



International Journal of Arts & Education Research

EFFICACY OF GRAMMAR BASED METHOD IN DEVELOPING WRITING SKILLS AMONG HIGH SCHOOL STUDENTS IN RELATION TO COGNITIVE STYLE AND INTELLIGENCE

Dr. Renuka Chaudhary*¹, Dr. Nandita¹

¹Dept. of Education, Punjab University, Chandigarh, Punjab.

ABSTRACT

The present study attempts to explore the efficacy of Grammar Based Method in Developing Writing Skills Among High School Students in Relation to Cognitive Style and Intelligence. The study was conducted on a sample of 200 students purposively drawn from Govt. Model Senior Secondary Schools of Union Territory of Chandigarh. Standard Progressive Matrices by Raven, Group Embedded Figures Test by Witkin and self constructed and standardized tools were used for the conduct of the study. Results revealed that variable of cognitive style had non-significant effect in developing higher level writing skills in English whereas the effect of intelligence is consistently significant in developing writing skills in English.

INTRODUCTION

Writing is a process of exploration and a mode of expression. It is not an end in itself; it is only a means. Writing enables people to come into contact with others minds, breaking the barriers of space and time. It can provide a privileged access to the land of ideas. It can show the radiance of a mind that fights limitations of various kinds and finds fulfillment in experiencing a kind of liberation. Writing preserves knowledge for retrieval when it is required. Business, bank transactions and examination system all depend upon the medium of writing.

Writing is one way of providing variety in classroom procedures, and it also makes possible individualized work in large classes. Writing tends to increase retention and makes available a source for later reference. Very importantly, it provides a student with physical evidence of his achievement and become a source whereby he can measure his improvement.

It's a fact that writing has become more important over the past decade than it has been for many years.

But writing has made a comeback recently and the main reason writing skills are becoming so important today is the internet. We are caught up in a powerful, technological revolution that has changed forever the way we communicate. With more and more of our activities being conducted via-computers, it's more important than ever that we all able to use language correctly. In order to do so, learner not only needs to acquire the linguistic but pragmatic knowledge of the target language (Hedgcock, 2002). Mularoy (2003), author of war against grammar, urges educators not to forget the value of direct instruction of traditional grammar. Mulroy deems formal instruction of grammar as critical and should be emphasized in K-12

education. He attributes the current negativity surrounding formal instruction to the FTG who take it for granted that the traditional teaching of grammar was radically flawed and that what is needed is not just a restoration of grammar but the discovery of some new way to teach it". He also challenges studies that have been done before, and states the fact that English clauses before the 1960s were not ineffective. He is insistent that the way of instruction does not need to change. Instead, instruction needs to reroute back to the way it was prior to debate. Ehrenworth(2003) confides that educators have lamented that their students are not competent in areas such as parts of speech and/or punctuation, implying that the fault inherently lies within the students. However, "if we are teaching grammar, but the students are not learning grammar from us, then there is something wrong in the way we are teaching it". Consequently she suggests that educators look at grammar as a transformative agent in the writing process.

Hansen's (1984) studies field-dependence/independence was found to have a significant effect even at the very early stages of language learning. Abraham (1985) delved into the possible relationship between field-independence/independence and the teaching of grammar. She claims that her study provides insight into how students along one continuum of individual differences (i.e. that of cognitive style) internalize knowledge about one grammatical item in a second language. Cognitive style refer to the modes an individual employs in perceiving, organizing and labeling various dimensions of the environment. Thus it may be said cognitive style appear to reflect consistencies in the manner or form of cognition, level of cognitive skill displayed.

Intelligence is a general mental capacity that involves the ability to reason, plan, solve problems, think abstractly, comprehend ideas and language.

The present study is an attempt to analyse the efficacy of Grammar Based Method in Developing Writing Skills Among High School Students in Relation to Cognitive Style and Intelligence. With this broad aim in view, the study set out to fulfill the following objectives.

OBJECTIVE OF THE STUDY:

- 1) To develop instructional material in accordance with the procedural requirements of instructional method, namely grammar based method;
- 2) To construct and standardized a test on writing skills in English for measuring learning outcomes.
- 3) To examine the effect of intelligence on grammar based method I developing writing skills.
- 4) To examine the effect of cognitive style on grammar based methods in developing writing skills.
- 5) To study the first order interaction of instructional method x intelligence in developing writing skills.
- 6) To study the first-order interactions of instructional method x cognitive style as developing writing skills.

- 7) To study the first-order interaction of intelligence x cognitive style in developing writing skills in English.
- 8) To study the second-order interaction of instructional method x intelligence x cognitive style in developing writing skills in English.

HYPOTHESIS OF THE STUDY

There will be significant difference due to interaction of instructional, intelligence, cognitive style in developing writing skills in English.

