

DEVELOPMENT OF A SELF LEARNING MODULE ON ENGLISH GRAMMAR FOR HIGHER SECONDARY SCHOOL STUDENTS

SHADIYA. A

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DECLARATION

I, **SHADIYA A.**, do hereby declare that this dissertation entitled "**DEVELOPMENT OF A SELF LEARNING MODULE ON ENGLISH GRAMMAR FOR HIGHER SECONDARY SCHOOL STUDENTS**" has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

Farook Training College

Date:

SHADIYA A.

Dr. K. VIJAYAKUMARI
Associate Professor
Farook Training College
Calicut

CERTIFICATE

I, **Dr. K. VIJAYAKUMARI.**, do hereby certify that the dissertation titled, **DEVELOPMENT OF A SELF LEARNING MODULE ON ENGLISH GRAMMAR FOR HIGHER SECONDARY SCHOOL STUDENTS**, is a record of bonafide study and research carried out by **SHADIYA A.**, under my supervision and guidance, has not been submitted by her for the award of any Degree, Diploma, Title of Recognition before.

Farook Training College
Date:

Dr. K. VIJAYAKUMARI
Supervising Teacher

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CHAPTER 1

INTRODUCTION

- ❖ *Need and Significance*
- ❖ *Statement of the problem*
- ❖ *Definition of Key Terms*
- ❖ *Objectives*
- ❖ *Hypotheses*
- ❖ *Methodology*
- ❖ *Scope and Limitations*
- ❖ *Organization of the Report*

English is a global language, knowledge of which is indispensable in the development of individual as well as country. In a globalised and interconnected world, importance of English cannot be underestimated. In many countries and markets, knowing English opens opportunities of employment. An entry to global workforce necessitates a communicative competence in English.

English is the communication medium in fields such as science and aviation. It is one among the most spoken languages in the world and official language in a large number of countries. Enjoying world classics, best films and other entertainments also need the knowledge on English.

In the modern world of technology a person who lacks proficiency in English will face many hindrances in exploiting the endless resources of technology. English has proved itself, as a torch-bearing to the nations of the third world. It is contemplated as the means of ascending knowledge.

In *Young India* (1921) Gandhiji has highlighted English as the language of International commerce, language of diplomacy, the key to rich literary treasure and an introduction to western thought and culture. It is the language of trade, science, technology, communication, media, library, profession, medicine, agriculture, engineering, tourism, higher education and research. In the present era of globalization English language works as a link language, the language that opens window to the world and lingua-franca in every field.

In India, English is considered as a foreign language. “English as a foreign language means precisely that English is a foreign language, not used for any national purpose, but used for international purpose” (Harrison,1973). According to Broughton, Brumfit, Pincas and Wilde (2002) “English language is taught in schools, often widely, but it does not play an essential role in national or social life.”

Formal education of English was introduced in India by British rulers in order to prepare clerks for the smooth running of the government and also to act as intermediaries between the British and the Indians. Education act by Macaulay (1835) paved the way for education through English medium in India. But teaching of English got a systematic approach by Wood’s Despatch in 1854.

After the independence of India, regarding the medium of instruction, there was a dilemma on which language to be used as medium of instruction. Hindi is considered as national language and due importance was given to English nationwide. Many commissions and committees were appointed to study the conditions of education after independence. The University Education Commission(1948) headed by Dr. S. Radhakrishnan recommended that “English be studied in high schools and universities in order that we may keep in touch with the living stream of ever growing knowledge.” Education Commission (1964) considered the diversity of Indian context and recommended a three-language formula:

- i. The mother tongue
- ii. The official language
- iii. The foreign language

The commissions and agencies like State Reorganization Commission, Secondary Education Commission, The Central Advisory Board of Education, Inter University Board and Official Language Commission etc., highlighted the important role of English in Indian education. National Policy on Education (1986), National Curriculum Framework (2005) and National Knowledge Commission (2009) reiterated the significance of English language in school education. According to Kerala Curriculum Framework (2007) language learning should be based on experiences of the child in school education at primary level. They recommended three language formula from fifth to tenth standard and more language combinations at higher secondary level.

Even though commissions and policies encouraged learning of English Language, and provisions are made for the same, the performance of students is not at a satisfactory level. Children learn English as a subject from first standard itself, but they lack competency in reading, writing, listening and speaking English language. The poor performance of students in English may be due to various factors including biological, psychological and cognitive abilities, learner's previous knowledge and opportunity for learning etc., (Latu, 1994). Some other factors are related to teacher, method of teaching and curriculum. In certain cases, students are reluctant in learning English because of fear of grammar (Balamurugan & Rajarajeswari, 2013). But grammar is the structure of any language and hence plays a vital role in learning and use of that language. In English also grammar is substantive. Various reports and latest developments in school education and paradigm shift in approaches have seen grammar as not a separate dimension but the

extent to which it was successfully implemented in the classrooms is a question evidenced by the examination results of board exams and the regular performance of students in higher education.

Many programs to improve English learning have been implemented by Government of Kerala like Additional Skill Acquisition Program (ASAP), Additional Skill Enhancement Program (ASEP), National Skill Development Mission (NSDM), National Skill Development Corporation (NSDC) and National Vocational Educational Qualification Framework (NVEQF). Though Kerala has very rich educational amenities, the performance of students is not reaching to the level of expectation.

English language education is a crucial area in which researches are reported on performance in English, skill development, curriculum, vocabulary, anxiety, learning style, learning difficulties and so on (Hemamalini, 2010; Khan & Kumari, 2010; Bala & Bamba, 2011; Mani & Thangam, 2011; Meera & Nair, 2011; Priyanka & Ramakrishnan, 2013; Goswami & Subramanyam, 2014; Mosha, 2014; James & Vasanthi, 2016).

Need and Significance

Analysis of results of board exams for years make one conclude that performance of students in English is not up to the mark. In 2016, a report on CBSE class ten results made by India Today reveal that though the pass percentage of students became higher than that of previous year, the overall lowering of marks received by students in English and Mathematics papers has considerably driven

down the aggregate scores (India Today, 2016). In the article “English, Maths drag results again”, The Daily Star (2018) reported that the Secondary School Certificate results suffered a fall in success rate for the second consecutive year owing to the students’ poor performance in English and Mathematics.

School curriculum gives a prominent role to English language but students face problems in English language acquisition due to various bases like, lack of proficient teachers, content overload, high teacher-pupil ratio, inadequate facilities and lack of English ambience and parent support (Ahmed, 2015).

According to Hans and Hans (2017) “Grammar makes written content more readable and in turn more interesting. If it is necessary to repeatedly reword sentences while reading, the flow becomes disrupted and involvement in the story halted.” Grammar of mother tongue is acquired as dolphin knows swimming but that of second language is learned like Micheal Phelps train himself to develop the skill of swimming. Grammar acts as a soul of language.

‘Grammar’ is the term which has different meaning in different situations. To an ordinary man, it means the correctness and incorrectness of the language he uses. To a school student, it means analytic and terminological study of sentences. The student who knows grammar can correct his mistakes and improve the usage. A person is incapable to learn a foreign language through a process of unconscious assimilation. Arora (2012) emphasizes the role of grammar as a tool to facilitate logical and correct expression of ideas in speech and writing by developing insight into its structures and thereby easy assimilation of the correct patterns of the language avoiding rote learning and developing a scientific attitude towards the

language. When a learner is talented in using language without committing any mistake and proficient in grammar, it will help him to improve performance and confidence. It results in their studies and paves an easy way for higher education and career.

Studies were conducted on English grammar on challenges faced by students in learning grammar, different methods of teaching grammar, English grammar performance, English grammar proficiency, Grammatical competence and common English grammar errors (Cekiso, Mumbe & Tshotsho, 2015; Alakeeli, 2015; Kaur & Nivas, 2016; Jarata, 2015; Rajan, 2011; Abdunnassar, 2013; Tuomas, 2015 & Mishra, 2012).

The two-year higher secondary education plays a crucial role in one's life. It acts as a bridge between formal schooling and higher education. The foundations for higher learning are laid at this stage and further studies are built upon it. This stage is both a judge of school system and a forecaster of university education. It is a turning point in the vocational life of majority of students and the proficiency in English language may encourage students to opt better courses and institutions of their choice more confidently. The medium of instruction in higher education is English and a number of under graduate and post graduate students fail to perform better in their courses due to their inefficiency in using English. Language proficiency is mainly attained through self learning but mastery of grammar need a guided but voluntary learning.

The present study is an attempt to develop a self-learning module on English grammar for higher secondary school students by locating areas of difficulty in

English grammar by those students. Self learning module refers to self-instructional, self-directed, self-motivating and self-evaluating material.

Self-learning module can be used individually or in a group. The teacher's role in this module based learning is that of a guide or a scaffolder. When the learners go through this strategy, it will increase their confidence and inculcate self study habits among them. Dhamija and Kanchan (2014) have reported that, "various researches conducted by Chopra (1988), Greager and Murray (1991), Dhamija (1993), Dutt (1998), Aggabao (2002), Rastogi (2003) and Puri (2009) have found the self learning modules are more effective than conventional mode of teaching."

Statement of the Problem

A self learning module will be helpful for higher secondary school students to improve their performance in English grammar. It will also help them to develop the habit of self learning which is a stave for future studies. The present study is stated as "DEVELOPMENT OF A SELF LEARNING MODULE ON ENGLISH GRAMMAR FOR HIGHER SECONDARY SCHOOL STUDENTS."

Definition of Key Terms

Development

For the present study, development means the construction and validation of a self-learning module.

Self-Learning Module

Goldschmid and Goldschmid (as cited in Dhamija & Kanchan, 2014) define a module as "a self-contained, independent unit of a planned series of learning

activities designed to help the student accomplish certain well defined objectives.” In this study, self-learning module (SLM) refers to self-instructional, self-directed, self-motivating and self-evaluating material on the selected topics in English grammar for higher secondary school students.

The material was prepared on 23 grammar elements which are grouped into 10 areas on English grammar in which students perform poorly as ranked by 15 English teachers of higher secondary school.

English Grammar

According to Chalker and Weiner (1994) “Grammar is the entire system of a language, including its syntax, morphology, semantics and phonology.”

