4.564	.64	28	.01
Girls	15	69.06	11.486					

The mean scores of boys and girls are 72.00 and 69.06 respectively. The 't' value is .64 which is less than the table value 2.763 at level of significance .01. This shows that no significant difference exists in the scores between boys and girls in the experimental group.

6. Comparison between scores of Boys in Experimental group and Boys in control group

TABLE - 4.8

Significance of difference in mean scores of achievement in basic grammar in comparison with boys in experimental group and boys in control group

Groups	N	M	SD	Mean difference	SE of difference	t	Df	Level of significance
Boys	15	72.00	13.43	15.46	4.423	3.50	28	.01
Girls	15	56.53	10.62					

The mean scores of boys in the experimental group and boys in the control group are 72.00 and 56.53 respectively. The 't' value is 3.50 at level of significance .01. This indicates that boys in the experimental group performed better than boys in the control group.

7. Comparison between scores of girls in the experimental group, and girls in the control group

TABLE - 4.9

Significance of difference in mean scores of achievement in basic grammar in comparison with girls in the experimental group and girls in the control Group

Groups	N	M	SD	Mean difference	SE of difference	t	Df	Level of significance
Girls [G ₁]	15	69.06	11.48	15.60	3.796	4.11	28	.01
Girls [G ₂]	15	53.46	9.18					

The table shows significant difference in mean scores of girls in the experimental group and girls in the control group. The 't' value is 4.11 at level of significance .01. This indicates that the girls in the experimental group scored better than the girls in the control group.

8. Comparison of Experimental boys and experimental girls, in terms of levels of cognition.

8.A. Knowledge level comparison

TABLE - 4.10

Significance of difference in mean scores of achievement in basic grammar in comparison with experimental boys and experimental girls with level of cognition-knowledge

Groups	N	M	SD	Mean difference	SE of difference	t	Df	Level of significance
Boys [G ₁]	15	7.80	.775	1.200	.447	2.68	28	.01
Girls [G ₁]	15	6.60	1.549					

Here the obtained 't' value is 2.68 which is less than the table value 2.763 at .01 level of significance. Boys in G₁ and Girls in G₁ do not differ significantly in terms of level of cognition-namely 'knowledge'.

8. B. Understanding level comparison

TABLE - 4.11

Significance of difference in mean scores of achievement in basic grammar in comparison with experimental boys and experimental girls with level of cognition understanding

Groups	N	M	SD	Mean difference	SE of difference	t	Df	Level of significance
Boys [G ₁]	15	5.60	1.99	-.8667	.662	-1.39	28	0.01
Girls [G ₁]	15	6.46	1.35					

Here the obtained t value is -1.39 which is less than the table value 2.763 at .01 level of significance. Boys in G₁ and girls in G₁ do not differ significantly in terms of level of cognition namely 'understanding'.

8. C. Application level comparison

TABLE - 4.12

Significance of difference in mean scores of achievement in basic grammar in comparison with experimental boys and experimental girls with level of cognition - application

Groups	N	M	SD	Mean difference	SE of difference	t	Df	Level of significance
Boys [G ₁]	15	4.46	1.76	.4667	.524	0.89	28	.01
Girls [G ₁]	15	4.00	1.00					

Here the 't' value is 0.89 which is less than the table value 2.763 at .01 level of significance. Boys in G_1 and girls in G_1 do not differ significantly in terms of level of cognition namely 'application'.

9. Comparison of the scores of experimental boys and the scores of control boys in terms of levels of cognition

9.A. Comparison of the scores of experimental boys and the scores of control boys at 'knowledge' level

TABLE - 4.13

Significance of difference in mean scores of achievement in basic grammar in comparison with experimental boys and control boys at level of cognition namely knowledge

Groups	N	M	SD	Mean difference	SE of difference	t	Df	Level of significance
Boys [G ₁]	15	7.8	.775	2.00	.419	4.78	28	.01
Boys [G ₂]	15	5.8	1.42					

The obtained 't' value is greater than the table value which shows that, the group means are significantly different at .01 level of significance. The boys in the experimental group scored better than the boys in the control group at knowledge level.

9.B. Comparison of the scores of experimental boys and the scores of control boys at 'understanding' level

TABLE - 4.14

Significance of difference in mean scores of achievement in basic grammar in comparison with experimental boys and control boys at level of cognition namely 'understanding'

Groups	N	M	SD	Mean difference	SE of difference	t	Df	Level of significance
Boys [G ₁]	15	5.80	1.99	4.00	.608	-.66	28	.01
Boys [G ₂]	15	6.00	1.25					

The table shows that the group means are not significantly different at 0.01 level of significance.

9.C. Comparison of the scores of experimental boys and the scores of control boys at 'application' level

TABLE - 4.15

Significance of difference in mean scores of achievement in basic grammar in comparison with experimental boys and control boys at level of cognition namely 'application'

Groups	N	M	SD	Mean difference	SE of difference	t	Df	Level of significance
Boys [G ₁]	15	4.46	1.76	2.40	.627	3.83	28	.01
Boys [G ₂]	15	2.06	1.66					

The table values reveals the significance of difference between the boys in G_1 over the boys in G_2 at .01 level of significance.

10. Comparison of the scores of experimental girls and the scores of control girls in terms of levels of cognition

10.A Comparison of the scores of experimental girls and the scores of control girls at knowledge level

TABLE - 4.16

Significance of difference in means scores of achievement in basic grammar in comparison with experimental girls and control girls at level of cognition namely 'knowledge'

Groups	N	M	SD	Mean difference	SE of difference	t	Df	Level of significance
Girls [G ₁]	15	6.60	1.54	.533	.546	.98	28	.01
Girls [G ₂]	15	6.06	1.43					

The table shows that the group means are not significantly different at 0.01 level of significance.

10.B. Comparison of the scores of experimental girls and the scores of control girls at 'understanding level'

TABLE - 4.17

Significance of difference in means scores of achievement in basic grammar in comparison with experimental girls and control girls at level of cognition namely understanding

Groups	N	M	SD	Mean difference	SE of difference	t	Df	Level of significance
Girls [G ₁]	15	6.46	1.35	1.40	.471	2.97	28	.01
Girls [G ₂]	15	5.06	1.22					

The obtained 't' value is greater than the table value at 0.01 level of significance. This shows that the girls in the experimental group scored better than the girls in the control group at level of cognition namely 'understanding'.

10.C. Comparison of the scores of experimental girls and the scores of control girls at application level

TABLE - 4.18

Significance of difference in mean scores of achievement in basic grammar in comparison with experimental girls and control girls at level of cognition namely 'application'

Groups	N	M	SD	Mean difference	SE of difference	t	Df	Level of significance
Girls [G ₁]	15	4.00	1.00	1.93	.330	5.85	28	.01
Girls [G ₂]	15	2.06	.79					

The table values show that the group means are significantly different at .01 level of significance. This shows that the girls in the experimental group scored better than the girls in the control group at 'application level'.

Consolidated Table -1

Consolidated table showing significant difference between Experimental group and Control group for the total scores

	Group	N	M	SD	Mean difference	SE of difference	t	Df	Level of significance	Significant or not
Total Scores	G ₁	30	7053	12.37	15.53	2.891	5.37	58	.01	Significant difference exists
	G ₂	30	55	9.87						
Knowledge level	G ₁	30	7.20	1.34	1.26	.356	3.55	58	.01	Significant difference exists
	G ₂	30	5.93	1.41						
Understanding level	G ₁	30	6.03	1.73	.50	.396	1.26	58	.01	No significant difference exists
	G ₂	30	5.53	1.30						
Application level	G ₁	30	4.23	1.43	2.16	.35	6.17	58	.01	Significant difference exists
	G ₂	30	2.06	1.28						

Consolidated Table-2

Consolidated table showing gender difference with in experimental group.

	Group	N	M	SD	Mean difference	SE of difference	t	Df	Level of significance	Significant or not
Total G ₁	Boys	15	72.00	13.13	2.93	4.56	.64	28	.01	No Significant difference exists
	Girls	30	69.06	11.48						
Knowledge level	Boys	15	7.80	.77	1.20	.447	2.68	28	.01	No significant difference exists
	Girls	15	6.60	1.54						
Understanding level	Boys	15	5.60	1.99	-.866	.622	-1.39	28	.01	No significant difference exists
	Girls	15	6.46	1.35						
Application level	Boys	15	4.46	1.76	.466	.524	.89	28	.01	No significant difference exists
	Girls	15	4.00	1.00						

Consolidated Table-3

Consolidated table showing significant difference between the same sex in experimental group and the control group for the total scores.

Groups	N	M	SD	Mean difference	SE of difference	t	Df	Level of significance	Significant not
G ₁ Boys	15	72.00	13.43	15.46	4.423	3.50	28	.01	Significant difference exists
G ₂ Boys	15	56.53	1.62						
G ₁ Girls	15	69.06	11.48	15.60	3.796	4.11	28	.01	Significant difference exists
G ₂ Girls	15	53.46	9.18						

Consolidated Table -1 reveals that the experimental and control groups differ significantly with respect to their total scores and levels of cognition - knowledge and application. But there is no significant difference between the experimental and control groups with respect to the level of cognition - understanding.

Consolidated Table-2 reveals that there is no significant difference between boys and girls in the experimental group with respect to their total scores and with respect to the level of cognition knowledge, understanding and application.

Consolidated Table-3 shows that there is high significant difference between the same sex of pupils in the experimental and control groups with respect to their total scores in the achievement test.

CONCLUSIONS, SUGGESTIONS AND RECOMMENDATIONS

Babitha V.S. “Development of a self instructional package on basic grammar in English for upper primary school pupils ” Thesis. Department of Adult and Continuing Education & Extension Services, University of Calicut, 2004

CHAPTER V
CONCLUSIONS, SUGGESTIONS
AND RECOMMENDATIONS

CONCLUSIONS, SUGGESTIONS AND RECOMMENDATIONS

This chapter deals with the research process and highlights the important findings, their educational implications and suggestions for further research.

1 RE-STATEMENT OF THE PROBLEM

"DEVELOPMENT OF A SELF INSTRUCTIONAL PACKAGE ON BASIC GRAMMAR IN ENGLISH FOR UPPER PRIMARY SCHOOL PUPILS".

2 OBJECTIVES

- To prepare a Self Instructional Package (SIP) on basic grammar in English for upper primary school pupils.
- To test the efficacy of the Self Instructional Package by comparing the achievements of experimental and control groups.
- To compare the achievement of the experimental group of boys with that of girls in respect of their basic grammar.
- To compare the achievement of the two groups with respect to the levels of cognition namely knowledge, understanding and application.

3 RESEARCH DESIGN

The study is designed to develop a Self Instructional Package on basic grammar in English. In order to test the efficacy of the Self Instructional package, an experimental study was conducted.

4 STEPS INVOLVED IN THE PREPARATION OF THE SELF INSTRUCTIONAL PACKAGE

- ↻ Analysis of the syllabi and text books of standards V, VI and VII and locating the grammatical elements.
- ↻ Dividing the selected content area into different units.
- ↻ Identifying the objectives for each unit.
- ↻ Through each unit a grammatical element is presented in a functional way.
- ↻ Suggesting a title to the unit, which shows the functions of the grammatical element.
- ↻ Each unit has different parts such as introductory sessions, Let's try, language function, examples and exercise. A separate section for answers and appendices is also given.
- ↻ Preparation of a draft package.
- ↻ Consultation with teachers and experts for suggestions.

