The Effect of Individualizing Teaching English Grammar on the Achievement of the Eleventh Grade Students

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Abstract

The purpose of this study was to find out the effect of individualizing teaching English grammar on the achievement of eleventh grade students in the schools of Irbid First Directorate of Education in the scholastic year 1995/1996. It also investigated the effect of sex and the interaction between the method of individualization and the sex of the students on their achievement.

The subjects of the study were (298) eleventh grade students selected from 150 eleventh grade sections in the schools of Irbid First Directorate of Education. These were taken from two secondary schools; one for boys and the other for girls. A cluster random sampling technique was used to select four sections for boys containing (131) students and four sections for girls containing (167) students. The subjects of the study were also randomly divided into an experimental group containing (151) students and a control group containing (147) students.

The students of the experimental group studied five English grammar targets by the use of the individualized learning material while the students of the control group were taught by the use of traditional method of instruction.

The study attempted to answer the following questions:

1- Are there any statistically significant differences in the achievement of the eleventh grade students who studied English grammar targets by using individualized learning material and those who studied the same grammar targets by the conventional way of instruction?
2- Are there any statistically significant differences in the achievement of the Eleventh grade students in English grammar attributed to sex?

3- Are there any statistically significant differences in the achievement of the eleventh grade students in English grammar attributed to the interaction between the method (individualized/traditional) and the sex of the student (male/female)?

To answer these questions the researcher chose five grammar targets in the eleventh grade textbook (AMRA) in the second semester. These lessons were then rewritten as individualized materials.

The content validity and language were confirmed by specialists. The researcher also constructed an achievement test. The test was used before and after the experiment. The content validity of the test was confirmed by English Language specialists and educators. The reliability of the test was computed by the use of half-split formula which indicated that the reliability of the test was, 0.83.

A t-test was used to analyse the data obtained on the pre-test. Analysis of data showed no significant differences between the experimental and control group in achievement in English grammar.

After the experiment, a two-way analysis of variance (ANOVA) on the 2x2 factorial design was used to analyse the data obtained on the post-test.

The results of the analysis indicated the following

1- There were significant differences between the experimental and the control group in their achievement in English grammar. Those differences were in favour of the experimental group who studied grammar targets by using the individualized learning material.

2- There were significant differences in the achievement of the eleventh grade students in English grammar due to sex. These differences were in favour of the male students of both groups.
3- There were significant differences in the achievement of the eleventh grade students in English grammar attributed to the interaction between the methods (individualized/conventional), and the sex (male/female). Differences were in favour of male students who were taught the English grammar targets by the individualized materials.

In the light of the results, recommendations were suggested both for the Ministry of Education and for other researchers.