English Majors' Knowledge Of Grammar Terminology & Rules, And Its Relationship To Their Structural Proficiency

by

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Abstract

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The purpose of the study was to investigate and document English Majors' knowledge of grammar terminology and rules, and its relationship to their structural proficiency. The study addressed the following six questions:

1- To what extent do English majors' know grammar terminology and rules?

2- Is there a relationship between English majors' knowledge of grammar terminology and rules, and their structural proficiency?

3- Is there a significant difference between English majors' knowledge of grammar terminology and rules due to their level?
4. Is there a significant difference between English majors' structural proficiency due to their knowledge of grammar terminology and rules?

5. Is there a significant difference between English majors' structural proficiency due to their level?

6. Is there a significant difference between English majors' structural proficiency due to the interaction between their knowledge of grammar terminology and rules, and their level?

The population of the study consisted of all Jordanian English majors at Yarmouk University in Irbid/Jordan for the academic year 1989/1990. The sample of the study consisted of (140) male and female English majors, of whom there were (75) sophomores, and (65) seniors. The sample was randomly selected using the cluster random sampling method.

To answer the questions of the study, two tests were developed and administered:


2. A Test of English Structure and Written Expressions (T. E. S. W. E) which aimed at assessing and investigating English majors' structural proficiency.
The proper data analysis procedures were used; percentages, Pearson Correlation Coefficient, "t" test, two-way ANOVA and Newmann Kuels to answer the different questions of the study. The main findings of the study were as follows:

1 - English majors' knowledge of grammar terminology and rules was lacking.

2 - A strong positive correlation existed between the extent of knowledge of grammar terminology and rules, and structural proficiency.

3 - A significant difference existed between English majors in their knowledge of grammar terminology and rules due to their level.

4 - A significant difference existed between English majors in their structural proficiency due to their level of knowledge of grammar terminology and rules, and their level.

In conclusion we can say that English majors knowledge of grammar terminology and rules was not satisfactory. Moreover, even though English majors may find learning grammar terminology and rules boring and exhausting, such knowledge can help improve their structural proficiency.

In light of the findings of the study, further studies involving bigger samples in all years and longitudinal studies are recommended. Also, studies investigating the relationship between the knowledge of grammar terminology and rules, structural proficiency and the writing skill are highly requested.