- ↻ Modification of the package according to the suggestions put forward by teachers and experts.
- ↻ Administering the package to a sample of thirty pupils.
- ↻ From the doubts raised by the pupils and from the errors committed by the pupils, the investigator could detect the ambiguities of certain items and also the difficulty of the pupils in learning.
- ↻ Modifications are made in the Self Instructional Package and again consulted with experts.
- ↻ Tryout of the Self Instructional Package.
- ↻ Revision and finalization of the Self Instructional Package. The opinion from teachers and experts were taken as indices for ensuring the validity of the Self Instructional Package.

5 HYPOTHESES

1. There will be significant differences in the mean achievement scores in basic grammar between experimental group and control group.
2. There will be significant differences in the mean achievement scores in basic grammar between boys and girls of the experimental group.
3. There will be significant differences in the mean achievement scores in basic grammar when the experimental and control groups are

compared with respect to the levels of cognition – knowledge, understanding and application.

6 SAMPLE

The sample selected for the experimental study consisted of sixty pupils of seventh standard (equal number from either sex) from Government M.U.P School, Kozhikode district. The sample was divided into two homogeneous groups. The experimental and the control group, with thirty pupils each.

7 TOOLS USED FOR THE STUDY

- ↗ Intelligence Test (Ravens Progressive Matrices, 1958)
- ↗ Socio-Economic Status Scale (Kuppuswamy)
- ↗ Achievement test in English Grammar (Pre-test)
- ↗ Achievement test in basic grammar (Post-test).

8 STATISTICAL TECHNIQUES USED

Descriptive statistics such as mean and standard deviation have been used to describe the distribution of scores.

The parametric t-test has been employed to compare the achievements of experimental and control groups.

9 MAJOR FINDINGS

1. The experimental group exposed to the Self Instructional Package was significantly higher in achievement than the control group learned through conventional classroom teaching. The same results were observed in the case of boys and girls treated separately.
2. There is no significant difference in achievement between boys and girls in the experimental group.
3. The experimental and the control group differed significantly with respect to their overall scores and mean scores at knowledge and application levels of cognition.
4. The pupil's scores differed maximum in the case of cognitive functioning at the application level. This testifies beyond doubt that the Self Instructional package is most effective at the application level of cognition.

10 TENABILITY OF HYPOTHESES

Hypothesis (1) states that, " There will be significant difference in the mean achievement scores in basic grammar between experimental group and control group.

This hypothesis is substantiated as the mean achievement scores of experimental group differed significantly from that of control group. The t-

value computed was significant beyond 0.01 level of significance and the experimental group has obtained higher scores compared to the control group.

Hypothesis (2) states that, " There will be significant difference in the mean achievement scores in basic grammar between boys and girls of the experimental group". The mean scores of the boys and girls did not show any significant difference.

Hence, the hypothesis cannot be substantiated as per the findings of the research.

Hypothesis (3) states that, "There will be significant difference in the mean achievement scores in basic grammar in levels of cognition - knowledge, understanding and application.

The findings reveal that that the experimental and control groups differ significantly with respect to their overall scores and at the two levels of cognition namely knowledge and application.

Here the hypothesis is partially substantiated.

11 EDUCATIONAL IMPLICATIONS

The effect of Self Instructional Package and its usefulness for the learning process has been highlighted in the present study. The package was found to be significantly superior in achievement when compared to the control group learned through conventional classroom teaching. The same

results were observed in the case of boys and girls treated separately. The research findings support that teachers can adopt Self Instructional Packages in ordinary classroom for getting better results.

The educational planners striving for quality improvement can make use of this package. This necessitates the use of suitable and sequentially arranged learning materials, readily available according to the requirement of the learners. It is seen from this study that if we prepare self learning materials with the help and expertise of experienced teachers, they can be utilised for the whole pupils with minimum expense.

The studies conducted by Winkle (1990), Moore (1994), Janiszewski (1994), Blumner (1994), Flagrady (1994), Kurian (1998) and Shihabudheen (2000) support the above finding. The government can take appropriate steps for providing learning packages to all learners, at all levels of education.

The self Instructional materials are prepared according to the age level of the learners to create sustained interest, motivation and enthusiasm in the present study.

It is seen that the reading habit of pupils is on the wane due to various reasons. One of the major reasons is that the books prepared for the pupils are not in tune with the learners needs and interest. In order to create a 'Learning Society' with a view to attain education for all, the learner centred materials can be prepared and utilized. As Self Instructional Materials are

learner centred ones, they seem to be more effective for developing a 'learning society'. Necessary Self Instructional Packages of this kind can be developed in all subjects for the benefit of learners.

Open schools and Open Universities encourage people for continuing education. There are so many dropouts from this educational system due to lack of proper materials for learning.

From the light of the present study, it is suggested that with the Self Instructional package, the drop out rate can be minimised and learning takes place effectively even without the presence of teachers.

The advantages of Self Instructional Package over the conventional classroom learning are mentioned here under.

While administering the Self Instructional Package among the upper primary school pupils, the investigator could observe that the pupils were seen reading very silently even without the presence of the teacher. Moreover pupils were seen enthusiastic and responsible while learning. From this, it is clear that with the help of the Self Instructional Package, Self discipline can be created and maintained among pupils and a major problem in the educational arena can be solved easily.

It is also noticed that the learners could learn the Self Instructional Package without the help of the teachers. The teachers role is seen minimum

and the pupils are activity involved in learning activities. Learning activities are centred around the learners and the teachers role is as a facilitator. This principle is reiterated in the new education policy of the government of India.

The package prepared by the investigator was with a view to develop self learning which leads to thinking process and conceptualisation. This was realized while conducting a test at the end of the experimental study. While valuing the answer papers, the investigator observed that most of the pupil could answer the questions at the application levels. This refers to the pupils ability to use learned materials in new and concrete situations. While answering the understanding level questions, the experimental group didn't show much merit when compared to the control group. Here the self instructional Package didn't fair well compared to the conventional classroom teaching. This shows that for grasping the meaning or for translating materials from one form to another or to interpret materials pupils need some additional help.

Various organisations should take initiations to conduct workshop from which the teachers get chances to participate in the preparation of Self Instructional Packages. The Self Instructional Packages can be made available in video cassettes and internets apart from the printed form presentation.

Just like the Keller plan, the Self Instructional package is a large unit of work which is broken down into individual self-contained assignments,

containing elements of guidance, together with detailed reference to specific information sources.

Suggestions for further research

Suggestions for further study helps to locate solutions for many educational problems. The findings of this study are obviously limited in their scope and with respect to other dimensions. Therefore, the investigator envisages some more studies in this area.

1. In the present study, the Self, Instructional Package is meant to the upper primary pupils. Self Instructional packages can also be developed for the high school and higher secondary school pupils.
2. Development of Self Instructional Package on basic grammar in English is the present study. The same can be duplicated on other school subjects including science and mathematics.
3. The experimental study conducted in the present study is restricted to one selected school in Kozhikode district. The study can be conducted on a large sample in different school of different districts of Kerala.
4. The experimental design employed in the present study is post-test only design. This can be done through pre-test, post test design also.

Suggestions for improving educational practice

The findings of the study reveal that Self Instructional Packages are more effective when compared to the conventional classroom Teaching. The important suggestions indicating the application of the result of the study are given below :

1. Learning devices must cater to the needs of the individual learner.
2. Facilitate suitable democratic classroom environment
3. Suitable and ample opportunities may be given to pupils for self initiation and they may be directed to self learning.
4. Provide more opportunities for developing reference skills among pupils.
5. A classroom library may be provided for the pupils for ready reference.
6. Encourage silent reading habit among pupils from the very beginning stage itself which will help pupils to read with better comprehension.
7. Proper guidance and support may be given to pupils for self learning activities.
8. Periodical seminars and workshop may be arranged on topics which are of current importance.
9. Pupils can be given suitable assignment.

10. Proper environment may be given to pupils to express frank and genuine opinions.
11. The pupils may be appreciated for their creative and thought provoking activities.
12. Teachers may be given opportunities to discuss with experts on the pros and cons of language education, internet, language laboratory, etc.
13. Teachers may be given opportunities to attend in-service course provided by reputed institutions like CIEFL, Hyderabad.
14. Schools may find time to organize various programmes for nurturing their pupils creativity and self expression.
15. A continuous and comprehensive evaluation scheme may be adopted to evaluate the progress of pupils.

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A P P E N D I C E S

Appendix - 1

UNIVERSITY OF CALICUT

Department of Adult and Continuing Education

ACHIEVEMENT TEST (Pre - test)

English

Standard VII

Max. Marks: 25

Max. Time: 40 mts.

I. Fill in the blanks with the correct words given in the bracket.

1. I _____ buy a new car.
2. What _____ you doing?
3. I lost my book. What _____ I do?
[shall, will, are, is]

(1 x 3 = 3 Marks)

II. Pick out the correct word from the boxes.

4. I see saw seen him yesterday.
5. The cow eat ate eaten the grass.
6. I go goes gone to school with my brother.
7. Yesterday I break broke broken a glass.

(1 x 4 = 4 Marks)

III. Fill in the blanks with the correct words given in brackets.

8. _____ there any boys in the class? [Is, Are, Was]
9. _____ there any milk in the bottle? [Are, Is, Were]

(1 x 2 = 2 Marks)

IV. Write the correct form of the verb given in the bracket.

10. The puppy is _____ [sleep] under the cot.

11. Now Raji is _____ [read] a book.
12. Last night I _____ [see] a snake in my room.
13. I _____ [come] there tomorrow.

(1 x 4 = 4 Marks)

V. Fill in the blanks using 'and' or 'but'.

14. Saju has a brother _____ two sisters.
15. The sun is hot _____ the moon is cold.
16. Sheeba is tall _____ beautiful.

(1 x 3 = 3 Marks)

VI. Pick out the 'subject part' in each of the following sentences.

17. Mother gave me food.
18. India is our Nation.

(1 x 2 = 2 Marks)

VII. Complete the sentences.

19. _____ apple a day keeps the doctor away.
20. Seema is _____ tallest girl in this group.

(1 x 2 = 2 Marks)

VIII. Fill in the blanks using the correct 'self' forms.

21. We enjoyed _____
22. Raju did the work _____

(1 x 2 = 2 Marks)

IX. Complete the sentences using the correct form of the word given in the brackets.

23. An aeroplane is _____ [fast] than a car.
24. Giraff is a _____ [tall] animal.
25. The elephant is the _____ [big] animal on land.