For the present study, English grammar is a set of basic rules like tenses, reported speech, passive voice and subject-verb agreement which are considered as essential for mastering English language. Module was prepared for the select topics on English grammar.

Objectives

The objectives of the study are listed below.

1. To identify the weak areas of English grammar among higher secondary school students.
2. To construct a Self-Learning Module on English grammar for higher secondary school students.

3. To validate the developed Self-Learning Module (SLM) among higher secondary school students.

Hypotheses

The major hypothesis of the study is

The self learning module constructed will be effective to improve the performance of higher secondary school students in English grammar.

This hypothesis is tested through the following hypotheses.

1. There is significant mean difference in the pre-test and post-test scores on English grammar of higher secondary school students.
2. There is significant difference in the mean scores on pre-test and post test on English grammar of boys.
3. There is significant difference in the mean scores on pre-test and post test on English grammar of girls.
4. There is significant difference in the mean scores on pre-test and post test on English grammar of aided school students.
5. There is significant difference in the mean scores on pre-test and post test on English grammar of government school students.
6. There is no significant mean difference in the post-test and retention test on English grammar of higher secondary school students.
7. There is no significant difference in the mean scores on post-test and retention test on English grammar of boys.

8. There is no significant difference in the mean scores on post-test and retention test on English grammar of girls.
9. There is no significant difference in the mean scores on post-test and retention test on English grammar of aided school students.
10. There is no significant difference in the mean scores on post-test and retention test on English grammar of government school students.
11. There is no significant gender difference in the mean scores of post-test on English grammar.
12. There is no significant gender difference in the mean scores on retention test in English grammar.
13. There is no significant difference in the mean scores of government and aided schools in the post-test on English grammar.
14. There is no significant difference in the mean scores on retention test in English grammar of government and aided schools.
15. The post test mean score on English Grammar of higher secondary school students is significantly higher than that in the pre test

Methodology

Method

The single group experimental was used for the study. The steps followed are,

- Identification of content on English grammar
- Preparation of SLM and
- Validation of SLM

Identification of Content on English grammar

The investigator analysed the present English textbooks and hand books at secondary and higher secondary level to locate the essential English grammar at higher secondary level. The investigator identified 23 grammar elements and grouped it into 10 areas. The investigator approached 15 English teachers of government and aided higher secondary schools and asked them to rank the listed areas in the order of difficulty usually felt by students. Thus major four areas of difficulty were selected for preparation of the modules.

Preparation of SLM

The procedure of preparation of SLM involves two sub sections as

- Structure of the SLM
- Development of the SLM

Structure of SLM

A self learning module must be well structured and sequential so that learners will be motivated to go through the module. The structure of the module is as given below.

Title of the module

Objectives

Content

Follow up activity

Answers for questions

The SLM contains 10 modules; three based on the pre-requisites and seven based on the four areas identified as difficult for students. At the end of each module and sub module, activities are given which will help the students to evaluate their performance and correct answers are provided in order to give immediate feedback to the learners.

Development of the SLM

The investigator analysed the content areas and arranged them from simple to complex. The pre-requisites such as personal pronouns, verb forms and auxiliary verbs are given in the first three modules to learn the grammar elements viz, tenses, indirect speech, passive voice and subject-verb agreement which are presented in the next seven modules.

Validation of SLM

The developed module was discussed with the experts in the field. To ensure validity of the SLM experimentally, the investigator administered it on a sample of 111, plus one students from two schools, one from Government sector and the second from Aided sector. The scores on pre-test, post-test and retention test on English grammar were compared to establish the validity. Effect size was also calculated to know the efficiency of the module to enhance proficiency in English grammar among higher secondary school students.

Participants

The participants in the process of validation of SLM were 111, 11th standard students belonging to two schools, one from Government sector and the other from aided sector of Kozhikode district of Kerala state.

Instruments

The investigator constructed a self-learning module on English grammar at 11th standard level.

The investigator developed two achievement tests of equivalent form on the basis of SLM. One was used as pre-test and the second as post-test and retention tests based on the same design and blue print.

Statistical techniques used for data analysis

The data collected was analyzed using

1. Test of significance of mean difference for large dependent groups
2. Test of significance of mean difference for large independent groups
3. Effect size

Scope of the Study

The study was focused on preparation of self-learning module on English grammar for higher secondary school students. The SLM will surely help 11th standard students who are not having enough previous knowledge for further learning. The SLM included contents which are more relevant for the study of English at 11th standard. This will act as a teacher substitute. Different aspects of the learner such as motivation, previous knowledge, adequate examples, proper feedback and transfer of learning were taken into consideration while constructing the SLM.

The SLM will be helpful for secondary school teachers for enabling their students to learn English at higher level through self learning. It will help the parents to motivate their children to learn English to bridge the gap in learning so that interest and motivation will be developed among students.

Limitations of the Study

The SLM was based on the previous knowledge required for learning 11th standard English. Whether the learner has the basic knowledge in English to learn the selected topics was not ensured by the investigator. The SLM was prepared on the basis of assumption that the learners have basic ideas in related areas.

Even though utmost care was taken for the conduct of study, some limitations were intruded. Some limitations are,

- The SLM was based on Kerala State syllabus only.
- The content was selected only for 11th standard and not comprehensive for secondary and higher secondary level.
- The SLM was a printed one, not supported with computer to make learning more interesting and motivating.
- The test to be used as pre-test and post-test are teacher made tests, not standardized ones.

Organization of the Report

The present study comprises of five chapters viz, Introduction, Review of Related Literature, Methodology, Analysis, Summary, Conclusion and Suggestions.

Chapter 1 contains a brief introduction to the problem and need and significance of the study.

Chapter 2 presents the theoretical overview of the study and review of related studies.

Chapter 3 incorporates methodology of the study in detail. It includes objectives, hypotheses, participants, instruments, data collection procedure and statistical techniques used for analysis.

Chapter 4 describes the statistical analysis and interpretation of data.

Chapter 5 deals with the summary of the study, major findings, tenability of hypotheses, conclusion, educational implications of the study and suggestions for further research in the area.

CHAPTER 2

REVIEW OF RELATED LITERATURE

- ❖ *Theoretical Overview*
- ❖ *Studies Related to English Grammar*
- ❖ *Studies Related to Self Learning Module on English Language Learning*
- ❖ *Conclusion*

REVIEW OF RELATED LITERATURE

The chapter review of related literature helps the researcher to know about the ongoing process in the area in which he is conducting the research. It will assist him to select the problem, prepare the tool, collect data, analyse the collected data and interpret the results.

This chapter deals with two sections viz., Theoretical overview of SLM and 'Review of related studies.'

Theoretical Overview of SLM

According to Kaur, Singh and Singh (2017): "A self-learning module is a set of learning activities intended to facilitate students' acquisition and demonstration of a particular competency. Modularization increases possibilities for self-pacing, individualization, personalization, independent study and alternative means of instruction".

Goldschmid and Goldschmid (as cited in Dhamija & Kanchan, 2014) define a module as "a self-contained, independent unit of a planned series of learning activities designed to help the student accomplish certain well defined objectives." In this study, self-learning module (SLM) refers to self-instructional, self-directed, self-motivating and self-evaluating material on the selected topics in English grammar for higher secondary school students.

The present study is an attempt to develop a self-learning module on English grammar for higher secondary school students by locating areas of difficulty in English grammar by those students. Self learning module refers to self-instructional, self-directed, self-motivating and self-evaluating material.

Self-instructional

Dickinson (1987) describes self-instruction as “situation in which a learner, with others, or alone, is working without the direct control of a teacher.” Jones (1998) explains self-instruction as “a deliberate long-term learning project instigated, planned and carried out by the learner alone, without teacher intervention.” A module helps the individual to learn himself or herself without direct control of teacher.

Self-directed

Knowles(as cited in Adenuga,1989) views the term self-directed learning as “a process by which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies and evaluating learning outcomes”. A self learning module enables the individual to learn by his or her own initiative, needs, goals, strategies and evaluation.

Self-motivating

The Oxford dictionary (1994) defines self-motivation as acting on one's own initiative without external pressure. A self learning module helps an individual to learn by his or her own initiative without any external pressures.

Self-evaluation

Klenowski (as cited in Zapitis, 2011) found self evaluation as the “evaluation or judgment of the quality of one's performance and the identification of one's strengths and weaknesses with a view to improve one's learning outcomes.” A module encourages the individual to self evaluate his or her performance.

Principles of writing self-learning material

Self-learning materials are prepared based on theory of learning and theory of communication. Learning theory is concerned with the process of acquiring knowledge, skills and behaviour. Communication theory, as applied to education, with the forms and means of interaction between learners and teachers and guide one to make the presentation of content or discussion more interactive (Chaudhary, n.d.).

Drawing and maintaining attention

In order to facilitate learning, students must be attracted and their attention must be sustained on what is being discussed. For this, change, novelty and attractiveness of the stimulus is needed.

Ensuring recall of previously acquired knowledge

Recall of pre-existing knowledge is considered as essential condition of learning. When the learner learns something new he/she must relate what he knows to comprehend the concepts which are going to be learned.

Providing feedback

The learner needs feedback on his/her accomplishments. The learners become fully aware what they have attained by defining objectives of instruction clearly. Various provisions for providing feedback are self-check questions or exercises, assignments, academic counseling and tutorials etc.

Assessing outcomes

The outcomes of learning need to be assessed frequently. The skilled learner can often perform this function with some success.

Asking appropriate questions

The questions set in activities take the learners through various stages of reading comprehension. It will help to analyse, synthesize and evaluate the learning materials.

Providing non-verbal aids

Illustrations, diagrams, charts and tables play a vital role in making self-learning materials. Such non-verbal aids are effective and it comes to seek information.

Using advance organizer

Each unit in a self-learning materials contain a brief introduction which helps the learner remember what they have already taught. Information given to learners in advance provides educational scaffolding for the retention of the material that follows in the coming unit. It helps in establishing the bridge between what is learnt and what is going to be learnt by learners.

Using conversational/ narrative style

Self-learning materials are written in a conversational/ narrative style. They make the learners feel that they are interacting with an invisible teacher.

Appropriate language

Simple and clear language make communication effective. Use of difficult and ambiguous words make the discussion complicated. Simple and conversational language enhances the readability of the module.

Steps involved in the construction of self-learning material

The different steps involved in the design and preparation of a module is given as figure 1.