METHOD

Factorial design was employed in the present study with a view to study the main as well as interactional strategies, intelligence and cognitive style upon writing skills in English involving 2x2x2 analysis of variance. Analysis of variance (ANOVA-2x2x2) was used to test the suggested hypotheses of the study. The pretest-post test control group design was used and all the groups were assessed before and after the treatment on the basis of test made on writing skills in English.

SAMPLE

A sample of 200 students of ninth class was selected from Govt. Model Senior Secondary School situated in the Union Territory of Chandigarh. Since the nature of the experiment required that students of ninth class be made available to the researcher for teaching over a period of four weeks in addition to the days required for administering the various tests, principal's cooperation was most needed.

TOOLS

- a) Standard Progressive Matrices (1977) by Raven, court and Raven to test intelligence and to categorize the students into above average and below groups.
- b) Group embedded figure test (1976) by Witkin, Oltman and Ruskin to test cognitive style. The students were divided into field-dependent and field-independent groups on the basis of GEFT.
- c) Test of writing skills in English which was developed by the researcher herself and is standardized.

PROCEDURE

Prior to conduct of the experiment, instructional material in accordance with the needs and demands of Grammar based method of teaching writing skills was planned and developed. The experiment itself, which yielded the data that was later submitted to statistical analysis for the purpose of examining the effect of independent variables on the dependent variables, had four distinct phases.

Table 1: Presentation of Procedure of the Experiment

	Treatment Group 1 N=10	Treatment Group 2 N=100
Phase-I	i) Standard Progressive Matrices (SPM) was administered ii) Group Embedded Figures Test (GEFT) was administered	i) Standard Progressive Matrices (SPM) was administered ii) Group Embedded Figures Test (GEFT) was administered.
Phase-II	Test on writing skills in English	Test on writing skills in English
Phase-III	Students were taught writing skills in English through Grammar based method	Traditional teachings
Phase-IV	Post test on writing skills	Post test on writing skills

Phase-I:

After permission to conduct the study was obtained from DPI Director of Public Instruction (schools, Chandigarh) and Principals of selected schools, two tests-Standard Progressive Matrices (SPM) and Group Embedded Figures Test (GEFT) were administered to students of ninth class during phase-I of the experiment. 200 students of ninth class of the two schools were administered SPM in the morning session and GEFT in the afternoon session in compliance with standardized procedures. Both the tests were given to subjects three days prior to the beginning of treatment period. The scores obtained by students on these tests served to classify them on the basis of intelligence and cognitive style into distinct groups of analysis purpose only.

Phase-II:

During phase 2, the test on writing skills in English was administered to the above average and below average students. Students were given 90 minutes time to complete the test on writing skills.

Phase-III:

During phase-3, experimental treatment began which lasted for four weeks where in selected units of higher-level writing skills in English were taught to ninth class students of the selected schools.

All the teaching sessions with the English language class-sections were conducted by the investigator herself in accordance with the detailed lesson plans earlier developed by her in consultation with and under the guidance of subject-experts and English language teachers. All lessons were taught in school timings in the students normal class room setting. But for few lessons which extended to two class periods, each lesson was taught in one class period of 40 minutes duration.

CONCLUSION AND RESULTS

Conclusions drawn in the light of all the hypothesis of the study are as follows:

1. The variable of instructional methods had a significant effect in developing higher level writing skills in English. Grammar based method emerged as effective instructional method in comparison to traditional methods as far as acquisition of higher level writings skills in English and concerned.
2. It is inferred that the variable of cognitive style had non-significant effect in developing higher level writing skills in English. Results showed that over their counterparts, as regards in developing wringing skills in English.
3. The effect of intelligence is consistently significant in developing writing skills in English among high school students as measured by test score. Above average group performed better when compared to that of below average group in developing writing skills.
4. Instructional methods X intelligence had a significant main effect towards developing higher level writing skills in English. Above average students performed better than below average students.
5. Non-significant interaction of instructional methods (Grammar Based Method & Traditional Method) and cognitive style of the learner in developing higher level writing skills in English was obtained by three way analysis of variance.
6. Intelligence cognitive style had a non-significant interactional effect in developing higher-level writing skills in English.
7. Instructional methods x Intelligence x Cognitive style had a non significant interactional effect in developing higher level writing skills in English.

REFERENCES

1. Abraham RG. Relationship between the use of the strategy of monitoring and the cognitive style. *Studies in second language acquisition* 1985; 6: 17-32.
2. Ehrenworth M. Grammar-comma-a new beginning. *English Journal* 2003; 92(3): 90-96.
3. Hansen. Field Dependence-Independence and Language Testing: Evidence from Six pacific Irland cultures. *TESOL Quarterly* 1984; 18: 311-324.
4. Hedgcock JS. Facilitating Access to Communities of practice in Language Teaching: Toward a Socioliterate Approach to Teacher Education. *The Modern Language Journal* 2002; 86(3).
5. Mularoy D. *The war Against Grammar*. Portsmouth, NH: Boynton/cook Publishers, Ind. 2003.