(1 x 3 = 3 Marks)

Appendix - 2**ACHIEVEMENT TEST (Pre-test)****English****Scoring key**

1. will
2. are
3. shall
4. saw
5. ate
6. go
7. broke
8. Are
9. Is
10. sleeping
11. reading
12. saw
13. will come
14. and
15. but
16. and
17. Mother
18. India
19. An
20. the
21. ourselves
22. himself
23. faster
24. fall
25. biggest

APPENDIX - 3
PRE-TEST SCORES

Sl. No.	Experimental Group	Control Group
1	21	20
2	17	7
3	16	5
4	18	7
5	19	31
6	18	23
7	14	22
8	8	15
9	5	18
10	8	18
11	16	11
12	15	13
13	14	17
14	11	10
15	5	7
16	23	15
17	16	25
18	15	19
19	12	17
20	12	17
21	8	14
22	10	16
23	11	13
24	13	15
25	19	12
26	17	21
27	19	13
28	31	13
29	24	17
30	22	17

11/1/19

APPENDIX - 4
 DEPARTMENT OF ADULT EDUCATION
 AND EXTENSION SERVICES
UNIVERSITY OF CALICUT

നിർദ്ദേശങ്ങൾ :-

ശ്രദ്ധപരമായി നൂപതയാഗിക്കാൻ നിങ്ങളുടെ സ്വകൃതിപരമായ വിവരങ്ങൾ ശേഖരിക്കാനാണ് ഇതുകൊണ്ട് ഉദ്ദേശിക്കുന്നത്. കുടുംബാംഗങ്ങളെക്കുറിച്ചുള്ള വിവരങ്ങൾ കഴിയുന്നതിടത്തോളം ശരിയായി രേഖപ്പെടുത്തുക.

1. പേര് :
2. ആൺകുട്ടി / പെൺകുട്ടി :
3. വയസ്സ് :
4. മതം :
5. സ്കൂൾ :
6. സ്കൂൾ സ്ഥിതി ചെയ്യുന്ന സ്ഥലം
പഞ്ചായത്ത് / മുൻസിപ്പാലിറ്റി /
കോർപ്പറേഷൻ :

സാമൂഹിക - സാമ്പത്തിക നിലവാര സൂചിക

ക്രമ നമ്പർ	കുടുംബാംഗത്തിന്റെ പേര്	കുടുംബസാമ്പത്തികമായി ഉൾപ്പെടുന്ന മതം	വിദ്യാഭ്യാസ യോഗ്യത	തൊഴിൽ	പ്രതിമാസ വരുമാനം
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

കുടുംബാംഗങ്ങളിൽ ഉൾപ്പെടാൻ

- a) അമ്മാളം :
- b) ഇംഗ്ലീഷ് :
- c) ഹിന്ദി :
- d) ഫിസിക്സ് :
- e) ബയോളജി :
- f) മെക്കാനിക്സ് :
- g) സോഷ്യൽ സയൻസ് :
- h) കമ്പ്യൂട്ടർ :

APPENDIX - 5
SOCIO ECONOMIC STATUS SCORES

Sl. No.	Experimental Group	Control Group
1	18	10
2	13	6
3	8	9
4	20	11
5	12	13
6	10	14
7	17	18
8	13	17
9	7	13
10	9	7
11	12	9
12	9	6
13	16	14
14	11	15
15	6	8
16	14	7
17	15	8
18	12	15
19	13	12
20	14	25
21	14	24
22	12	20
23	24	17
24	6	19
25	25	16
26	13	14
27	7	13
28	16	15
29	15	15
30	8	14

APPENDIX - 7
SCORING KEY OF STANDARD PROGRESSIVE MATRICES
SETS A, B, C, D AND E

No.	Set A	Set B	Set C	Set D	Set E
1	4	2	8	3	7
2	5	6	2	4	6
3	1	1	3	3	8
4	2	2	8	7	2
5	6	1	7	8	1
6	3	3	4	6	5
7	6	5	5	5	1
8	2	6	1	4	6
9	1	4	7	1	3
10	3	3	6	2	2
11	4	4	1	5	4
12	5	5	2	6	5

The score is number of items answered correctly.

Maximum score for each set = 12

Total score = 60

APPENDIX - 8
SCORES OBTAINED ON THE INTELLIGENCE TEST

Sl. No.	Experimental Group	Control Group
1	43	34
2	29	36
3	34	40
4	32	24
5	44	23
6	45	43
7	42	42
8	32	43
9	23	34
10	37	40
11	38	42
12	30	38
13	42	32
14	48	27
15	47	23
16	36	29
17	37	27
18	21	40
19	46	41
20	45	32
21	34	44
22	43	33
23	41	27
24	40	28
25	43	27
26	21	47
27	30	44
28	21	41
29	45	29
30	21	48

Appendix - 9**List of Experts consulted on various stages of the study**

1. Dr. A Sukumaran Nair
Former Vice Chancellor, M. G University, Kottayam
Former P.V.C Kerala University, Member, UCTE and NAAC.
2. Dr. K Soman
Former, Professor, Head and Dean, Faculty of Education, University of Calicut and Commissioner for Educational Research & Development, Government of Kerala.
3. Dr. P. Viswanathan Nair,
Professor & Head, Department of Education,
University of Kerala
4. Dr. Sudheer Kurmar,
Professor & Head,
Department of Applied Research
Gandhigram Deemed University, Madurai.
5. Dr. Exammal
Reader, Department of Education
University of Kerala
6. Dr. C. P Sivadas
Emeritus Professor, RIE Bangalore,
Former Professor & Head of the Department,
Department of English,
Universities of Calicut and Kannur.
7. Dr. Reena Francis,
Lecturer in DRU.
DIET, Thrissur.
8. Prof. Abdul Karim,
Former Head of the Department of English,
Farook College.

Appendix - 10

Lesson-Plan

Name of the Teacher	- V.S Babitha	Standard - VII
Subject	- English	Strength - 30
Unit	-Demonstrative pronouns	Duration - 40 mts.
Sub Unit	- 'This', 'These'.	

Curricular Objectives : Enable the pupils,
 -to develop the mastery of the demonstrative pronouns such as 'this' and 'these'.
 -to develop the ability to make sentences of their own using the new language element.

Learning Aids -Different pictures, Pen, books, glasses etc.
 Books referred -'English for the teacher' - Mary Spratt (2002). Cambridge University press.
 -"Essential English Grammar". (Second Edition) by Raymond Murphy (2000). Cambridge University Press.

Activity	Assessment
<p>Report Making: Teacher asks some casual questions to make a good rapport with the pupils.</p> <p>Presentation. Teacher shows a flower and says, '<u>This is a flower</u>' (B.B)</p> <p>Again, Teacher shows some flowers and says, '<u>These are flowers</u>' (B.B)</p> <p>Teacher shows different pictures and says, This is a tree. This is a bench. These are birds. These are animals.</p>	<p>Pupils participate in the casual talk.</p> <p>Pupils listen carefully.</p>

Practice.

Teacher draws some pictures on the black board and asks the pupils to write sentences like,

This is a car.

These are cars.

Teacher gives a brief description of the usage of 'this' and 'these'.

Teacher provides more examples and asks the pupils to make more sentences.

Pupils try to make sentences.

Pupils listen carefully.

Assignment

Make sentences using 'This' and 'These'.

Appendix - 11
UNIVERSITY OF CALICUT
Department of Adult and Continuing Education

ACHIEVEMENT TEST

English

Standard VII

Max. Marks: 25
 Max. Time: 40 mts.

I. Choose the correct box to get meaningful sentences.

1. This is the man which who whose borrowed my pen.
2. The violine which who where I bought yesterday is quite good.
 (1 x 2 = 2 marks)

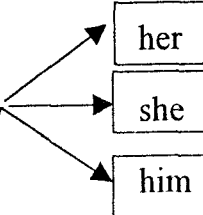
II. Pick out the adjectives used in the following sentences:

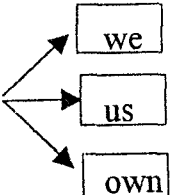
3. Yesterday I met a smart boy.
4. Rose is a beautiful flower.
 (1 x 2 = 2 marks)

III. Fill in the blanks using the correct 'self' forms.

5. I am ready to do the work _____.
6. They enjoyed _____.
 (1 x 2 = 2 marks)

IV. Choose the right box.

7. I know that lady. Do you know 
 - her
 - she
 - him

8. They are talking about 
 - we
 - us
 - own

(1 x 2 = 2 marks)

V. Complete the sentences using the correct articles.

9. Honesty is _____ best policy.
 10. Chennai is _____ big city.

(1 x 2 = 2 marks)

VI. Rewrite the given sentence. Begin the sentence with "A flower

11. I made a flower.
 A flower

(1 x 1 = 1 mark)

VII. Choose the correct answer from the given boxes.

12. Stone is than a chalk.
 13. Giraff is the animal.

(1 x 2 = 2 marks)

VIII. Fill in the blanks with suitable prepositions.

14. The pen is _____ the table.
 15. Two cats are _____ the chair

(1 x 2 = 2 marks)

IX. Choose the correct answer from the bracket.

16. Satish _____ to me every week. [write, writes, written]
 17. Mangoes _____ sweet. [is, are, am]

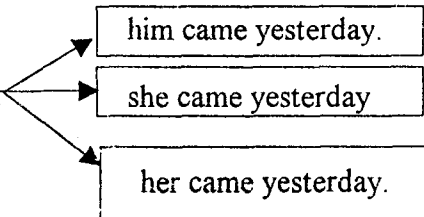
(1 x 2 = 2 marks)

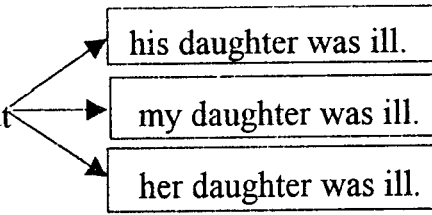
X. Pick out the correct word from the boxes.

18. I a film yesterday.
 19. Raju is with his friend.

(1 x 2 = 2 marks)

XI. Select the right box to complete the sentences.

20. Sindu said that 

21. The old man said that 

 (1 x 2 = 2 marks)

XII. Fill in the blanks with suitable words, to get the questions of the given answers.

22. _____ is Zareena?
She is in the next room.
23. _____ is your name?
My name is Seena.

(1 x 2 = 2 Marks)

XIII. Complete the given sentences.

24. If you beat him, he _____ cry.
25. If I _____ [call] him, he would come.

(1 x 2 = 2 marks)

Appendix - 12
ACHIEVEMENT TEST (Post-test)

English

Scoring key

1. who
2. which
3. smart
4. beautiful
5. myself
6. themselves
7. her
8. us
9. the
10. a
11. A flower was made by me
12. harder
13. tallest
14. on
15. under
16. writer
17. are
18. saw
19. walking
20. she came yesterday
21. his daughter was ill
22. where
23. what
24. 'll
25. called

Appendix - 13

Scores of Experimental group in the Achievement test (Post test)

No.	Sex	Total
1	M	22
2	M	22
3	M	21
4	M	19
5	M	21
6	M	19
7	M	19
8	M	19
9	M	18
10	M	19
11	M	13
12	M	13
13	M	14
14	M	12
15	M	17
16	F	20
17	F	19
18	F	19
19	F	19
20	F	19
21	F	23
22	F	17
23	F	17
24	F	12
25	F	17
26	F	17
27	F	21
28	F	14
29	F	14
30	F	14

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Appendix - 14

Scores of Control group in the achievement test (Post-test)

No.	Sex	Total
1	M	17
2	M	16
3	M	16
4	M	16
5	M	17
6	M	14
7	M	15
8	M	15
9	M	14
10	M	14
11	M	11
12	M	11
13	M	13
14	M	10
15	M	9
16	F	15
17	F	15
18	F	15
19	F	14
20	F	16
21	F	16
22	F	15
23	F	12
24	F	14
25	F	11
26	F	13
27	F	11
28	F	11
29	F	11
30	F	9



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Self Instructional Package on Basic Grammar in English for Upper Primary School Pupils



V. S. BABITHA

GUIDED BY

DR. K. KARUNAKARAN

Self instructional package
on Basic grammar in English
for upper primary school pupils

Foreword:-

Knowledge of grammar is essential for the mastery of any language. The existing grammar books lay stress on rules, reducing the scope for using grammar functionally. The recent trend of the communicative approach to language teaching support the functional way of practising grammar. Practising functional grammar through self instructional material serves the purpose to a large extent.