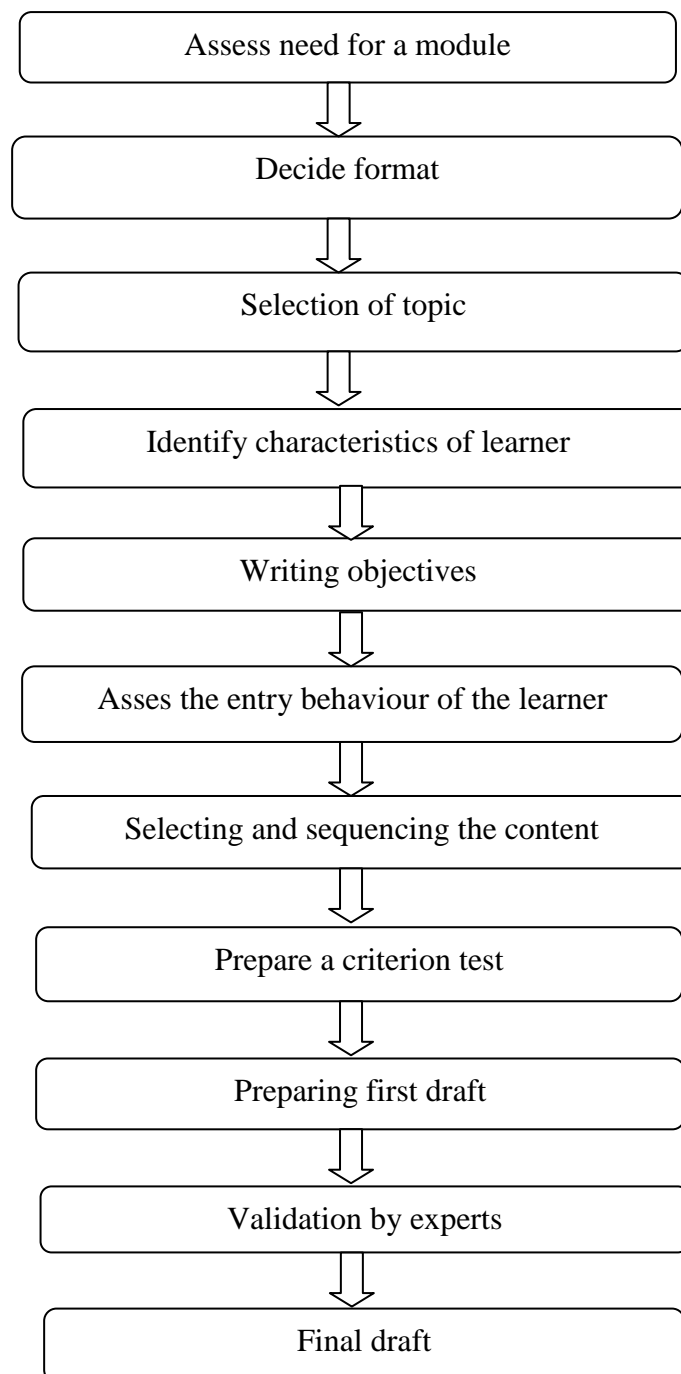


Figure: 1 Different steps in development of a module

Studies related with English grammar

An achievement test on English grammar was constructed and validated by Sharma and Poonam (2017) on a sample of 100 students of standard X. The constructed achievement test was highly reliable and valid and can be used by teachers to assess students' achievement in English grammar of standard X. It was found that the test on English grammar was helpful in improving grammatical skills of students.

Kaur and Niwas (2016) conducted a study on effectiveness of deductive and inductive methods in teaching English grammar at elementary level. The sample of the study consists of 70 students of standard VI. The findings of the study revealed that the inductive method came out to be better than deductive method in teaching of English grammar.

Mushtaq and Zehra (2016) investigated on teaching English grammar through animated movies among VIII standard students. The study concluded that animated movies in grammar teaching classes can serve as a positive reinforcement tool for the language learning process as the animated movies considerably increase the learning speed and proficiency of the students.

Cekiso, Mumba and Tshotsho (2015) studied on English language grammar challenges facing Congolese international students in South Africa. The participants of the study were 9 Congolese French speaking students. The results revealed that the Congolese students were experiencing challenges related to English tenses, concord, verbs, prepositions, conjunctions, articles, punctuations and pronouns.

Jarata (2015) studied the use of Computer Aided Instruction in enhancing English grammar performance of college students. The participants of the study were 30 first year college students. It was found that the use of CAI is effective in developing proficiency in English grammar.

MacFarlane (2015) investigated into English grammar proficiency of teachers of English language on a sample of 26 teachers. In this action research case study it was found that many of the teachers showed a lack of understanding of certain aspects of grammar and their lack of confidence in teaching certain area of grammar. There is no significant difference between male and female teachers in their grammar proficiency.

Tuomas (2015) conducted a study on teaching grammar: a study of the common English grammar errors and grammar teaching methods that can be relevant for Swedish upper secondary schools. The study reported that teaching grammar is necessary even for university level students all over the world as they do have needs in grammar practicing. An effective combination of teaching methods needs to be done to fit learners' expectations and individual needs. Together, they will contribute to the achieving of higher language proficiency levels and therefore, they can be successfully applied at Swedish upper secondary schools.

Effect of multimedia presentation on achievement in English grammar among IX grade students was studied by Kaur (2014) on a sample of 100 students. It was found that students taught with multimedia presentation showed better results than students who followed traditional method for teaching grammar.

In a study to construct and standardize an achievement test in English grammar for class X students Kaur and Singh (2014) on a sample of 200 students. The study provided a standardized achievement test to teachers to know the level of the students in English grammar and the test was a reliable and valid tool to assess the progress of X class students on English grammar.

Nair (2014) studied about the effect of an involution strategy to reduce grammatical errors and enhance learning achievement of English students at secondary level. The participants of the study were 45 students of standard VIII. It was revealed that grammatical errors of eighth standard students had remarkably reduced due to the involution strategy and also involution strategy was found more applicable than conventional method

Aquel (2013) conducted a study on the effect of using grammar-translation method on acquiring English as a foreign language on a sample of 20 students of grade 10. The study concluded that students who were taught by using grammar-translation method progressed notably in grammar in which they achieved greater self confidence.

In a study entitled effectiveness of task based language pedagogy on grammatical competency in English of standard IX pupils Abdunnassar (2013) on a sample of 80 ninth standard students. The study showed that the task based language pedagogy in teaching English language is effective and beneficial and there is significant difference between the mean gain score of experimental and control group.

Alakeeli (2013) examined the lexical and grammatical difficulties encountered by Iraqi students in learning English as a foreign language on a sample of 30 final year degree students. The findings showed that errors and mistakes which are highly observed in the writing of Iraqi EFL learners make a serious problem in the communicative process as it results into unclear performance in their writing. The results showed a weakness in several areas of writing because of the poor knowledge of lexical and grammatical rules.

Hassan (2013) conducted a study on the impact of teachers' beliefs on L2 grammar teaching on a sample of 80 primary school English teachers through interview. The study found that teachers' language learning experience plays a vital role in forming teachers' beliefs. They like to teach English grammar in the same way they taught. They don't treat English as a language and ignore development of four skills. They rather deal it like a subject as if the grammatical concepts are facts and figures which need to be crammed.

Khan (2013) compared the English grammatical knowledge between monolingual and bilingual seventh grade on a sample of 60 students. It was revealed that there exists significant difference in reading ability, vocabulary and grammatical ability between monolingual and bilingual students and bilingual students show better performance than monolinguals.

Ahmed and Alamin (2012) conducted a study on the communicative approaches revisited and the relevance of teaching grammar. The study found the relevance of the old methods to new methods on teaching English grammar. The

contemporary style of teaching including syllabus selection truly calls for an eclectic type of methods and syllabus design.

Hu (2012) observed on should grammar be taught? The study concluded that traditional grammar teaching approach which merely focuses on the grammatical features must be replaced by the form-based instruction through communicative approach by integrating numerous communicative activities. The communicative approach to grammar teaching seems to be an effective teaching method as it will not only develop foreign language learners' competence in the mastery of target language but also improve their communicative competence.

Mishra (2012) investigated on errors and remedies in English language on a sample of 220 eighth standard students. The investigator developed a remedial package on English grammar and administered on the sample. The findings of the study revealed that there will be a significant effect of remedial learning package in removing grammatical errors of eighth grade students.

Kirankumar and Patil (2011) conducted a study on teaching grammar through multimedia to rural secondary school students. The participants of the study were 60 students of standard IX. It was observed that multimedia presentation is more effective in terms of enhancing achievement in English grammar than traditional method among rural secondary school students.

Rajan (2011) studied on English grammar proficiency of secondary level student teachers of Puducherry region on a sample of 300 student teachers. The study found that English grammar proficiency of secondary level student teachers is

very low. It was found that there is no significant difference between the sexes of student teachers in English grammar proficiency. It is also found that there is a significant difference between English and Tamil medium secondary level students in English grammar proficiency.

EFL learners' perceptions of grammatical difficulty in relation to second language proficiency, performance and knowledge was studied by Shiu (2011). The study consisted of 277 university level students. The findings showed that the learners' perceptions of grammatical difficulty were influenced by several factors including second language knowledge and grammar learning experience and first language knowledge.

Chiniwar (2010) conducted a study on Computer Assisted Instruction in relation to students' achievement in English grammar. The participants of the study were 100 students of standard VIII. The study revealed that CAI is more valid than traditional mode of teaching grammar in terms of enhancing achievement of students in English grammar.

Johansson (2010) observed on what influences students' motivation for learning English grammar. The sample of the study consisted of 36 higher secondary school students. The result reported that students learn grammar in different ways and teacher-student relationship plays a major role in motivating students to learn English grammar.

Studies related to Self Learning Module on English language learning

Ibyatova, Oparina and Rakova (2018) studied on modular approach to teaching and learning English grammar in technical universities. The findings of the study revealed that the module approach in teaching is effective for improving students' knowledge. The module approach is found to be effective in teaching and enhances students' understanding and critical thinking.

Liu (2017) conducted a study on design and application of an online English self-learning platform. The results showed that online English self learning platform was useful to learners and it satisfied users' needs. This online system carried out self-learning and helped to cultivate independent learning abilities and further laid a good foundation for learners' language skills.

