

Self Instructional Material is an Effective Way for Learning English Grammar

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Abstract

The present paper entitled “Self Instructional Material is an Effective way For Learning English Grammar” is related to Teaching Learning process of English Grammar. English plays an important role in meeting the communicational needs of people. Self-Instruction material is feasible and economical. It allows the learner to study at his own place convenient to him even outside of the school where other gadgets are not available. By analyzing the previous researches, i.e Gopal (2009), Ramal & Kittisunthonphisarn(2016), Dhameja(2014), Agrawal (2013), Panchal (2006) developed Self learning Material in English Grammar and found it is the effective in terms of Achievement of the Students. Self-Instruction Material can be developed in the form of Computer Assisted Instructions, Programmed Learning Material, Computer Aided Instructions, and Module etc. In this way by analyzing that previous researches and studying through various literatures it can be concluded that Self Instructional material is beneficial for all the students and effective way of learning.

1.0.0 INTRODUCTION

The present paper entitled “Self Instructional Material is an Effective way for Learning English Grammar” is related to Teaching Learning process of English Grammar. English plays an important role in meeting the communicational needs of people. English act as link language. Sharma (2019) stated that English serves as a bridge between countries as they depend on one another in political, social, economic, and cultural matters. English is the main medium used in the various fields of education. New education policy 2020 emphasizes on developing practical English communication skill rather than rote memorization, preparing students for effective interaction in a globalized world. The policy promotes a comprehensive, multidimensional approach to learning English through interaction, conversational skills, and activity-based learning to develop learners’ ability to think and express themselves in English”.(Asthana,2024). Jain (2019) states that teachers are not aware enough to practice effective strategy of teaching English to the students of diverse level of understanding. Students learn English in the form of subject with the aim to qualify marks still most students cannot speak the language with intelligible accuracy.

without knowing the grammatical rules of any

language we cannot communicate well what we want to communicate. Grammar provides shape to any language, Grammar explains how the language should be structured, using various

categories (Sudhakar & Farheen, 2015).

Learning English grammar is often a challenging task for students because each learner has a different style of understanding and processing information. Traditional methods of teaching learning obstruct student's interest towards English language learning. Hence just depending over teacher centered approach it is difficult to get effective command over English language. In traditional classrooms, the teaching of grammar usually under control of teacher explanations and few exercises, which are not sufficient enough for the various different needs of all learners. Moreover, mastery over grammar cannot possible without continuous practice, yet it is very difficult to provide sufficient practice opportunities within classroom in scapulae time period. It is time- consuming and impractical task. So, seen the present scenario, it is need of such material which assist the students to explore their knowledge related to English grammar which provides self pace learning with continuous practices.

1.1.0 RATIONALE

Self-Instruction material is feasible and economical. It allows the learner to study at his own place convenient to him even outside of the school where other gadgets are not available. By analyzing the previous researches, i.e **Gopal (2009)** developed computer assisted instructional material in English have found that self learning material is effective as compare to other methods of teaching, **Ramal & Kittisunthonphisarn(2016)** developed module in English subject, **Dhameja(2014)** studied the impact of self-learning module to promote English reading comprehension, **Agrawal (2013)** developed module on English, **Panchal (2006)** developed module in English grammar on Active & Passive Voice for XII class students and found effective. **Saini (2004)** Compare self-learning module with teacher intervention, self-learning module without teacher intervention, conventional method of classroom teaching with other method and found self-learning module with teacher intervention more effective than other method in English Grammar. Almost all the researchers concluded that the self learning material was found effective for the enhancement of the achievement of the students.

1.2.0 Self Instruction Material

Self-Instruction material supports individual learning needs with systematic practice. Especially in subjects like English grammar, which require logical understanding of grammar concepts and repeated practice, Self-Learning Material acts as an efficient guide and supplement to classroom teaching.

Self-Instruction Material can be developed in the form of Computer Assisted Instructions, Programmed Learning Material, Computer Aided Instructions, and Module etc. Due to its effectiveness, of Self instructional material, in India, many institutions developed various types of instructional material. The NCERT, IGNOU, UNESCO, and BHOJ OPEN UNIVERSITY have developed and applied several module.

Features of Self Instruction Material

- It is a technique of individualized instructions.
- It is prepared in logical manner.
- It is sequential in nature

- It is prepared as student centric.
- The objectives of the self instruction material are clear and achievable.
- Each objective is linked with definite activities, completion of these ensures attainment of that objective.
- Course content is presented step by step in order to reach the objectives.
- Each activity provides several alternative programs from which students can choose.
- The content is connected to the learner's prior knowledge.
- There is a clear relationship between content, learning objectives, sources of knowledge, activities, and evaluation, making it meaningful.
- Multiple modes of presentation are used, such as charts, graphs, flow diagrams, etc., to arouse interest.
- Each point is clearly explained.
- Self-motivation can be possible as practice questions are given.
- The language used is simple, clear, and suited to the learners' mental level.
- It is a self-sufficient set of learning materials through which students achieve the desired learning objectives using all available resources.
- The content is organized in a systematic and logical manner.
- It is structured according to the ability, intelligence, interest, and capacity of learners.
- It also includes arrangements for student evaluation.

Advantages of Self Instructional Material

- It arouses interest in learners
- Learners can proceed at their own pace.
- The possibility of failure is minimized.
- Learners take responsibility for their own work.
- After completing Instructional Material, learners acquire a systematic process that can even be applied to areas of limited knowledge.

Principles of self learning material

1. Principle of small steps: This principle is based on the basic assumption that a person learns better if the content matter is presented to him in suitable small steps. Therefore, a programmer while preparing a programme should try to arrange the subject matter into a properly sequenced and meaningful segment of information, called frames. These segments should be presented one at a time before the learner for responding.

2. Principle of active responding: This principle rests on the assumption that a learner learns better by being active. In program learning, the learner may remain active if he response actively to every frame presented to him. Therefore, a good program should actively involve the learner in the learning process. It should be so formed that the learner may not feel much difficulty in moving from one frame to another and to remain meaningfully busy and active by responding to the frames thus, acquiring the knowledge step-by-step.

3. Principle of immediate reinforcement: The psychological phenomenon of reinforcement is the basis of this principle. One person learns better when he is motivated to learn by receiving information of the result just immediately after responding. Therefore, in a good programme, appropriate consideration is always made for the provision of immediate reinforcement by informing him about the correctness of his response.

4. Principle of self-pacing: Programmed learning is a technique of individualized instruction. It is based on the basic assumption that learning can take place better if an individual allowed to learn at his own pace. So, a good programme should always take care of the principle of self-pacing. The programming of the material should be done in view of the principle of individual difference and the learner should be able to respond and move from one frame to another according to his own speed of learning.

5. Principle of student-testing: For better learning, it is always good to seek continue evaluation of the learning process. The principle of student testing meets this requirement. In the programmed learning, the learner has to leave the record of his response because he is required to write a response for each frame on a response sheet. This detailed record helps complex phenomenon of human learning in revising the program. It may also prove a good source for studying and improving the complex phenomenon of human learning.

1.4.0 CONCLUSION

In this way by analyzing that previous researches and studying through various literatures it can be concluded that Self Instructional material is beneficial for all the students and effective way of learning. Through these types of material one can improve his/her achievement in the respective subjects. Apart from that if we are developing the Self- Instructional material in the form of either PLM or Module for English Grammar then it might develop the communication skill and writing skill in English Language.

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