This self Instructional package is an attempt to help the beginners (upper primary pupils) in learning English language. Each topic is presented functionally with enough scope for practice.

How this package helps you?

This package contains 24 topics covering the aspects of English language expected to be learned at upper primary level.

Each topic is presented in real life situations functionally, directing the thought of the learner to the notional aspect as well.

You are expected to read the introduction and grasp the idea. The "Language function" sums up the idea presented. Read it and establish a relation between the idea and situation. Then try to do the exercises given in 'Let's try' session.

The answers are given towards the end. Check your answers. If your answers are wrong, come back to the session and look in for the reasons of the mistake.

- * You can use the appendix for ready reference.
- * Keep a good dictionary to get the meaning of difficult words.

For best result

This is a self instructional package. The major responsibility of learning is with the learner.

It is important for learners to be clear about the objectives of the learning material. This helps to develop responsibility for their own learning.

The objectives of this self instructional package are the following.

- ◆ Enable the pupils to learn the language elements required for the upper Primary level.
- ◆ Enable the pupils to generate sentences of their own in the English language.
- ◆ To instill confidence in pupils for self learning.

No	TOPICS	Page No.
1.	How do you say things near you?	10
2.	How do you point out a thing that is far away?	14
3.	How do 'is', 'am', 'are' help us?	18
4.	What do you call it when you do the following ?	22
5.	How will you tell things you did yesterday?	24
6.	How do you say things you do today?	28
7.	How do you say things that happen in the future?	30
8.	Okay, are you clear with tenses?	34
9.	Relationships to remember	38
10.	How will you tell what is happening now?	41
11.	How will you say what was happening yesterday?	45
12.	Do you know the naming words?	47
13.	A way to avoid repeating noun	53
14.	Belongingness	57
15.	Mirror effect of pronouns or reflexives	61
16.	Meet some relatives!	65
17.	Do you want to ask anything?	67
18.	About quality and quantity	71
19.	Most or least	75
20.	Ways to make your English natural and effective	79
21.	Saying something particular or general	83
22.	What did they say?	87
23.	Voices - doer or happening	91
24.	Possibilities in three ways	94
	Appendix	99
	Answers	111
	References	129

Why to read this book?

Read this group of words:

to is going Mohan school

Does this group of words give any meaning? No, it does not give any meaning. Now read this group of words.

Mohan is going to school

Ok, these group of words give some meaning, doesn't it?

Make meaningful sentences by rearranging the words

a. is wall a on the picture

A picture is on the wall.

b. today is sea the blue

Today the sea is blue.

c. classroom is Raju the in

d. near the the teacher is door.

e. green is grass the

Answers on Page 111

All the above examples are sentences. **A group of words giving a complete meaning is a sentence.**

Now read the following sentences.

1. Hameed is a doctor.

2. The boys made noise.

3. Peter is a good boy.

In the above sentences we talk about Hameed, the boys and Peter.

Thus in every sentence we have,

- A person or thing we speak about (**Subject**)*
- What we speak about that person or thing with a verbal element in it. (**Predicate**)

*You will learn other varieties of 'subject' at an advanced level.

Example : -

<i>Subject</i>	<i>Predicate</i>
Hameed	is a doctor.
The boys	made noise.
Peter	is a good boy.

Sentence is a unit of language. When you come to the last pages of this package, you will be able to **understand, speak, read, and write SENTENCES.**

This is why you must read this package.

1

"How do you say things near you?"

What is this?



This is a flower.



This is a tree.



This is a bench.



This is a pen.



This is a chair.

I. Let's try

1. This is a car.



2. _____



3. _____



4. _____



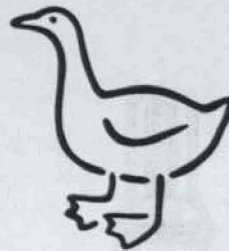
5. _____



6. _____



7. _____

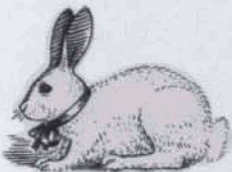


Answers on page 111

What are these?



These are birds.



These are animals.



These are fruits.



These are books.



These are vegetables.

II. Let's try

1.



These are cars.

2.



3.



4.



5.



6.



7.



Language function

1. We use this and these to indicate the things near the speaker.



2. We use 'this' to indicate a single thing.

One or single is singular

Example : Do you like this picture?



3. We use 'these' to indicate more persons or things.

More things or persons than one is plural

Example : These flowers are for you.



Complete the sentences.

1.  _____ a box.

2.  _____ a glass.

3.  _____ plants.

4.  _____ .

Answers on page 112

"How do you point out a thing that is far away."

What is that?



That is a hill.



That is a fan.



That is a river.



That is a star.

I. Let's try

1.



That is a lion.

2.



3.



4.



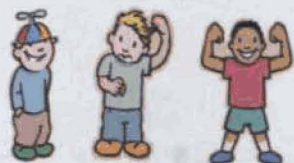
5.



How do you point out things that are far away
What are those?



Those are books.



Those are boys.



Those are flowers.



Those are leaves.



Those are fruits.



Those are stars.

II. Let's try

1.



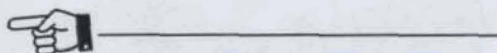
Those are houses.

2.



3.





Answers on page 113

Language function

1. We use that and those to point out things which are away.



2. 'That' goes with a single thing.



Example: Do you like that picture?

3. 'Those' go with more things than one.



Example: Who are those people?

4. This, that, these and those are known as the demonstrative pronouns. [see page]

III. Complete the sentences

1. That is my brother Ravi.

2. _____ are my friends.

3. _____

4. _____

Answers on page 113

30

3

"How do is, am, are help us?"

Look at the pictures below.



I am painting



We are talking.



They are walking.



It is an elephant.

Read the following passage.

I am a new student to the class. There are twenty students in the class. They are listening to the teacher who is reading. The teacher is near the blackboard. He is reading his book. It is 3 O'clock in the afternoon and the sun is shining. In the playground some children are playing. There is a cat in the garden. It is sleeping.

The above pictures and passage tell us one common thing. What is that?

Language function

1. 'Am' and 'is' go with singular subject.

Example: I am a policeman.

He is a teacher.

It is very useful.

She is cooking.

2. 'Are' goes with plural subject.

Example: We are happy.

They are solidiers.

Read the following.

I am a student.

He is a student.

She is a student.

We are students.

They are students.

You are a student.

Wait!

Now '**You**' is singular, Why did we write 'are'?

When the subject is 'you', are is always used.

Example: You are writing.

You are an Indian.

You are a child.

I. Let's try

Write full sentences:

1. (Your chappals very dirty). Your chappals are very dirty.

2. (My father a teacher). _____

3. (His bag full). _____

4. (Sita 18 years old). _____

5. (You very tall). _____

Answers on page 114

Tired writing!

He is, You are, She is, _____

Try this easy way.

He is	-	He's
She is	-	She's
They are	-	They're

4

"What do you call it when you do the following....."

read



cook



dance



run



paint



sleep



All the above words show some action or state. Don't they?

Words that show an action or a state are verbs.

I Let's try

Fill in the blanks choosing appropriate word given in brackets.
(reads, swim, fly, walks, sings) [use your dictionary for getting
the meaning of words]

1. The girl walks very fast.
2. Bird _____ in the sky.
3. He _____ a book.
4. Chitra _____ well.
5. Fishes _____ in water.

Answers on page 114

II. What do you do in the morning?

I brush my teeth.

I take bath.

I eat my breakfast.

I wear my uniform.

I go to school.

III. Did you do it yesterday?

How will you say it?

I brushed my teeth.

I _____ bath.

I _____ my breakfast.

I _____ my uniform.

I _____ to school.

Answers on page 114

IV. If you are doing it tomorrow

How will you say it?

I will brush my teeth.

I will take bath.

I _____ my breakfast.

I _____ my uniform.

I _____ to school.

Answers on page 114

You did this yesterday.

You do this today.

You will do this tomorrow.

The action is the same, but when you tell it at different times the verb takes different forms.

The relation between word of action and time is tense.

5

"How will you tell things you did yesterday".

Look at these questions.

1. When did you get up yesterday?

2. What did you have for lunch yesterday?

3. Where did you go yesterday evening?

Now, when you tell things you did yesterday, last week, last month, last night, last year, a long time ago, the action word takes the past form.

Let's try answering the questions given.

The answers are,

1. I got up at 6 O'clock.

2. I ate rice.

3. I went to the market.

Read the following.

1. Yesterday it rained.

2. Ramu cleaned his room day before yesterday.

3. I walked fast.

4. I filled my pen with ink.

Language function

What changes are made to the verb?

1. The past form of the verb "verb +ed"

Example: Work - worked

Clean - cleaned

Start - started

2. In some cases spelling change.

Example: Try - tried

Study - studied

Copy - copied

Stop - stopped

Plan - planned.

3. In some cases, the verb form totally changes.

Example: Go - went

Sit - sat

Get - got.

4. Some verbs do not change

Example: Put - put

Cut- cut

5. When 'is' becomes the verb, 'was' is the past form.

Example: He is at the park.

He was at the park

Go to Appendix part.
See page number 99 for the list.

II. Let's try

Make sentences.

1. Ravi, cricket, yesterday (play).

2. She, vollyball, yesterday.(play).

3. The train, a minute ago (leave).

4. The thieves, Rs.10,000/- last week (steal).

5. She, the glass, last week (break).

Answers on page 115

"How do you say things you do today?"

Look at these sentences.

1. Mary goes to school every day.
2. I brush my teeth after my food.
3. Satish wakes up at 6'O clock.
4. The cow gives us milk.
5. The sun rises in the east.
6. I come to school by bus.
7. The shop opens at nine O'clock.
8. Rain falls from the clouds.

They all tell things that happen every day or habitually.
Don't they ?

I. Let's try

Fill in the gaps. (writes, speak, wags, sweeps, go) [Look up your dictionary for getting the meaning.]

1. I _____ the truth.
2. She _____ the floor every morning.
3. The dog always _____ its tail on seeing me.
4. She _____ very neatly.
5. We _____ on vacation every April.

Answer on page 115

Language function

The 'present' form is used,

1. To say things that happen now.
2. To say things that happens everyday.

II. Complete the sentences, using the appropriate form of the word given in the bracket.

1. My father always takes (take) an umbrella when he goes (go) out.
2. He _____ (want) to go home early.
3. Raju always _____ (arrive) early.
4. She _____ (go) to the park daily.
5. Geetha _____ (drink) milk every day.

Answer on page 115

"How do you say things that happen in the future".

Look at Chinnu's timetable:

I	II	III	INTERVEL	IV	V	INTERVEL	VI	VII	VIII
English	Maths	Science		History	Geogra- phy		Games	Hindi	EVS

Chinnu is studying in the fourth standard. She tells her mother, what she will do in school the next day.

Complete the following for Chinnu.

In the first period, I'll study English.

In the second period, I'll study Maths.

In the third period, I'll study Science.