Susan and Varghese (2017) studied the extent of effective integration of educational technology for learning English at secondary level using cloud based self learning material. The participants in the study were 347 students of standard VIII and IX. It was observed that CLOUD based SLM developed was found to be effective in improving the English language skills and most of the selected sub skills of secondary school students when compared with the existing classroom transaction.

Vangara (2017) observed on perception of English language teachers towards modular mode of transaction process at high school level. The participants of the study were 80 teachers of English. The findings of the study revealed that the modules are very useful and they enable the learners to construct knowledge in their

own way and there is a significant difference between male and female teacher in the opinion about using digital technology in modular mode of transaction makes teaching learning process interesting and fosters learning.

Chetsadanuwat (2016) developed self-instructional materials to enhance listening skills on sample of 300 students of engineering. The findings indicated that after exposure through activities and lessons in the developed materials, students' mean scores of their post listening achievement test significantly improved from their pretest score and students also expressed their positive opinions towards both academic contents and physical contents of the developed self-instructional materials.

Fernandes (2015) developed modules for enhancing English language abilities among the students of primary teacher education programme. The findings proved that the developed modules for enhancing English language abilities among the primary student-teachers in the Experimental Group on post-testing performed better than their counterparts in the Control Group.

Hizbullah (2014) studied on improving students' grammatical competence to understand English texts using self-instruction on students of standard X. The findings of the study revealed that self-instruction could improve students' grammatical competence to understand English texts, it motivated learners for active participation in the process and helped them to be responsible in teaching and learning process.

Ramani (2013) conducted a study on self directed learning and other strategies to learn English language. Research showed that there are different language learning strategies such as Cognitive, Meta-Cognitive, Guided, Compensation, Social, Affective and self directed etc. It is not an easy task for teachers to accommodate different learning styles unless the students develop the skill to shift learning styles according to the activity, situation and the need of the day. In order to be an effective learner, one could adopt the self directed learning strategy by which the student hones the language learning skills.

Dhamija and Dhamija (2012) conducted an experimental study on the acquisition of concepts in English grammar through self-learning modules on a sample of 52 students of standard VIII. It was found that using SLMs significantly improves students' acquisition of concepts in English grammar as compared to traditional teaching method. Most of the students improved their self-learning abilities and students retained more through self learning modules in comparison to conventional teaching.

Tang and Yang (2000) studied on learning English through self-study by new arrival children of six to sixteen ages. The study found that some elementary students preferred not to be an autonomous learner and constantly demanded a teacher to teach them English while some learners developed their own learning styles, autonomous learning capacity, capacity for generating learning plans and identified and selected strategies that suit the learning situations.

Conclusion

A review of the area of English grammar revealed that most of the studies focused on difficulties and challenges faced by students in learning English grammar. Various methods and strategies also suggested and experimented in some other studies. A few studies discussed with English grammar proficiency of teachers and put forwarded remedies. It is found that self learning materials can bridge the gap in this context. The studies were conducted on students of elementary, secondary, higher education level and teachers. No studies were found to be reported at higher secondary level though it is a crucial period which decides the future career of students. Thus the present study, development of self learning module on English grammar for higher secondary school students, is highly relevant and in need of the situation.

METHODOLOGY

- ❖ *Design*
- ❖ *Variables*
- ❖ *Objectives*
- ❖ *Hypotheses*
- ❖ *Participants*
- ❖ *Instruments*
- ❖ *Data collection procedure*
- ❖ *Statistical techniques used*

METHODOLOGY

The chapter methodology clarifies about the procedures followed by the investigator in order to solve the problem. The methodology of the present study is explained under the following headings.

- Design
- Variables
- Objectives
- Hypotheses
- Participants
- Instruments
- Data collection procedure
- Statistical techniques used

Design

Present study is an attempt to develop a Self-Learning Module (SLM) on English grammar for higher secondary school students. The two steps included in the study are construction of SLM and its validation. Single group experimental design was used for the validation of the SLM. According to Best and Kahn (2014), in single group experimental design the effects of the treatment are judged by the difference between the pre-test and the post-test scores. However, no comparison with a control group is provided.

The design of the study can be illustrated as $O_1 \times O_2$, where O_1 is the Pre-

test; O₂ the Post-test and X the application of experimental treatment. Procedure adopted for validation of the SLM is given as figure 2.

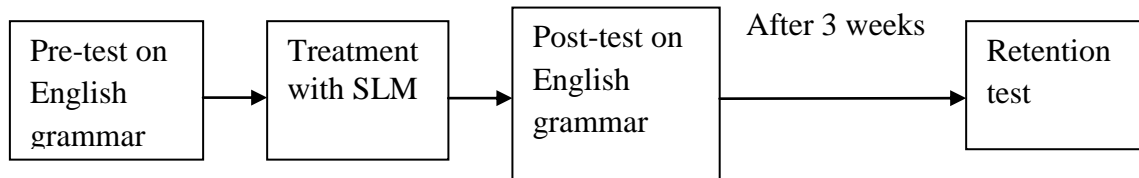


Figure 2: Design of the study

Variables

Variables are the conditions or characteristics that the experimenter manipulates, controls or observes. According to Best and Kahn (2006) Independent variables are the conditions or characteristics that the experimenter manipulates or controls in his or her attempt to ascertain their relationship to observed phenomena. There are two types of independent variables: treatment variables and organismic or attribute variables. According to Best and Kahn (2014):

“Treatment variables are those factors that the experimenter manipulates and to which he or she assigns subjects. Attribute variables are those characteristics that cannot be altered by the experimenter. Dependent variables are the conditions or characteristics that appear, disappear or change as the experimenter introduces, removes or changes independent variables.”

For the present study the treatment variable is exposure with the self-learning module on English Grammar and the dependent variable is proficiency in English grammar.

Objectives

Objectives of the study are listed below

- 1) To identify the weak areas of English grammar among higher secondary school students.
- 2) To construct a Self-Learning Module on English grammar for higher secondary school students.
- 3) To validate the developed Self-Learning Module (SLM) among higher secondary school students.

Hypotheses

The major hypothesis of the study is

The self learning module constructed will be effective to improve the performance of higher secondary school students in English grammar.

This hypothesis is tested through the following hypotheses.

- 1) There is significant mean difference in the pre-test and post-test scores on English grammar of higher secondary school students.
- 2) There is significant difference in the mean scores on pre-test and post test on English grammar of boys.
- 3) There is significant difference in the mean scores on pre-test and post test on English grammar of girls.
- 4) There is significant difference in the mean scores on pre-test and post test on English grammar of aided school students.

- 5) There is significant difference in the mean scores on pre-test and post test on English grammar of government school students.
- 6) There is no significant mean difference in the post-test and retention test on English grammar of higher secondary school students.
- 7) There is no significant difference in the mean scores on post-test and retention test on English grammar of boys.
- 8) There is no significant difference in the mean scores on post-test and retention test on English grammar of girls.
- 9) There is no significant difference in the mean scores on post-test and retention test on English grammar of aided school students.
- 10) There is no significant difference in the mean scores on post-test and retention test on English grammar of government school students.
- 11) There is no significant gender difference in the mean scores of post-test on English grammar.
- 12) There is no significant gender difference in the mean scores on retention test in English grammar.
- 13) There is no significant difference in the mean scores of government and aided schools in the post-test on English grammar.
- 14) There is no significant difference in the mean scores on retention test in English grammar of government and aided schools.
- 15) The post test mean score on English Grammar of higher secondary school students is significantly higher than that in the pre test

Participants

The participants of the study were plus one students belonging to Kozhikkode district of Kerala State. The module was administered on a sample of 111 plus one students who were willing to participate in the process from two schools of Kozhikkode district situated in rural area. The details of the final sample is given as table 1.

Table 1

Details of the participants in the process of validation of the SLM on English Grammar

Name of the school	Type	Boys	Girls	Total
G.V.H.S.S Nayarkuzhi	Government	14	45	59
Chennamangallur H.S.S	Aided	24	28	52
	Total	38	73	111

Instruments

The following instruments were used for the study

1. Self-learning module on English grammar for higher secondary school students.
2. An achievement test based on the essential English grammar elements for plus one students (Pre-test).
3. An achievement test based on the essential English grammar elements for plus one students (Post-test and retention test).

Each of the above instruments is described below in detail.

1. Self-learning module on English grammar for higher secondary school students.

The investigator developed a self-learning module based on the basic elements of English grammar for plus one students. The steps followed are,

- A. Identification of content on English grammar
- B. Preparation of SLM
- C. Validation of SLM

A. Identification of content on English grammar

The investigator analyzed the present English textbooks and hand books at secondary and higher secondary level to locate the essential English grammar at higher secondary level. The investigator identified 23 grammar elements and grouped it into 10 areas. The investigator approached 15 English teachers of government and aided higher secondary schools and asked them to rank the listed areas in the order of difficulty usually felt by students. The areas selected and the elements under each area are given as table 2.

Table 2

Areas and elements in English Grammar ranked by teachers on the basis of difficulty to understand by students.

Content Areas	Elements
Tenses	Present tense, past tense, future tense and its subdivisions
Reported speech	Direct speech, indirect speech
Passive voice	Active voice, passive voice
Subject verb agreement	Singular and plural noun
Conditional clause	Conditional clause type 1, type 2 and type 3
Phrasal verb	Bring, call, get, look, put etc
Punctuation	Full stop, comma, semicolon, colon, question mark, exclamation mark
Types of sentences	Declarative sentence, interrogative sentence, imperative sentence, exclamatory sentence
Question tag	Positive and negative
Parts of speech	Noun, adjective, pronoun, verb, adverb, preposition, conjunction, interjection
Others	Articles, clauses, degrees of comparison, neither..nor, either..or, auxiliary verbs

Based on their responses, the areas with top four ranks in difficulty were selected for preparation of the module.

Areas thus identified are,

1. Tenses

2. Indirect speech
3. Passive voice
4. Subject-Verb agreement

Though four major areas were identified for SLM preparation, some basic concepts are essential for learning them. Hence some more contents like personal pronouns, verb forms and auxiliary verbs were added as introductory modules.

B. Preparation of SLM

The procedure of preparation of SLM involves two sub sections as

- i) Structure of the SLM
- ii) Development of the SLM

i) Structure of the SLM

A self learning module must be well structured and sequential so that learners will be motivated to go through the module. The structure of the module is as given below.

Title of the module

Objectives

Content

Follow up activity

Answers for questions

Details of each module is given below.

Module. 1 Personal pronoun

Module. 2 Verb forms

Module. 3 Auxiliary verbs

Sub module 1. Primary auxiliary verbs and model auxiliary verbs

Sub module 2. Framing negative statements

Sub module 3. Framing Wh-question and Yes/No questions

Sub module 4. Framing question tag

Module. 4 Tenses

Sub module 1. Simple present tense, simple past tense and simple future
tense

Sub module 2. Present continuous tense, past continuous tense and future
continuous tense

Sub module 3. Present perfect continuous tense, past perfect continuous tense
and future perfect continuous tense.

Module. 5 Indirect speech (i)

Sub module 1. Simple present to simple past

Sub module 2. Present continuous to past continuous

Sub module 3. Present perfect to past perfect

Sub module 4. Present perfect continuous to past perfect continuous

Module 6 Indirect speech (ii)

Sub module 1. Simple past to past perfect

Sub module 2. Past continuous to past perfect continuous

Sub module 3. Past perfect to past perfect

Module 7. Indirect speech (iii)

Sub module 1. Simple future (will) to would

Sub module 2. Future continuous (will be) to would be

Sub module 3. Future perfect (will have) to would have

Module 8. Rules of reporting

Module 9. Active voice and passive voice

Sub module 1. Simple present

Sub module 2. Present continuous

Sub module 3. Present perfect

Sub module 4. Simple past

Sub module 5. Past continuous

Sub module 6. Past perfect

Sub module 7. Simple future

Sub module 8 Future perfect

Sub module 9 Imperatives

Module 10 Subject – Verb Agreement

At the end of each module and sub module, activities are given which will help the students to evaluate their performance and correct answers are provided in order to give immediate feedback to the learners.

ii) Development of the SLM

The investigator analysed the content areas and arranged them from simple to complex. The pre-requisites such as personal pronouns, verb forms and auxiliary verbs are given in the first three modules to learn the grammar elements viz, tenses, indirect speech, passive voice and subject-verb agreement.

The content of the module is set on a story of a family and the main characters are: a teenaged boy ‘Dinu’ and his sister ‘Jeena.’ The introduction to each module is given through an event related to the protagonist of the story.

The content areas are distributed in ten modules and its sub modules. Objectives are listed in the first part of the module. The incidents explained after the objectives lead the students to familiar with grammar areas. The ‘sister’ in the story explains the grammar elements and clears the doubts of the boy.

At the end of each module sufficient spaces were provided to do the activities by the students and answer key is also given for immediate feedback.

For maintaining the interest of the learners illustration and tables were included in the SLM. Layout and margin were designed properly.

The effectiveness of the SLM depends on various aspects like distribution of the content, style of presentation, motivation for learners and clarity in explanation etc. Hence utmost care was given while preparing the SLM

C. Validation of SLM

The developed module was discussed with the experts in the field. To ensure validity of the SLM experimentally, the investigator administered it on a sample of 111, plus one students from two schools, one from Government sector and the second from Aided sector. The scores on pre-test, post-test and retention test on English grammar were compared to establish the validity. Effect size was also calculated to know the efficiency of the module to enhance proficiency in English grammar among higher secondary school students.

2. An achievement test based on the essential grammar elements for plus one students (Pre-test).

A test on the essential grammar elements in English was prepared for plus one students to know whether the students are proficient in English grammar.

The test was prepared on the grammar areas discussed in the module. After planning the test, design and blue print were prepared and items were written as per blue print. The details of different steps of preparation are explained below.

Planning

The investigator decided to conduct pre-test and post-test based on the same design and blueprint. The content for the test is the areas of English grammar included in the module. The test is of objective type with 25 marks and the time limit is 40 minutes.

Design

Proper weightage was given to objectives, content and difficulty level. The details are as follows

Weightage to objectives

Adequate weightage was given to objectives according to their importance. The objectives included, marks and the percentage of marks are given as table 3.

Table 3

Weightage to objectives

Sl.No	Objectives	Marks	Percentage
1	Remembering	3	12
2	Understanding	2	8
3	Applying	14	56
4	Analysing	4	16
5	Creating	2	8
	Total	25	100

Weightage to content

The investigator selected ten areas of content related to the essentials for learning English grammar at 11th standard and weightage was given to each. Details are given in table 4.

Table 4

Weightage to content

Sl. No	Content	Marks	Percentage
1	Personal pronoun	2	8
2	Verb forms	2	8
3	Auxiliary verbs	5	20
4	Negative sentences	2	8
5	Framing questions	1	4
6	Question tag	2	8
7	Tenses	4	16
8	Indirect speech	2	8
9	Passive voice	3	12
10	Subject-Verb Agreement	2	8
	Total	25	100

Weightage to form of questions

Being most of the questions are of objective type the investigator categorized it into multiple choice, true or false, completion, matching, re-ordering, transformation and editing and adequate weightage was given to each as shown in the table 5.

Table 5

Weightage to form of questions

Sl.No	Form of questions	No. of questions	Marks	Percentage
1	Objective- multiple choice	5	5	20
2	Objective- true or false	5	5	20
3	Objective- completion	2	3	12
4	Objective- matching	1	4	16
5	Objective- re-ordering	1	1	4
6	Short answer- transformation	2	3	12
7	Short answer- editing	1	4	16
	Total	17	25	100

Weightage to difficulty level

The questions of easy, average and difficult are included in the test. Approximate weightage to different levels of questions is given as table 6.

Table 6

Weightage to difficulty level

Sl. No	Difficulty level	Percentage
1	Easy	20
2	Average	52
3	Difficult	28
	Total	100

Blueprint

A blueprint was prepared based on the design of the test. Blueprint is a three dimensional chart which provides information about the weightage given to content, objectives and form of question. Objective type questions were included in the test. Details are given in table 7.

Table 7

Blueprint of the test

Objectives Content	Remembering	Understanding	Applying	Analysing	Creating	Total
	Personal pronoun	(1) ¹		(1) ¹		
Verb forms			(1/2) ⁴			2
Auxiliary verbs		(1) ²	(1) ³			5
Negative sentences			(1) ²			2
Framing questions			(1) ¹			1
Question tag	(1) ¹		(1) ¹			2
Tenses				(1) ⁴		4
Indirect speech					(1) ²	2
Passive voice			(1) ³			3
Subject – Verb Agreement	(1) ¹		(1) ¹			2
Total	3	2	14	4	2	25

The number inside parenthesis indicates the mark and the number outside the parenthesis is number of questions

Writing of items

Based on the blueprint, items were written and arranged in the order of difficulty level. After editing and evaluation by teachers the test was finalized.

3. An achievement test based on the essential grammar elements for plus one students (Post-test and retention test).

After providing the module a post-test was conducted which was prepared based on the same blueprint of pre-test. Retention test was conducted after three weeks with the same instrument.

As the tests are not intended for administration on a wide sample, the tests were not standardized. But utmost care was taken while writing items to stick on the content and the wording to be clear and precise. The test is valid and reliable to measure the proficiency in the select topics of English grammar as it is prepared based on the blue print and scrutinized by the experts in the field.

Pre test and post tests are given as Appendix 1(a) and (b).

Scoring procedure is done according to scoring key prepared. One mark is to be given for a correct response and zero mark for incorrect one.

Copy of scoring key and marking scheme for pre-test and post-test are given as Appendix 2(a) and (b). Question wise analyses of pre-test and post-test are appended as Appendix 3(a) and (b).

Data Collection Procedure

The investigator selected two schools one from aided sector and the other from government sector for experimenting the developed module. After seeking permission from the principals and concerned teachers, plus one students who were willing to participate in the process were selected as participants of the study.

On the first day itself, the pre-test was administered to know the level of previous knowledge of students on basic essential grammar in English.

The module was distributed among both the classes one by one. The investigator supervised their learning and cleared their doubts whenever they asked. The investigator ensured each student's participation in the process. The module was administered during class hours and after each session the activities were completed by the students.

After completing the ten modules by the students, the post-test was administered. To know whether students remember the learned material, a retention test was conducted after three weeks by the same instrument used for post-test.

After completing the testing procedure, data sheets were scored as per scoring key. Attendance sheet was also analysed. Students who were continuously absent in any one of the tests viz, pre-test, post-test and retention test were identified and their responses were deleted resulting in a final list of 90 participants. The details of the final list of participants are given as table 8.

Table 8

Details of the final participants in the process of validation of the SLM on English Grammar

Name of the school	Type	Boys	Girls	Total
G.V.H.S.S Nayarkuzhi	Government	12	28	40
Chennamangallur H.S.S	Aided	24	26	50
	Total	36	54	90

Statistical Techniques Used

To test the hypotheses of the study and thus establish the validity of the developed SLM following statistical procedures were used.

1. Test of significance of mean difference for large dependent groups
2. Test of significance of mean difference for large independent groups
3. Effect size

Test of significance of mean difference for large dependent groups

According to Koul (2010):

“Means are said to be dependent or correlated when obtained from the scores of the same test administered to the same sample upon two occasions or when the same test is administered to equivalent samples in which the individuals who make up the groups have been matched person for person, by one or more characteristics.”

For the present study, test of significance of difference between means of dependent sample were used to compare the pre-test, post-test and retention test scores of higher secondary school students. The formula used for this is,

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2} - \frac{2r\sigma_1\sigma_2}{\sqrt{N_1N_2}}}}$$

Where,

σ_1 = Standard error of the initial test mean

σ_2 = Standard error of the final test mean

r_{12} = Correlation between the scores on initial and final testing

The difference between means is said to be significant, depending upon whether the 't' value exceeds the table value set for 0.01 and 0.05 level of significance.

Test of significance of mean difference for large independent groups

For the present study, test of significance of difference between means for independent sample were used to compare the pre-test, post-test and retention test scores based on gender and type of management using the formula,

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}} \quad (\text{Best \& Kahn, 2010})$$

Where,

\bar{X}_1	=	Mean of the Group I
\bar{X}_2	=	Mean of the Group II
σ_1	=	Standard deviation of Group I
σ_2	=	Standard deviation of Group II
N_1	=	Sample size of group I
N_2	=	Sample size of group II

The difference between mean is said to be significant, depending upon whether the 't' value exceeds the table value set for 0.01 and 0.05 level of significance.