During the interval I'll go out.

In the fourth period, I'll study History.

In the fifth period, I'll study Geography.

At lunch break I'll take my meals.

In the sixth period, I'll play with my friends.

_____.

So when you talk about things that happen in the future,

ie, after two hours, after two days, next year, next week, next

month or later, we use the weak form of will(I'll). 'Will' the

strong form is used to show determination.

I will do it. (Surely I will do it.)

I. Let's try

Write in complete sentences.

1. Mohan is studying medicine.

He'll become a doctor.

2. Simi is studying engineering.

Simi'll become an engineer.

3. Nunu is learning to paint.

She'll _____ (artist).

4. Chippi is learning to sing.

_____ (singer).

5. Kamal is learning to dance.

_____ (dancer).

Answers on page 116

Language function

Future form of the verb is used to say things that will happen later.

'Will' is used with the verb.

Weak form	Strong form
'll	will

Example: I will go there tomorrow.

They will go there tomorrow.

You will go there tomorrow.

- Along with 'I' and 'we' shall also can be used.

Example: I shall do the work.

We shall do the work.

- But now we choose 'Will' to present future.

Example: I will do the work.

II. Now try to write what you will do next Sunday. Remember

to use 'll

1. I'll get up at eight O'clock.

2. I'll _____

3. _____

4. _____

5. _____

6. _____

Answers on page 116

"Okay, are you clear with tenses?"



Rema goes to work every day. She is always there from 10 O'clock to 5 O'clock.

It is 11 O'clock now. She is at work.

At 11 O'clock yesterday, she was at work.

At 11 O'clock tomorrow, she will be at work.

I. Complete the sentences.

Rahul is travelling in Kerala.

1. Yesterday Rahul was at chennai.
2. Tomorrow Rahul will be in Trivandrum.
3. Last week he in Calicut.
4. Next week he in Cannore.
5. At the moment he in Ernakulam.
6. Three days ago he in Alapppy.
7. At the end of his trip he very tired.

Language function

I will - I'll

You will - You'll

they will - they'll

Answers on page 116

44

II. Select the correct form of verb.

1. Yesudas $\left(\begin{array}{l} \text{a. go} \\ \text{b. went} \\ \text{c. will go} \end{array} \right)$ to Delhi yesterday. $\left(\begin{array}{c} \boxed{\text{b}} \end{array} \right)$

2. The train $\left(\begin{array}{l} \text{a. left} \\ \text{b. leave} \\ \text{c. will leave} \end{array} \right)$ an hour ago. $\left(\quad \right)$

3. Yesterday I $\left(\begin{array}{l} \text{a. break} \\ \text{b. broke} \\ \text{c. will break} \end{array} \right)$ my pencil. $\left(\quad \right)$

4. My mother $\left(\begin{array}{l} \text{a. come} \\ \text{b. came} \\ \text{c. will come} \end{array} \right)$ to meet my teacher tomorrow. $\left(\quad \right)$

5. We $\left(\begin{array}{l} \text{a. watch} \\ \text{b. watched} \\ \text{c. will watch} \end{array} \right)$ the film yesterday. $\left(\quad \right)$

6. Elizabeth $\left(\begin{array}{l} \text{a. spoke} \\ \text{b. speaks} \\ \text{c. will speak} \end{array} \right)$ four languages. $\left(\quad \right)$

7. The teacher $\left(\begin{array}{l} \text{a. tell} \\ \text{b. told} \\ \text{c. will tell} \end{array} \right)$ us a story tomorrow. $\left(\quad \right)$

8. The sun $\left(\begin{array}{l} \text{a. rises} \\ \text{b. rose} \\ \text{c. will rise} \end{array} \right)$ in the east. $\left(\quad \right)$

9. It $\left(\begin{array}{l} \text{a. is} \\ \text{b. was} \\ \text{c. will} \end{array} \right)$ rain, so take an umbrella.

()

10. The birds $\left(\begin{array}{l} \text{a. is} \\ \text{b. was} \\ \text{c. will} \end{array} \right)$ eat the grains.

()

Answers on page 117

"Relationships to remember."

Look at these sentences

1. The cow eats grass.

Cows eat grass.

2. My friend likes reading.

My friends like reading.

What do you understand?

There is a relation between the subject and the verb in each sentence.

Language function

1. In the present tense if the subject is singular, the verb takes-s

subject verb+s

Example: The cow eats grass.

subject verb+s

My friend likes reading.

2. When 'I' and 'you' are the subjects, the verb does not change.

Example: I write letters.

You write letters.

3. If the verb ends in 'y', it changes to 'ies'.

Example: Bird flies, fly

He tries. try

4. If the verb ends in 'o' it changes to 'es'

Example : He goes to school.

Raju does the work

5. If the subject is plural, the verb will not change.

Example : Cows eat grass.

My friends like reading.

I. Let's try

select the correct form of verb.

1. An aeroplane $\left(\begin{array}{l} \text{a. fly} \\ \text{b. flies} \end{array} \right)$ fast.

b

2. Those children $\left(\begin{array}{l} \text{a. look} \\ \text{b. looks} \end{array} \right)$ very healthy.

3. He $\left(\begin{array}{l} \text{a. go} \\ \text{b. goes} \end{array} \right)$ to school everyday.

4. Mangoes $\left(\begin{array}{l} \text{a. is} \\ \text{b. are} \end{array} \right)$ sweet.

5. I $\left(\begin{array}{l} \text{a. read} \\ \text{b. reads} \end{array} \right)$ a story book.

6. A snail $\left(\begin{array}{l} \text{a. move} \\ \text{b. moves} \end{array} \right)$ very slowly.

7. We $\left(\begin{array}{l} \text{a. eat} \\ \text{b. eats} \end{array} \right)$ rice.

[]

8. Sheeba $\left(\begin{array}{l} \text{a. write} \\ \text{b. writes} \end{array} \right)$ to me every week.

[]

9. The cat $\left(\begin{array}{l} \text{a. sleep} \\ \text{b. sleeps} \end{array} \right)$ under the cot.

[]

10. The Postman $\left(\begin{array}{l} \text{a. bring} \\ \text{b. brings} \end{array} \right)$ letters every morning.

[]

10

"How will you tell what is happening now?"



She is eating.



They are running.



We are playing.



He is eating.



I am walking.

They are all doing something. It is continuing even now.

I. Let's try

What are they doing?

1.



She is cooking.

2.



He is cycling.

3.



4.



5.



6.



7.



8.



9.



Answers on page 118

Language function

- To show an action that is continuing, is/are + (verb + ing) is used

Verb + ing

read + ing	- reading
buy + ing	- buying
sell + ing	- selling
eat + ing	- eating

This is the present continuous form.

- Be careful! when 'ing' is added to certain verbs, some changes in spelling take place.

Example:

dance + ing	- dancing
hide + ing	- hiding
make + ing	- making
shine + ing	- shining
write + ing	- writing

cut + ing	- cutting
get + ing	- getting
put + ing	- putting
sit + ing	- sitting
swim + ing	- swimming

II. What's happening at the moment.

1. Meena/ wash/ my clothes. Meena is washing her clothes.

2. It/ rains. It is raining.

3. The Teacher/ sits/ on a chair _____

4. He/ sleep. _____

5. Raju/ learn/ English. _____

6. Sanju/ reads/ a book. _____

7. A.R.Rahman/ play/ the piano _____

8. Babu/ write/ a letter. _____

Answers on page 118

11

"How will you say what was happening yesterday."

Think about yesterday. What were you doing at different times of the day.

Yesterday at 8 a.m, I was eating breakfast.

Yesterday at 8.30 a.m, I was going to school

Yesterday at 9 a.m I was learning English.

Yesterday at 1 p.m, I was eating food.

Yesterday at 4 p.m, I was playing football.

From the above examples, it can be noted that the action was in progress.

Example: We were playing when you came.

She was singing when I saw her.

I. Let's try

Answer the following.

1. What were you doing when I called? [eat biscuits]

I was eating biscuits.

2. Who were they waiting for? [the postman]

They were waiting for the postman.

3. What was she doing all the morning? [wash my cloths]

4. What were you doing when the phone was ringing? [take bath]

Language function

1. To show an action, that began in the past and was continuing was/ were + [verb + ing] is used.

Example: I was dancing.

We were dancing.

'was' goes with singular.

I	}	was
she		
he		
it		

'were' go with plural

we	}	were
they		

Here again, if the subject is 'you', were is used.

Example: You were dancing, when I came there.

I. Exercise

Fill in the blanks.

1. Yesterday evening I went to see my friend Suresh. When I saw him, he[read] a book. Suresh talked about the book. I very happy to hear that. We [take] tea when our friend Mahesh came there. But Mahesh not interested in reading books.

12

"Do you know the naming words?"

Read the following sentences.

1. He is Raju.
2. This is a book.
3. That barking animal is a dog.
4. He is Mustafa.

In the above sentences, the underlined words are the names of things, persons or places.

A noun is the name of anything

Look at the following.

1. Gita is a girl.
2. India is a country.
3. Chennai is a city.
4. The Elephant is an animal.

Language function

Gita, India, Chennai and elephant are the names of person, country, town and animal. They are proper nouns.

Girl, country, city and animal are names given in common.

They are common nouns.

I. Let's try

Find out the common and proper nouns.

1. Molly is a cow.

Molly - Proper noun

cow - Common noun.

2. Peter is a student.

Peter - Proper noun

student - _____

3. New York is a city in America.

New York - _____

4. Ashoka was a great king.

5. Rose is a flower.






Answers on page 120

II Write the common nouns for the following proper nouns.

Proper noun	Common noun
1. Mohan	boy
2. Japan
3. Kerala
4. Mary
5. White house

Answers on page 120

Let us look at the nouns given below.

a book		Three books.
a pencil		Two pencils.
a child		Two children.
a house		Three houses.
a car		Five cars.

Here you can count the number. They are countable.

Now try counting the following.

sand

Do you say 'a sand'?

No

milk

can you say '2 milks'?

water

air

powder

can you count them?

No! never!!! They are uncountable.

Language function

- A noun that can be counted, is a countable noun.

Example: man, tree, bird, house.

- If a thing cannot be counted it is uncountable.

Example: water, gold, sand.

- We cannot say one/ two/ three or use a/ an along with uncountable nouns.

Example: one water, two music, a money, a oil.

- can we count money?

Yes we can.

We say one Rupee

two Rupees

ten paise etc..

But not, one money or two money. So money is uncountable.

III. Let's try

Tell which of them are countable. Say 'yes' or 'no'.

- | | | | |
|----------|----------------------------------|------------|----------------------|
| 1. egg | <input type="text" value="yes"/> | 6. bird | <input type="text"/> |
| 2. milk | <input type="text"/> | 7. man | <input type="text"/> |
| 3. sugar | <input type="text"/> | 8. smoke | <input type="text"/> |
| 4. pen | <input type="text"/> | 9. food | <input type="text"/> |
| 5. girl | <input type="text"/> | 10. butter | <input type="text"/> |

Answers on page 120

13

"A way to avoid repeating noun."

Read the following passage :

Ramu lives on a farm. Ramu lives with Ramu's father and mother. Ramu's father has a cart. Ramu's mother loves feeding the hen. Ramu plays with Ramu's dog after school. Ramu, Ramu's father and mother are happy on the farm.

The passage is about Ramu.

- Count the number of times 'Ramu' is used in the passage.
- We can reduce the number of times 'Ramu' is used.

Now read the passage.

Ramu lives on a farm. He lives with his father and mother. His father has a cart. His mother loves feeding the hen. He plays with his dog after school. They are all happy on the farm.

'Ramu' is a naming word, here a proper noun and the words like 'he', 'his' etc. used in the place of Ramu are pronouns.

Read the following:

Sindhu is a good girl.

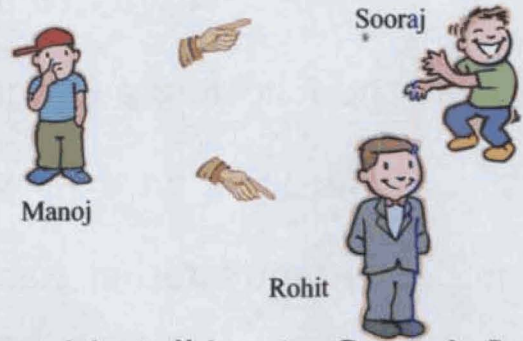
She studies in class III.

Her father is a doctor.

The teacher likes her.

Here 'she' and 'her' avoid repetition of Sindhu. So they are pronouns.

1. I am Manoj.
2. You are Sooraj.
3. He is Rohit, the leader.



In the first sentence Manoj is talking about him. In the second sentence Manoj is talking to Sooraj. In the third sentence Manoj is talking about Rohit.

Language function

- 'I' in the first sentence refers to the person who is speaking.

So it is a pronoun of the first person.

I, we, me, us, mine, ours are all in the first person

- 'You' in the second sentence refers to the person spoken to.

So it is a pronoun of the second person.

you, your, yours are all in the second person.

- 'He' in the third sentence refers to the person spoken to, and it is pronoun of the third person.

Read the following.

I want that book, give it to me.

He wants that book, give it to him.

We wants that book, give it to us.

She wants that book, give it to her.

They want icecream, give it to them.

Language function :

In the subject part, only some of the pronouns are used.

Example: I, they, you, he, she, we, it

In the predicate part, pronoun takes different forms.

I → me

we → us

he → him

she → her

they → them

I Let's try

Tick the right box.

1. Sajna cried because

I was hungry.

it was hungry.

she was hungry.

me was hungry.

2. They are talking about

we.

us.

our.

their.

3. Nisha is my friend, I am writing

her a letter

she a letter

you a letter

hers a letter

4. I know that man. Do you know

his

him

he

you

5. Sanu and Nunu were in the room.

Mother spoke to

they

them

their

theirs

Answers on page 121

14

"Belongingness"

"How will you say that the book belongs to you?"

This is my book.

or

This book is mine.

Language function

Some pronouns express ownership.

my - mine

our - ours

your - yours

his -her- hers

their - theirs - its

Read the following:

1. I have a car.

The car is mine.

The car belongs to me.

It is my car.

I → mine, me, my

65

2. He has a radio.

The radio is his.

The radio belongs to him.

It is his radio.

He → his, him

3. She has a parrot.

The parrot is hers.

The parrot belongs to her.

It is her parrot.

She → her, hers

4. We have a house.

The house is ours.

The house belongs to us.

It is our house.

we → us, our ours

5. You have a computer.

The computer is yours.

The computer belongs to you.

It is your computer.

You → your, yours

6. They have a television.

The television is theirs.

The television belongs to them.

It is their television.

They → theirs, them, their

I. Let's try

Fill in the blanks.

1. I am washing _____ hand.
2. We love _____ country.
3. You should go with _____ parents.
4. He enjoys _____ job.
5. She came with _____ friend.
6. They cleaned _____ house.

Answers on page 121

15

"Mirror effect of pronouns or reflexives."

He is looking at himself.



Read the following sentences.

1. I hurt myself.
2. He killed himself.
3. You will hurt yourself.
4. They enjoyed themselves.
5. She cut herself with a knife.

There is something common in all the underlined pronouns.

What is it?

-self or selves is added to them.

They are called reflexive pronouns.

Language function

We use reflexive pronouns when, the action done by the subject turns back upon the subject.

Example: The dog has hurt itself.

Read the following:

1. I myself did that.
2. We ourselves cooked the food.
3. You must do it yourself.
4. He himself told me this.
5. They themselves went there.

Are they reflexive pronouns? No! They have self or selves attached to it. Then, why are they not reflexive pronouns?

Language function

They are used for giving emphasis to the subject. So they are emphatic pronouns.

Example: I myself will do it.

The self forms

I → myself

he → himself

she → herself

you → yourself (singular), yourselves (plural)

we → ourselves

they → themselves.

I. Let's try

Fill in the blanks and find out reflexive and emphatic pronouns.

1. She killed herself.

Reflexive pronoun

2. I myself went to see her.

3. We enjoyed _____

4. They _____ were present there.

5. Sometimes we do it _____

Answers on page 122

You are familiar with this, these, that, those etc..

Language function

They are used to 'point out object'. They are demonstrative pronouns.

II. Let's try

Fill in the blanks.

1. This is my book, that is yours.
2. _____ are sweet grapes, _____ are sour.
3. Both the books are good, but _____ is better than _____
4. _____ are my pens, _____ are yours.
5. _____ boys must be punished.

Answers on page 122

"Meet some relatives"

This is the man.

He stole my purse.

Make one sentence from the above two sentences.

This is the man who stole my purse.

Now, combine the following sentences.

a. This is a boy.

His mother died.

This is the boy whose mother died.

b. This is a house.

Anand built it.

This is the house that Anand built.

We use who, whose and that for combining sentences.

Language function

The pronouns that are used to combine sentences and used for the noun are Relative pronouns.

Look at the following.

1. I met a woman.

She can speak six languages.

I met a woman who can speak six languages.

2. An aeroplane is a machine plane

It flies.

An aeroplane is a machine plane which flies.

3. This is a horse.

I want to buy it.

This is the horse that I want to buy.

Language function

- * 'who', 'whose' and 'whom' are used for people only.

Example: A thief is a person who steals.

- * 'whose' is used for things as well.

Example : This is a machine whose parts are missing.

- * 'which' is used for things only.

Example: The pen which we had lost was found.

- * 'that' is used for people or things.

Example: This is the book that I read yesterday.

This is the boy that brought flowers.

I. Let's try

Fill in the blanks with suitable pronoun.

1. God helps those help themselves.
2. Here is the ring Sita lost.
3. This is the boy hit me.
4. This is the book I lost.
5. Peter father is dead is unhappy.
6. This is the house Jack built.
7. This is the man son stood first in the examination.
8. It was I helped her.
9. I met a beggar was blind.
10. You always ask questions are difficult to answer.

Answers on page 122

17

"Do you want to ask anything"

Meena



who are
you eating

Sonu



???

Sonu is eating an apple

Do you think Sonu understood what Meena was asking?

No.

What do you think Meena should ask?

What are you eating?

Language function

In framing questions, some words are of good help.

They are,

Who, when, why, what, where, which, do, did, have, is, does, how.

Study the following questions and answers.

1. 'Am' I late?

Yes, you are late.

2. Do they work hard?

Yes, they do.

3. Where is Shinu?

She is in the next room.

4. Who lives next door?

Manu lives next door.

5. Is it raining?

Yes, it is raining.

6. What is your name?

My name is Gayathri.

7. Why are you sleeping?

Because I am tired.

Language function

- * Who, whom, whose are used for asking questions about persons.
- * What is used for asking questions about things.
- * Which is used for asking a question about the particular person or thing.

Let's try

Can you write questions for these answers?

1. Q : Who broke the window?

A : Somebody broke the window.

2. Q : _____ ?

A : She is in the next room.

3. Q : _____ ?

A : I go to school by bus.

4. Q : _____ ?

A : Rahul has got the key.

5. Q : _____ ?

A : His name is Peter.

6. Q : _____ ?

A : Yes, he paid the bill yesterday.

7. Q : _____ ?

A : No, it belongs to my brother.

8. Q : _____ ?

A : I like mango.

9. Q : _____ ?

A : The train will come at 6.30 pm.

10. Q : _____ ?

A : I was late because I missed my bus.

Answers on page 123

"About quality and quantity"

A stranger came to your house when your parents were not there. When the parents come, you tell them that a person came. Your father asks you; "how does he look like?"

Look at the picture. below and describe the stranger.

He is a tall man.

He has a round face.

He has curly hair.

He has strong body.

He is wearing black pants and white shirts.



In the above description words like, tall, round, curly, strong, express some quality of that man.

Language function

* The descriptive words that help us to know more about noun or pronoun are adjectives.

Example: Little, brown, sharp, beautiful, round.

Study the following sentences.

1. Chennai is a big city.
2. Rose is a beautiful flower.
3. John is a tall boy.
4. Monkey is a clever animal.
5. Mother Thereza was a kind lady.

6. Sachin is a good player.
7. Ravi has a sharp knife.
8. It is a cloudy day.
9. Sheela has long hair.
10. The Fox is a cunning animal.

[Here the underlined words are adjectives or descriptive words]

I. Let's try

Underline the describing words [adjectives].

My small house is near a beautiful park. There are tall trees and short plants in the park. There are fresh small of flowers in the park. I go there in the evening with my good friends. We see a fat old man in the park. One day I got a cute puppy from the park bench. Some naughty children were hurting it. I took home that small puppy for making it a member of my family.

Answers on page 123

Language function

The adjectives that tell us of what kind a person or thing is, are adjectives of quality.

Look at the following sentences.

Two boys ran away.

Thomas wants some money.

John ate the whole cake.

Rohit had little food with him.

Sindu spoke a few words to him.

Language function

The adjectives like two, some, whole, little, a few tell us the quantity of the thing. They are adjectives of quantity.

19

"Most or least."Giraffe is a big animal.

Now we can compare the size of these three animals.

dog



horse



giraffe

The horse is bigger than the dog.The giraffe is the biggest animal.

The adjective 'big' took different forms. When used for comparison.

big

bigger

biggest

Language function

- * When no comparison is made, simple form of adjective is used.
Example: big [positive]
- * When two things or persons are compared, 'er' form is used.
Example: bigger [comparative]
- * When more than two persons or things are compared generally 'est' form is used.
Example: biggest [superlative]
- * Thus there are three degrees of comparison.
Positive, comparative and superlative.

Language function

- * Adjectives change by adding 'er' or 'est'.
Example: tall, taller, tallest
big, bigger, biggest.
- * Some adjectives change by adding 'more' or 'most'.
Example: difficult, more difficult, most difficult
beautiful, more beautiful, most beautiful.

Some adjectives change irregularly.

Example: good	better	best
bad	worse	worst
little	less	least
many	more	most.

Complete the blanks.

1. Big, bigger,
2. Small,,
3., longer,
4. Fat,,
5. Large,,
6.,, sweetest.
7. Strong,,
8., shorter, shortest.
9.,, hottest.
10. Brave,,

Answers on page 124

I. Let's try

Use the correct form of adjective.

1. She is more active [active] than her sister.
2. Is he the [tall] member of the family.
3. He is the [intelligent] boy in the class.
4. This is the [small] bag in that shop.
5. The rose is a [beautiful] flower.
6. China is the [big] country.
7. Rahul is [clever] than Saju.
8. I am born first in the family, I am the[old].
9. This swimming pool is [deep].
10. It is [cold] in Shimla than in ooty.