Effect size

Knowing statistical significance does not provide the information about the size of the effect. How big the effect is got by calculating the effect size. For the present study effect size is calculated by using Cohen's d.

Summary of Cohen's effect size conventions for mean difference given as figure 3.

Verbal description	Effect size(d)
Small	0.2
Medium	0.5
Large	0.8

Figure 3: Cohen's effect size conventions for mean difference

ANALYSIS AND INTERPRETATION

- ❖ *Significance of difference between post-test mean score and pre- test mean score in English grammar*
- ❖ *Significance of difference of retention test mean score from post-test mean score*
- ❖ *Significance of difference between boys and girls in their pre-test, post-test and retention test mean scores*
- ❖ *Significance of difference between government and aided school students in their pre-test, post-test and retention test mean scores*
- ❖ *Effect size of the SLM on performance in English grammar*
- ❖ *Conclusion*

ANALYSIS AND INTERPRETATION

The present chapter explains analysis of collected data in order to validate the developed SLM on English grammar. Analysis of data done is explained in the following sections.

1. Significance of difference between post-test and pre- test mean scores in English grammar.
2. Significance of difference between post-test and retention test mean scores in English grammar.
3. Significance of difference between boys and girls in their pre-test, post-test and retention test mean scores in English grammar.
4. Significance of difference between government and aided school students in their pre-test, post-test and retention test mean scores in English grammar.
5. Effect size of the SLM on Performance in English Grammar.

Significance of Difference Between Post-Test Mean Score and Pre- Test Mean Score in English Grammar

In the validation process of the SLM on English grammar, the pre-test mean score on English grammar of the participants was compared with that of post-test. To know whether it is beneficial to both boys and girls, comparisons of mean scores on pre-test and post-test on English grammar was done for boys and girls. The same procedure was done for government and aided school students also. To compare pre-

test and post-test mean scores on English grammar of higher secondary school students, boys , girls , Government and Aided school students, test of significance of mean difference for large dependent groups was used. The null hypotheses tested here are

1. There is no significant mean difference in the pre-test and post-test scores on English grammar of higher secondary school students.
2. There is no significant difference in the mean scores on pre-test and post test on English grammar of boys.
3. There is no significant difference in the mean scores on pre-test and post test on English grammar of girls.
4. There is no significant difference in the mean scores on pre-test and post test on English grammar of aided school students.
5. There is no significant difference in the mean scores on pre-test and post test on English grammar of government school students.

The details are given as table 9

Table 9

Mean, standard deviation and critical ratio for pre-test and post-test scores on English grammar

Group (N)	Score	Mean	S.D	Correlation Coefficient	C.R
Total sample (N=90)	Post-test	18.73	3.36	0.46	10.63**
	Pre -test	14.92	3.15		
Boys (N=36)	Post-test	16.56	3.55	0.45	4.33**
	Pre -test	13.97	3.28		
Girls (N=54)	Post-test	20.19	2.30	0.34	11.18**
	Pre -test	15.56	2.91		
Government (N=40)	Post-test	19.12	2.85	0.41	7.37**
	Pre -test	15.50	2.88		
Aided (N=50)	Post-test	18.42	3.72	0.47	7.69**
	Pre -test	14.46	3.29		

** $p \leq .01$

Results and Discussion

From table 9 it can be seen that the critical ratio obtained for post-test and pre-test mean scores for the total sample is 10.63 which is greater than 2.64 value required for significance at .01 level with 89 degrees of freedom. This indicates that the difference in the mean scores on post-test and pre-test on English grammar is significant for the total group. ($p \leq 0.01$).

Even though two-tailed test of significance was used, the positive sign of critical ratio shows that the mean score of post-test on English grammar is higher

than that of pre-test. This indicates that exposure to the SLM on English grammar has significantly increased the proficiency in English grammar among higher secondary school students. Table 9 also shows that,

- The critical ratio obtained for post-test and pre-test scores on English grammar of boys is 4.33 which is greater than 2.73, the value required for significance at .01 level with 35 degrees of freedom. That means pre-test and post-test scores on English grammar of boys differ significantly. A higher mean score for post test compared to pre test indicates that the SLM is effective for boys.
- The critical ratio obtained for pre-test and post-test mean scores of girls on English grammar test is 11.18, a higher value than 2.68, the required value for significance at .01 level with 53 degrees of freedom. It indicates that there is significant difference in the post-test and pre-test mean scores of girls on English grammar. A greater mean score for pre test indicates that in the case of girls, the pre test mean score is less than that of post test and hence the SLM on English grammar is useful to girls.
- The critical ratio obtained for post-test and pre-test scores on English grammar of government school students is 7.37 which is greater than 2.71, the value required for significance at .01 level with 39 degrees of freedom. That means pre-test and post-test scores on English grammar of government school students differ significantly and a higher value for post test indicates that the SLM is effective for government school students.

- The critical ratio obtained for pre-test and post-test mean scores of aided school students on English grammar is 7.69. The value being greater than 2.68, the difference is significant at .01 level (49 degrees of freedom). It indicates that there is significant difference in the post-test and pre-test mean scores of aided school students and a higher value for post test shows that the SLM on English grammar is useful to aided school students.

**Significance of Difference of Retention Test Mean Score from
Post-Test Mean Score**

To test the efficiency of the developed SLM to retain the learnt materials, comparisons of post-test mean score was done with the mean score on retention test for the total sample and subsamples based on sex and type of management. Post-test and retention test mean scores on English grammar of higher secondary school students was compared using test of significance of mean difference for large dependent groups. The hypotheses are already written in the null form.

The details are given as table 10

Table 10

Mean, standard deviation and critical ratio for post-test and retention test scores on English grammar

Group (N)	Score	Mean	S.D	Correlation Coefficient	C.R
Total sample (N=90)	Post-test	18.73	3.36	0.76	7.4**
	Retention test	20.44	2.44		
Boys (N=36)	Post-test	16.56	3.55	0.80	7.37**
	Retention test	19.14	2.64		
Girls (N=54)	Post-test	20.19	2.30	0.52	4.00**
	Retention test	21.31	1.86		
Government (N=40)	Post-test	19.12	2.85	0.64	4.64**
	Retention test	20.75	2.17		
Aided (N=50)	Post-test	18.42	3.72	0.81	5.72**
	Retention test	20.20	2.63		

** $p \leq .01$

Results and Discussion

Table 10 shows that the critical ratio obtained for testing the significance of difference between post-test mean score and retention test mean score is 7.4 which is greater than 2.64. It shows that the mean scores of post-test and retention test differ significantly at .01 level (df=89). A higher mean score for retention test indicates that the students are able to retain the knowledge and skill learnt through SLM.

Table 10 also reveals that,

- The critical ratio obtained for post-test and retention test mean scores on English grammar of boys is 7.37 which is greater than 2.73, the value required for significance at .01 level with 35 degrees of freedom. It indicates that there is significant difference in the post-test and retention test mean scores and the administered SLM is capable of retaining the knowledge and skill learnt in the case of boys.
- The critical ratio obtained for post-test and retention test mean scores on English grammar of girls is 4 which is greater than 2.68, the value required for significance at .01 level (df=53). It can be inferred that there is significant difference in the post-test and retention mean scores and a high mean score in the retention test indicates that the applied SLM is effective for girls for retaining the knowledge.
- The critical ratio obtained for post-test and retention test mean scores on English grammar of government school students is 4.64 which is greater than 2.71, the value required for significance at .01 level with 39 degrees of freedom. This reveals that there is significant difference in the post-test and retention mean scores and the applied SLM is effective for government school students for retaining the knowledge.
- The critical ratio obtained for post-test and retention test mean scores on English grammar of aided school students is 5.72 which is greater than 2.68, the value required for significance at .01 level (df=49). It indicates that there

is significant difference in the post-test and retention test mean scores and the administered SLM is effective for aided school students for retaining the knowledge.

Significance of Difference Between Boys and Girls in Their Pre-Test, Post-Test and Retention Test Mean Scores

To test whether the SLM is equally effective for both boys and girls, significance of difference of post-test mean score as well as retention test mean score of boys and girls were tested. The pre-test mean scores of boys and girls were also compared to know the initial status of students on English grammar proficiency. This was tested using test of significance of mean difference for large independent samples. The details are given as table 11.

Table 11

Significance of difference of pre-test, post-test and retention test mean scores between boys and girls

Test	Group	N	Mean	S.D	C.R
Pre-test	Boys	36	13.97	3.28	2.40*
	Girls	54	15.56	2.91	
Post-test	Boys	36	16.56	3.55	5.42**
	Girls	54	20.19	2.30	
Retention Test	Boys	36	19.14	2.64	4.28**
	Girls	54	21.31	1.86	

*Denotes $p \leq .05$ ** denotes $p \leq .01$

Results and Discussion

Table 11 shows that the critical ratio obtained for pre-test scores on English grammar for boys and girls is 2.40 which is greater than 1.96, the value required for significance at .05 level. That is boys and girls differ significantly in their mean scores on pre-test in English grammar favouring girls. Hence, before the experiment itself, there is a significant sex difference in the scores on English grammar ($p \leq .05$). A close observation of mean scores reveals that girls are better than boys in English grammar (the higher mean score and less standard deviation).

With respect to the post test mean scores of boys and girls, the critical ratio obtained is 5.42 which is greater than 2.58, the value required for significance at .01 level. It shows that there exists a significant mean difference in the scores on English grammar among boys and girls in their post test. The critical ratio obtained for pre-test is 2.40 which indicates significance at .05 level and that of post test is 5.42, which indicates significance at .01 level. The mean difference has increased to 3.63 from 1.59. That is the difference in the mean scores between boys and girls widened with higher mean value for girls with lower standard deviation.

In the retention test mean scores of boys and girls, the critical ratio obtained is 4.28 which is greater than 2.58, the value required for significance at .01 level which indicates that when the mean scores of retention test on English grammar of boys and girls is compared, there exists a significant difference in their mean scores. The higher mean score is for girls with lower standard deviation.