Answers on page 124

20

"Ways to make your English natural and effective."



Where is the cat?

The cat is under the table.



Where is the book?

The book is on the table.



Where is the parrot?

The parrot is in the cage.

Leena



What is Leena doing?

Leena is talking to her friend.



The aeroplane flies over the building.

821



The bridge is built across the river.



We walked up the hill.



The fish jumped into the pond.



We walked along the beach.



Gopi is sitting with his father.

Language function



The cat is inside the table.

The cat is on the table.

The cat is beside the table.

Do these sentences show where the cat is?

No!

Here the cat is under the table.

So it is 'under' that makes the sentence meaningful. It tells the place and the relation with the other words.

It is a preposition.

List of prepositions is given in appendix II -Go to page No. 102

I. Let's try

Fill in the blanks using appropriate prepositions:-

1. He will return to Delhi a week.
2. Nitya is talking her friend.
3. Hang the clock the wall.
4. This painting was done an artist.
5. This table is made wood.
6. Has Sanju gone school?
7. Are you coming train?
8. Put your book your bag.
9. They are waiting their uncle.
10. They are looking the animals.

Answers on page 124

84

21

"Saying something particular or general."

Look at the following sentences.

This is a book.

1 This is the book Lulu was looking for.

2 What is the difference between 'book' in sentence 1

and that in sentence 2 ?

In sentence 1 it is any book. [general]

In sentence 2 it is a particular book, Lulu was looking for,

ie., [specific]

3 Give me an apple.

4 The apple you gave me was not good.

In sentence 3 it is any apple. [general]

In sentence 4 it is a particular apple. [specific]

Language function

a/ an - say something in general.

'a' and 'an' are indefinite articles.

'the' - say something specific.

'the' - definite article.

Use of 'a' and 'an'

a pen	an ass
a book	an animal
a school	an egg
a house	an idiot
a pupil	an orange
a fan	an umbrella
a goat	

'a' is used before a consonant sound.

'an' is used with words starting with vowel sounds.

Go to appendix page 107

Study the following

a university	an hour
a uniform	an honest man
a union	an honorable man
a unit	an honor
a one eyed boy	an heir.
a useful thing	
a unique thing	
a one way	
a European	
a one rupee note	

Here the letter 'h' is silent. So 'an' is used.

why do we say, 'a unit' see
appendix on page No. 107

Uses of 'The'

'The' chair in this room is made of wood.

'The' is used here to represent the particular chair in this room.

Call the boy waiting there.

The girl from our class got a prize.

He stole the books from my office.

**'The' is pronounced
'ð' before consonant
sounds, 'ə' before
vowel sounds.**

* 'The' is used because particular items are mentioned.

I have a pen in my box. The pen is red.

'The' is used to mention the pen described earlier.

I saw a bird in a tree. The bird was small.

* 'The' is used before superlatives.

The highest mountain.

The largest city.

The worst disease.

The longest river.

**However, 'the' is not used when
superlatives are used predicatively.
eg:- God is most merciful.
Her dance was most beautiful.**

* 'The' is used before names of river, mountain, ocean and island.

The Bharathapuzha.

The Pacific ocean.

The Himalayas.

The Lakshadweep islands.

I. Let's try

Complete the following:-

1. apple has a sweet taste.
2. London is large city.
3. new car costs a lot of money.
4. This is pen.
5. Solomon was wisest person.
6. elephant has four legs.
7. Honesty is best policy.
8. fly is on his seat.

Answers on page 125

22

"What did they say?"

I am reading

Rema



What is Rema doing?



She said she was reading.

Here Raju is reporting what Rema said.

Language function

There are two ways of reporting.

1. Direct -Reporting what a person has said,
quoting the actual words of the speaker.
2. Indirect -Reporting someone's speech in the words of the reporter.

Direct : I am reading my book.

Indirect : she said she was reading her book.

What are the changes made?

- * 'I' became 'she' because someone else is talking.
- * 'am' becomes 'was' because you are reporting what has been said.
- * 'my' becomes 'her' because someone else is talking.
- * Quotation marks are avoided.

Changes of pronoun.

Direct

I, you

me, you

my, your

mine, yours

we, you

us

our, your

ours, yours

Indirect

he or she.

him or her.

his or her

his or her

they

them

their

theirs.

The verb in the Simple present changes into Simple past.

Direct : Jeena said, "I want to go home"?

Indirect : Jeena said that she wanted to go home.

The verb in the Present continuous tense changes into past continuous.

Direct : Rajan said, "I am reading a novel."

Indirect : Rajan said that he was reading a novel.

Change of time and place

<u>Direct</u>	<u>Indirect</u>
now	then
this	that
these	those
here	there
today	that day
ago	before
tomorrow	next day
yesterday	the day before

Language function

In reporting statement, use said / told.

In reporting question, use asked / enquired.

In reporting commands, requests, advice, use 'asked', 'told', 'ordered', 'begged', 'encouraged' etc.

I. Let's try

Rewrite the following as indirect speech.

1. The doctor said, "I saw him once."

The doctor said that he saw him once.

2. "We are feeling ill," They said.

They said that

3. "Where do you live?" I asked him.

.....

4. Mother said, "give me some food."

.....

5. He says, "I am coming."

.....

Answers on page 125

23**Voices - doer or happening**

Read the following sentences.

1. The cat killed the rat.
2. The rat was killed by the cat.

Both the sentences mean the same thing, don't they?

Then what is the difference?

In the 1st sentence, the subject is doing something.

In the 2nd sentence, the subject is suffering the action.

Language function

A sentence is said to be in the active voice when the subject is active or the doer of an action.

Example: The cat killed the rat.

A sentence is said to be in the passive voice when the subject is passive or is the receiver of an action.

Example: The rat was killed by the cat.

Look at the sentence.

Prakash broke the window.

Is this sentence active or passive?

It is active; the importance is for the subject.

The window was broken by Prakash.

This sentence is passive. Here it is less not important to know who broke the window.

Note the change from the Active voice to the passive voice in the following sentences.

Active : The grocer sells sugar.

Passive : Sugar is sold by the grocer.

Active : The farmer is ploughing the field.

Passive : The field is being ploughed by the farmer.

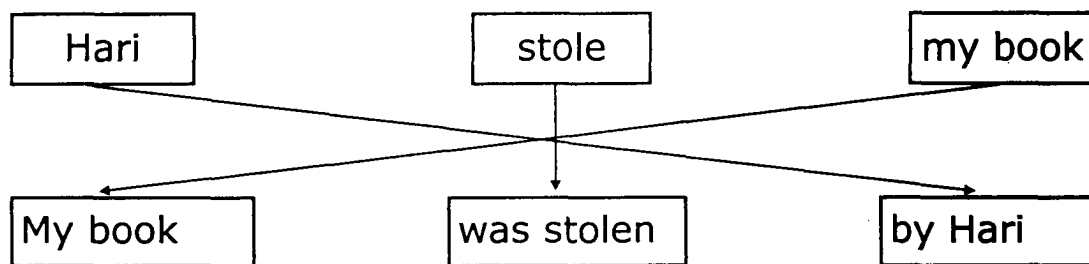
Active : Ashok has written this letter.

Passive : This letter has been written by Ashok.

Active : Hari stole my book.

Passive : My book was stolen by Hari.

What changes do you note?



Changes in verb form

<u>Verb form</u>	<u>Active</u>	<u>Passive</u>
Simple present	sells	is sold.
Present continuous	is ploughing	is being ploughed.
Present perfect	has written	has been written.
Past	stole	was stolen.

Let's try

Change the voice of the following sentences.

1. Janaki drew this picture.

This picture was drawn by Janaki.

2. My mother made this skirt.

.....

3. The cat drank the milk.

.....

4. Mr. Ajay ate the cake.

.....

5. Pramila wrote the letter.

.....

6. The minister is planting the tree.

.....

7. The boy broke the window.

.....

8. They are repairing the bridge.

.....

Answers on page 126

"Possibilities in three ways"

Reema is talking to her little brother Rinku.

Rinku is running on the wall and Reema says.



Look at these sentences.

1. If you pick up the toys, I'll give you sweets.
2. If you eat your lunch, you'll grow stronger.
3. If you sit down, I shall read stories for you.

In the sentences you made, you are talking about possible actions and their future results.

The weak form 'll has the meaning shall, strong form will is used to show certainty. Conditional sentence has no certainty. So we have to use 'll

Language function

Type I or probable condition is used when we talk about possible future action or likely condition.

Eg:- If we hurry, we'll catch the bus.

I. Let's try

1. If you visit her, she (be happy).
2. If it rains, we (cancel the match).
3. If he studies well, he (get a first class).

Answers on page 26

95

What would you do if you won a million rupees in lottery?

If I won a million rupees in a lottery, I would give it to you.

What would you do if you found a snake in your room?

If I found a snake in my room, I would cry.

The condition mentioned above are unlikely. There are less chance of it to happen.

Language function

Type II or improbable condition is used when we talk about an unlikely condition.

Eg: If he worked hard, he would get a first class.

[But he doesn't work hard]

If I called him, he would come.

If I tried, he could get the job.

If I ate cake, I would get fat.

Rajan failed in the class test, his mother on seeing the marks remarked, "If you had studied hard, you could have passed the test."

Rajan's mother is talking about something that did not take place.

APPENDIX

Appendix - I

5

List of regular verbs:

Simple present	Past tense	Past participle
look	looked	looked
play	played	played
walk	walked	walked
wash	washed	washed
work	worked	worked
live	lived	lived

Common irregular verbs:

Simple Present	Past Tense	Past participle
arise	arose	arisen
awake	awoke	awoken
be	was/were	been
bear (carry)	bore	borne
become	became	became
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come

Simple Present	Past Tense	Past participle
do	did	done
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
find	found	found
forgive	forgave	forgiven
get	got	got
go	went	gone
have/has	had	had
keep	kept	kept
know	knew	known
make	made	made
meet	met	met
know	knew	known
make	made	made
meet	met	met
pay	paid	paid
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sink	sank	sunk
sleep	slept	slept
spend	spent	spent
spring	sprang	sprung
stand	stood	stood
swim	swam	swum

take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wear	wore	worn
weep	wept	wept
win	won	won
write	wrote	written

Some verbs do not change:

Simple present

Past tense

Past participle

put

put

put

cut

cut

cut

let

let

let

read

read

read

spread

spread

spread



Appendix - II

19

Comparison of Adjectives:

Positive	Comparative	Superlative
tall	taller	tallest
short	shorter	shortest
fair	fairer	fairest
high	higher	highest
young	younger	youngest
clever	cleverer	cleverest
brave	braver	bravest
large	larger	largest
noble	nobler	noblest
hot	hotter	hottest
slim	slimmer	slimmest
lovely	lovelier	loveliest

Some adjectives form their comparative and superlative degrees irregularly:-

Positive	Comparative	Superlative
good	better	best
bad	worse	worst
little	less	least
much	more	most
far	farther	farthest
in	inner	inmost
out	outer	uttermost
old	older, elder	oldest, eldest

Some adjectives take the adverbs 'more' and 'most' to make the comparative and superlative degrees.

<u>Positive</u>	<u>Comparative</u>	<u>superlative</u>
beautiful	more beautiful	most beautiful
courageous	more courageous	most courageous
difficult	more difficult	most difficult
famous	more famous	most famous
careful	more careful	most careful
widely	more widely	most widely

Appendix III

20

List of Prepositions:-

Prepositions of place

on, in, at



'on' is used when the place is seen as a line or surface.