**Significance of Difference between Government and Aided School Students in
their Pre-Test, Post-Test and Retention Test Mean Scores**

It was tested whether government and aided school students differ significantly in their pre-test, post-test and retention test mean scores. The details are given as table 12.

Table 12

Significance of difference of pre-test, post-test and retention test mean score between Government and Aided School Students

Test	School	N	Mean	S.D	C.R
Pre- Test	Aided	50	14.46	3.30	1.57
	Government	40	15.50	2.88	
Post- Test	Aided	50	18.42	3.72	1.01
	Government	40	19.12	2.85	
Retention Test	Aided	50	20.20	2.63	1.06
	Government	40	20.75	2.17	

Results and Discussion

From table 12, it can be seen that the critical ratio obtained for pre-test, post-test and retention test scores on English grammar for government and aided school students is 1.57, 1.01 and 1.06 respectively which are less than 1.96, the value

required for significance at .05 level. It shows that there is no significant difference between government and aided school students in their pre-test, post- test and retention test mean scores. This reveals that both government and aided school students are equally benefited by the SLM on English grammar.

Effect size of the SLM on Performance in English Grammar

Cohen's 'd' measures the number of standard deviation an effect is shifted above and below the population mean stated by the null hypothesis. Sign of 'd' represents the direction of shift.

As the difference between mean pre-test and post test scores on English grammar is found to be significant at .01 level, Cohen's *d* was calculated in order to know the extent of effect of exposure with the SLM on proficiency in English grammar. The details are given as table 13.

Table 13

Effect size of exposure with the self-learning module on proficiency in English grammar (N=90)

	Pre-test	Post test	Correlation Coefficient	d
Mean	14.92	18.73	.46	1.12
S.D	3.15	3.36		

Result and Discussion

Table 13 shows that the Cohen's d calculated is 1.12, which is greater than .8. This indicates that the effectiveness is large. That means the SLM on English grammar was benefited by higher secondary school students. A positive value of d indicates an improvement in the mean score on post test compared to pre test. Thus the mean score on post test in English grammar is 1.12 standard deviations greater than the mean score on pre test.

Conclusion

The above results lead the investigator to arrive at the conclusion that the SLM is effective for higher secondary school students, including boys, girls, government and aided school students. When the pre-test and post test scores were compared, students scored better for post test. At initial level itself girls scored more on English grammar test than boys. Even then the improvement was seen on both boys and girls, girls performed better than boys. Both government and aided school students equally benefited the SLM. When the retention test mean score is compared with that of post test, for the total group as well as for girls, boys, government and aided school students, the retention test mean score was found to be significantly differing from post test mean score, the higher score being for retention test. This indicates that students are more concentrating on English grammar after using the SLM.

The effect size calculated shows that the post test mean score on English grammar is significantly higher than that on pre test.

CHAPTER 5

SUMMARY, FINDINGS AND SUGGESTIONS

- ❖ *Study in retrospect*
- ❖ *Major findings*
- ❖ *Tenability of hypotheses*
- ❖ *Conclusion*
- ❖ *Educational implications*
- ❖ *Suggestions for further research*

SUMMARY, FINDINGS AND SUGGESTIONS

Through this chapter the investigator explains about the study in brief, major findings, educational implications of the present study and suggestions for further research in this area.

Study in Retrospect

The study is entitled as 'DEVELOPMENT OF A SELF LEARNING MODULE ON ENGLISH GRAMMAR FOR HIGHER SECONDARY SCHOOL STUDENTS.'

Variables

For the present study the treatment variable is exposure with the self-learning module on English Grammar and the dependent variable is proficiency in English grammar.

Objectives

Objectives of the study are listed below.

1. To identify the weak areas of English grammar among higher secondary school students.
2. To construct a Self-Learning Module on English grammar for higher secondary school students.
3. To validate the developed Self-Learning Module (SLM) among higher secondary school students.

Hypotheses

The major hypothesis of the study is

The self learning module constructed will be effective to improve the performance of higher secondary school students in English grammar.

This hypothesis is tested through the following hypotheses.

1. There is significant mean difference in the pre-test and post-test scores on English grammar of higher secondary school students.
2. There is significant difference in the mean scores on pre-test and post test on English grammar of boys.
3. There is significant difference in the mean scores on pre-test and post test on English grammar of girls.
4. There is significant difference in the mean scores on pre-test and post test on English grammar of aided school students.
5. There is significant difference in the mean scores on pre-test and post test on English grammar of government school students.
6. There is no significant mean difference in the post-test and retention test on English grammar of higher secondary school students.
7. There is no significant difference in the mean scores on post-test and retention test on English grammar of boys.
8. There is no significant difference in the mean scores on post-test and retention test on English grammar of girls.

9. There is no significant difference in the mean scores on post-test and retention test on English grammar of aided school students.
10. There is no significant difference in the mean scores on post-test and retention test on English grammar of government school students.
11. There is no significant gender difference in the mean scores of post-test on English grammar.
12. There is no significant gender difference in the mean scores on retention test in English grammar.
13. There is no significant difference in the mean scores of government and aided schools in the post-test on English grammar.
14. There is no significant difference in the mean scores on retention test in English grammar of government and aided schools.
15. The post test mean score on English Grammar of higher secondary school students is significantly higher than that in the pre test.

Participants

The participants of the study are plus one students belonging to Kozhikkode district of Kerala State. The module was administered on a sample of 111 plus one students who were willing to participate in the process from two schools of Kozhikkode district situated in rural area which was selected randomly.

Instruments

The following instruments were used for the study

1. Self-learning module on English grammar for higher secondary school students.
2. An achievement test based on the essential English grammar elements for plus one students (Pre-test).
3. An achievement test based on the essential English grammar elements for plus one students (Post-test and retention test).

Statistical Techniques Used

To test the hypotheses of the study and thus establish the validity of the developed SLM following statistical procedures were used.

1. Test of significance of mean difference for large dependent groups
2. Test of significance of mean difference for large independent groups
3. Effect size

Major Findings

- 1) There is significant mean difference in the post test and pre-test scores of higher secondary school students ($t=10.63, p \leq .01$).
- 2) There is significant mean difference in the post test and pre-test scores of boys ($t=4.33, p \leq .01$).
- 3) There is significant mean difference in the post test and pre-test scores of girls ($t=11.18, p \leq .01$).

- 4) There is significant mean difference in the post test and pre-test scores of government school students ($t=7.37, p\leq.01$).
- 5) There is significant mean difference in the post test and pre-test scores of aided school students ($t=7.69, p\leq.01$).
- 6) There is significant mean difference in the post test and retention test scores of higher secondary school students ($t=7.4, p\leq.01$).
- 7) There is significant mean difference in the post test and retention test scores of boys ($t=7.37, p\leq.01$).
- 8) There is significant mean difference in the post test and retention test scores of girls ($t=4.00, p\leq.01$).
- 9) There is significant mean difference in the post test and retention test scores of government school students ($t=4.64, p\leq.01$).
- 10) There is significant mean difference in the post test and retention test scores of aided school students ($t=5.72, p\leq.01$).
- 11) There is a significant gender difference in the mean scores of post-test on English grammar ($t=5.42, p\leq.01$).
- 12) There is a significant gender difference in the mean scores of retention test on English grammar ($t=4.28, p\leq.01$).
- 13) There is no significant difference in the mean scores of government and aided schools in the post-test on English grammar ($t=1.01, p>.05$).
- 14) There is no significant difference in the mean scores on retention test in English grammar of government and aided schools ($t=1.06, p>.05$).

- 15) When the extent of effectiveness of SLM over proficiency in English grammar was calculated using Cohen's d , it is found that the effect of exposure with the SLM on proficiency in grammar is large ($d=1.12$).

Tenability of Hypotheses

Hypothesis 1 states that there is significant mean difference in the pre-test and post-test scores on English grammar of higher secondary school students.

Findings of the study reveal that post test and pre-test mean scores of higher secondary school students differ significantly. Hence first hypothesis is accepted.

Hypothesis 2 states that there is significant difference in the mean scores on pre-test and post test on English grammar of boys.

Findings of the study reveal that post test and pre-test mean scores of boys differ significantly. Hence second hypothesis is accepted.

Hypothesis 3 states that there is significant difference in the mean scores on pre-test and post test on English grammar of girls.

Findings of the study reveal that post test and pre-test mean scores of girls differ significantly. Hence third hypothesis is accepted.

Hypothesis 4 states that there is significant difference in the mean scores on pre-test and post test on English grammar of aided school students.

Findings of the study reveal that post test and pre-test mean scores of aided school students differ significantly. Hence forth hypothesis is accepted.

Hypothesis 5 states that there is significant difference in the mean scores on pre-test and post test on English grammar of government school students.

Findings of the study reveal that post test and pre-test mean scores of government school students differ significantly. Hence fifth hypothesis is accepted.

Hypothesis 6 states that there is no significant mean difference in the post-test and retention test on English grammar of higher secondary school students.

Findings of the study reveal that there is significant mean difference in the post test and retention test scores of higher secondary school students. This hypothesis is rejected and alternate hypothesis is accepted. The alternate hypothesis is there is significant mean difference in the post-test and retention test on English grammar of higher secondary school students

Hypothesis 7 states that there is no significant difference in the mean scores on post-test and retention test on English grammar of boys.

Findings of the study reveal that there is significant mean difference in the post test and retention test scores of boys. This hypothesis is rejected and alternate hypothesis is accepted. The alternate hypothesis is there is significant mean difference in the post-test and retention test on English grammar of boys.

Hypothesis 8 states that there is no significant difference in the mean scores on post-test and retention test on English grammar of girls.

Findings of the study reveal that there is significant mean difference in the post test and retention test scores of girls. This hypothesis is rejected and alternate

hypothesis is accepted. The alternate hypothesis is there is significant mean difference in the post-test and retention test on English grammar of girls.

Hypothesis 9 states that there is no significant difference in the mean scores on post-test and retention test on English grammar of aided school students.

Findings of the study reveal that there is significant mean difference in the post test and retention test scores of aided school students. This hypothesis is rejected and alternate hypothesis is accepted. The alternate hypothesis is there is significant mean difference in the post-test and retention test on English grammar of aided school students.

Hypothesis 10 states that there is no significant difference in the mean scores on post-test and retention test on English grammar of government school students.