1. The cup is on the table
2. The pen is on the desk.
3. The cat is on the roof.



'in' is used when the place is seen as having an area.

1. Radha's books are in the bag.
2. The balls are in the box.
3. Mummy is in the kitchen.
4. The cat is in the box.

At

I met Leela at the shop.

1. We were all at the party.
2. He will meet Hari at the station.
3. There is a crowd at the police station.

Prepositions of time

At, in, on.

'at' a point in time:

Example: 1. Teachers will meet us at four in the afternoon.

2. Raju called me at lunch time.

3. I will go there at 3 O'clock.

4. A lot of people visit us at Onam.

'in' a period of time:

Example: 1. Sita will see us in the evening.

2. Our school will close for vacation in April.

3. This shop is closes in the afternoon.

'on' a day or date:

Example: 1. I forgot to call you on Monday.

2. I forgot to call you on March 7th.

3. Leena will come on your birthday.

For or since

1. I have known him for years.

2. They lived here for eight years.

3. Soman has been working here since March.

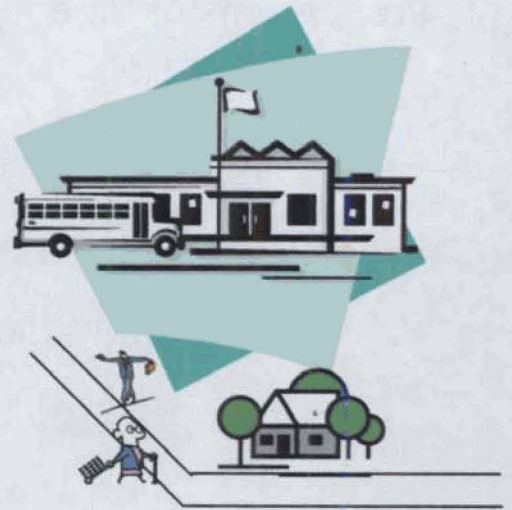
Prepositions of position and movement.

My house is near the college

The college is behind the house.

There is a road in front of my house.

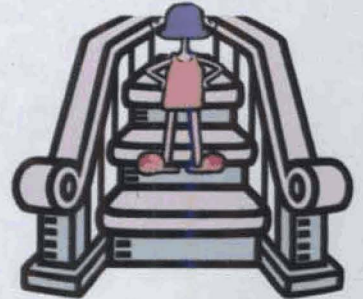
People are walking across the road.



The cat is under the table.

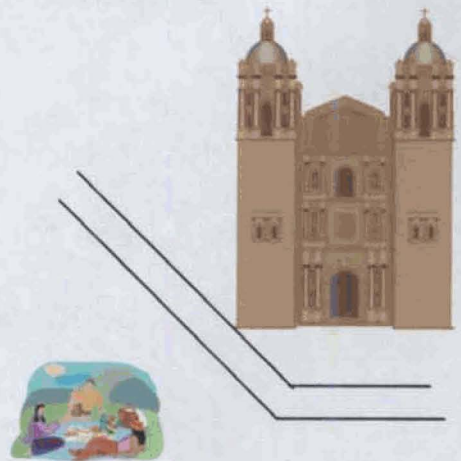


Sheela is climbing up the stairs.



The church is opposite the park.

There is a cross on top of the church.



Appendix - IV

21

'An' is used with words starting with vowel sounds.

Example: An ass, an enemy, an inkstand, an orange, an umbrella, an hour, an honest man, an heir.

a university	}	these words begin with a 'yu' (यु) so 'a' is used before these words
a uniform		
a union		
a unit		
a European		

a one-rupee note	}	the word 'one' begins with the sound w(ॉ)
a one-eyed man		

Sounds produced without obstruction in the mouth are called vowels.

All other sounds are called consonants.

ANSWERS

why to read this book?

- a. A picture is on the wall.
- b. Today the sea is blue.
- c. Raju is in the classroom.
- d. The teacher is near the door.
- e. The grass is green.

1

“How do you say things near you?”

I Let's try

1. This is a car.
2. This is a cup.
3. This is a girl.
4. This is a cat.
5. This is a glass.
6. This is a mango.
7. This is a bird.

II Let's try

1. These are cars.
2. These are cups.

3. These are girls.

4. These are cats.

5. These are glasses.

6. These are mangos.

7. These are birds.

III Complete the sentences.

1. This is a box.

2. This is a glass.

3. These are plants.

4. These are apples.

2

"How do you point out a thing that is far away?"

I Let's try

1. That is a lion.
2. That is a kite.
3. That is a bird.
4. That is a snake.
5. That is an aeroplane.

II Let's try

1. Those are houses.
2. Those are benches.
3. Those are chairs.
4. Those are boxes.
5. Those are pots.

III Complete the sentences

1. That is my brother Ravi.
2. Those are my friends.
3. Those are birds.
4. That is a star.

3

"How do 'is', 'am', 'are' help us?"

I. Let's try

1. Your chappals are very dirty.
2. My father is a teacher.
3. His bag is full.
4. Sita is 18 years old.
5. You are very tall.

4

"What do you call it when you do the following."

I Let's try

1. walks
2. fly
3. reads
4. sings
5. swims

III brushed

took

ate

wore

went

IV will brush

will take

will eat

will wore

will go.

5

"How will you tell things you did yesterday."

I Let's try

1. Ravi played cricket yesterday.
2. She played volleyball yesterday.
3. The train left a minute ago.
4. Last week the thieves stole Rs.10,000/-
5. Last week she broke the glass.

6

"How do you say things you do today?"

I Let's try

1. speak
2. sweeps
3. wags
4. writes
5. go

II Complete the sentences.

1. takes, goes
2. wants
3. arrives
4. goes
5. drinks

7

"How do you say things that happen in the future".

I Let's try

1. He'll become a doctor.
2. Simi'll become an engineer.
3. Nunu'll become an artist.
4. Chippi'll become a singer.
5. Kamal'll become a dancer.

II

1. I'll get up at eight O'clock.
2. I'll brush my teeth.
3. I'll do my home works.
4. I'll wash my dress.
5. I'll eat my food.
6. I'll go to the market.

8

"Okay, are you clear with tenses?"

I

1. was
2. will be
3. was
4. will be

5. is

6. was

7. will be

II Select the correct form of the verb:

1. b

2. a

3. b

4. c

5. b

6. b

7. c

8. a

9. c

10. c

9

"Relationships to remember."

I Let's try

1. b

2. a

3. b

4. b

5. a

6. b

7. a

8. b

9. b

10. b

10

“How will you tell what is happening now?”

I Let's try

1. She is cooking.

2. He is cycling.

3. Lekha is writing.

4. Chitra is singing.

5. Ramu is jumping.

6. They are talking.

7. He is swimming.

8. Beena is washing.

9. Seena is dancing.

II

1. Meena is washing her clothes.

2. It is raining.

3. Teacher is sitting on a chair.
4. He is sleeping.
5. Raju is learning English.
6. Sanju is reading a book.
7. A.R.Rahman is playing the piano.
8. Babu is writing a letter.

11

"How will you tell what was happening yesterday?"

I Let's try

1. I was eating biscuits.
2. They were waiting for the postman.
3. She was washing her cloths.
4. I was taking bath.

II Exercise

Yesterday evening I went to see my friend Suresh. When I saw him, he was reading a book. Suresh talked about the book. I was very happy to hear that. We were taking tea, when our friend Mahesh came there. But Mahesh was not interested in reading books.

12

"Do you know the naming words?"

I Let's try

- | | | |
|-------------|---|--------------|
| 1. Molly | - | proper noun |
| cow | - | common noun. |
| 2. Peter | - | proper noun |
| student | - | common noun. |
| 3. New York | - | proper noun |
| city | - | common noun. |
| 4. Ashoka | - | proper noun |
| king | - | common noun. |
| 5. Rose | - | proper noun |
| flower | - | common noun. |

II

- | | | |
|----------------|---|---------------------|
| 1. Mohan | - | boy |
| 2. Japan | - | country |
| 3. Kerala | - | state |
| 4. Mary | - | girl |
| 5. White house | - | President's Palace. |

III

- | | | | |
|--------|--------|--------|--------|
| 1. yes | 4. yes | 7. yes | 10. no |
| 2. no | 5. yes | 8. no | |
| 3. no | 6. yes | 9. no | |

13

'A way to avoid repeating noun.'

Let's try

1. She was hungry.
2. us
3. her a letter.
4. him.
5. them

14

Belongingness

Let's try

1. my
2. our
3. your
4. his
5. her
6. their

15

"Mirror effect of pronouns or reflexives".

I Let's try

1. herself reflexive pronoun
2. myself emphatic pronoun
3. ourselves reflexive pronoun
4. themselves emphatic pronoun
5. ourselves reflexive pronoun.

II Let's try

1. This is my book, that is yours.
2. These are sweet grapes, those are sour.
3. Both books are good, but this is better than that.
4. Those are my pens, these are yours.
5. These boys must be punished.

16

Meet some relatives

Let's try

- | | |
|-----------------|-----------|
| 1. who | 6. that |
| 2. that / which | 7. whose |
| 3. who | 8. who |
| 4. which | 9. who |
| 5. whose | 10. which |

17

“Do you want to ask anything”

Let's try

1. Who broke the window?
2. Who is in the next room?
3. What is his name?
4. How do you go to school?
5. Who has got the key?
6. Did he pay the bill yesterday?
7. Is this book yours?
8. Do you like mango?
9. When will the train come?
10. Why were you late?

18

“About quality and quantity”

I Let's try

My small house is near a beautiful park. There are tall trees and short plants in the park. There is a fresh smell of flowers in the park. I go there in the evenings with my good friends. We see a fat old man who always come for walking. one day I got a cute puppy from park bench. Some naughty children were hurting it. I took that puppy to my sweet home.

19

"Most or least"

Let's try

1. more active
2. tallest
3. most intelligent
4. smallest
5. beautiful
6. biggest
7. clever
8. eldest
9. deep
10. colder

20

"Way to make you English natural and effective"

Let's try

- | | |
|-------|-----------|
| 1. in | 8. in |
| 2. to | 9. for |
| 3. on | 10. after |
| 4. by | |
| 5. of | |
| 6. to | |
| 7. by | |

21

"Saying something particular or general"

Let's try

1. an / the
2. a
3. a
4. a
5. the
6. an
7. the
8. a, an

22

"What did they say?"

Let's try

1. The doctor said that he saw him once.
2. They said that they were feeling ill.
3. I asked him where did he live?
4. Mother told to give her some food.
5. He said that he was coming.

23

"Voices - doer or happening."

Let's try

1. This picture was drawn by Janaki.
2. This skirt was made by my mother.
3. The milk was drunken by the cat.
4. The cake was eaten by Mr. Ajay.
5. The letter was written by Pramila.
6. The tree is being planted by the minister.
7. The window was broken by the boy.
8. The bridge is being repaired by them.

24

"Possibilities in three ways."

I Let's try

1. If you visit her, she'll be happy.
2. If it rains, we'll cancel the match.
3. If he studies well, he'll get a first class.

II Let' try

1. I'll help you
2. She'll come with you
3. I would do this
4. I would not do this
5. She would have come
6. You would have got this.

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