Findings of the study reveal that there is significant mean difference in the post test and retention test scores of government school students. This hypothesis is rejected and alternate hypothesis is accepted. The alternate hypothesis is there is significant mean difference in the post-test and retention test on English grammar of government school students.

Hypothesis 11 states that there is no significant gender difference in the mean scores of post-test on English grammar.

Findings of the study reveal that the post test mean scores differ significantly between boys and girls. This hypothesis is rejected and alternate hypothesis is accepted. The alternate hypothesis is there is a significant gender difference in the mean scores of post-test on English grammar.

Hypothesis 12 states that there is no significant gender difference in the mean scores on retention test in English grammar.

Findings of the study reveal that the retention scores differ significantly between boys and girls. This hypothesis is rejected and alternate hypothesis is accepted. The alternate hypothesis is there is significant gender difference in the mean scores on retention test in English grammar.

Hypothesis 13 states that there is no significant difference in the mean scores of government and aided schools in the post-test on English grammar.

Findings of the study reveal that the post test scores on English grammar of government and aided school students differ significantly. Hence thirteenth hypothesis is accepted.

Hypothesis 14 states that there is no significant difference in the mean scores on retention test in English grammar of government and aided schools.

Findings of the study reveal that the retention test scores on English grammar of government and aided school students differ significantly. Hence fourteenth hypothesis is accepted.

Hypothesis 15 states that the post test mean score on English Grammar of higher secondary school students is significantly higher than that in the pre test.

The findings reveals that there is a large effect on post test mean scores of students than pre-test, that means the post test mean score is higher that that of pre-test. Hence fifteenth hypothesis is accepted.

Testing of the above fifteen hypotheses lead the investigator to substantiate the major hypothesis the self learning module constructed will be effective to improve the performance of higher secondary school students in English grammar.

Conclusion

The purpose of the study was to develop a self learning module on English grammar and experiment it on higher secondary school students from aided and government schools. To validate the developed SLM the investigator compared pre-test, post test and retention test scores of higher secondary school students on English grammar. The investigator found that, students acquired more on post test than pre-test which shows that the developed SLM is effective on total group.

When the retention test scores were compared with the post test scores, the students performed more on retention test than post test even though there was a gap of three weeks after post test. The investigator observed that, students were interested in learning English grammar and they were motivated through SLM and it helped them to acquire better score.

The study also revealed that there is a significant difference in the pre-test, post test and retention scores of boys and girls. Girls scored better than boys in the pre-test itself which showed that there exists a gender difference in the proficiency of English grammar at initial level itself. Likewise for post test and retention test also girls performed far better than boys. It was also found that the module is more feasible to girls than boys. The SLM may be more interesting to the girls compared

to boys. The narrative style may be attractive to the girls, motivated them, led to read modules and do the activities accordingly.

From the study it was also found that there is no significant difference in the pre-test, post test and retention test scores on English grammar of government and aided school students. Both groups equally benefited from the SLM.

Educational Implications

Even though grammar is not directly taught for higher secondary school students, the students must be proficient in English grammar for using the language correctly. But at present, students make mistakes unknowingly. So the teachers must take initiative for the students' betterment in use of correct language. Each teacher must find the difficult areas in language learning faced by the students, develop modules on it and make the language classes more joyful. Teachers can share their modules with others in the cluster meetings, workshops etc. and can develop the modules as a joint effort. Then it will be very useful to the students even from primary level. When the developed module is updated it will be a great opportunity for both students and teachers to excel in their career. Online platforms can be used for presenting the material, so that it can be made more creative and attractive.

Government and aided school students are found to be almost of the same standard in their English grammar and hence more efforts must be taken by the practitioners to improve the same. This can be done by making learning more and more individualized, meaningful and with quality. During cluster programmes and

teacher training programmes, basics of language learning must be discussed and common strategies can be derived with mutual sharing of resources.

As girls are found to be more stronger in English grammar, more attention is to be given for boys and they are to be made motivated to learn the basics of the language. While developing self learning modules gender difference must be considered. For motivating boys, themes based on technology, games, adventures etc. can be incorporated. This will motivate them and help to complete the tasks more interestingly.

Suggestions for Further Research

The investigator suggests some areas related with SLM for further studies.

They are,

1. Development of programmed learning material on English grammar for higher secondary school students.
2. Development of animated movies on English grammar for primary school students.
3. Development of SLM on a wider content area related to English grammar for secondary school students.
4. The study can be extended to science subjects and other languages like Hindi, Malayalam etc.
5. The study can be replicated by including more dependent variables based on affective dimension.

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APPENDICES

Appendix 1(a)

TEST ON ENGLISH GRAMMAR (PRE TEST)

Dr. K. Vijayakumari
Associate Professor
Farook Training College

Shadiya. A
M. Ed Student
Farook Training College

Name:

Time : 40 Minutes

Sex:

Total : 25

Roll. No:

Instructions:

This test contains 17 questions based on basic English grammar. Please read the directions against each questions and answer them in the space provided. Answer all questions.

SECTION. A

Direction: Choose the correct answer from the options and mark ✓ against the appropriate code. (5 * 1 = 5)

1. they coming now?

- a) is
- b) are
- c) do
- d) does

2. The sentence which gives information about 'ability to do something' is,
 - a) He could read Tamil
 - b) He will read Tamil
 - c) He may read Tamil
 - d) He might read Tamil

3. The pronoun which stands for the name Raju
 - a) it
 - b) he
 - c) she
 - d) I

4. Which sentence is not correct
 - a) Simon and I live in an old house
 - b) That is my friend Catherine and this is she husband Thomas
 - c) My parents live in a small village. Their farm is very beautiful
 - d) That is Ben and he is our new boss.

5. 'May I use your phone?' The sentence expresses meaning as
 - a) Asking permission
 - b) Seeking advise
 - c) Ensure certainty
 - d) Ensure possibility

SECTION. B

Direction: State whether the following sentences are true or false (5 * 1 = 5)

- 6. I shall go to the school.
- 7. Negative statements always take positive tags.
- 8. If two or more singular nouns or pronouns are joined by either/or or neither/nor, then singular verb will be used.
- 9. Why did you came here?
- 10. Reena, as well as, her husband have applied for a visa.

SECTION. C

Direction : Complete the following table with the most suitable words

(4* ½ = 2)

11.

V1 Present form	V2 Past form	V3 Past Participle form
Fly	Flown
Think	Thought
.....	Put

SECTION. D

Direction : Match column A with the correct answer on Column B.

Write only the code of answer in the box provided. (4 * 1 = 4)

11. Column A

Column B

- | | | |
|----------------------------|----------------------|----------------------------------|
| i) He comes to the school. | <input type="text"/> | a) A picture is drawn by Rohit |
| ii) Rohit drew a picture | <input type="text"/> | b) He didn't come to the school |
| iii) He came to the school | <input type="text"/> | c) He doesn't come to the school |
| iv) Rohit draws a picture | <input type="text"/> | d) A picture was drawn by Rohit |

SECTION. E

Direction : Rewrite the following sentences as instructed (3 * 1 = 3)

12. 'I told you to return early',.....? (Add question tag)

13. Will/ the/ exam/ when/ be (Frame question)

14. A bag was found by a teacher in the library. (Change the voice)

.....

SECTION. F

Direction : Edit the following passage and write appropriate words in the blanks provided (4 * 1 = 4)

15. I went ^(a) to a tea shop every evening. I eat ^(b) a cake yesterday. I had a severe stomach pain then. When I reached my home, my mother slept ^(c). I tried lemon and ginger. I go ^(d) to the hospital tomorrow.

a)

b)

c)

d)

SECTION. G

(2 * 1 = 2)

16. When you travel by bus, you heard a conversation of two little boys. Try to tell it to your mom in detail. The dialogues are,

Akash : Please show me your mobile phone.

Ronak : Sorry. I am formatting my phone because, my father will check it today

.....
.....
.....
.....

APPENDIX 1(b)

TEST ON ENGLISH GRAMMAR (POST TEST)

Dr. K. Vijayakumari
Associate Professor
Farook Training College

Shadiya. A
M. Ed Student
Farook Training College

Name:

Time : 40 Minutes

Sex:

Total : 25

Roll. No:

Instructions:

This test contains 17 questions based on basic English grammar. Please read the directions against each questions and answer them in the space provided. Answer all questions.

SECTION. A

Direction: Choose the correct answer from the options and mark ✓ against the appropriate code. (5 * 1 = 5)

1. Susan watching animated film?

- a. is
- b. are
- c. do
- d. does

2. The sentence which gives information about 'ability to do something' is,
 - a. He may ride horse
 - b. He will ride horse
 - c. He could ride horse
 - d. He might ride horse

3. The pronoun which stands for the name Rani
 - a. it
 - b. he
 - c. she
 - d. I

4. Which is the correct answer to the question 'who is that man over there?'
 - a) That is Jack, we are our new teacher.
 - b) That is Jack, he is our new teacher.
 - c) That is Jack, they are our new teacher.

5. 'May I come in?' The sentence expresses meaning as
 - a. Seeking advise
 - b. Ensure certainty
 - c. Ensure possibility
 - d. Asking permission

SECTION. B

Direction: State whether the following sentences are true or false (5 * 1 = 5)

- 6. They were drinking tea
- 7. Negative statements always take positive tags.
- 8. If two or more singular nouns or pronouns are joined by either/or or neither/nor, then plural verb will be used.
- 9. How does he did it?
- 10. Ronak, as well as, his friend has applied for the exam.

SECTION. C

Direction : Complete the following table with the most suitable words

11. (4* 1/2 = 2)

V1 Present form	V2 Past form	V3 Past Participle form
Steal	Stolen
.....	came
.....	Blew	Blown

SECTION. D

Direction : Match column A with the correct answer on Column B.

Write only the code of answer in the box provided. (4 * 1 = 4)

12. Column A		Column B
i. She goes to the school.	<input type="text"/>	a) Milk was drunk by the cat
ii. The cat drinks milk	<input type="text"/>	b) She didn't go to the school
iii. She went to the school	<input type="text"/>	c) She doesn't go to the school
The cat drank milk	<input type="text"/>	d) Milk is drunk by the cat

SECTION. E

Direction : Rewrite the following sentences as instructed (3 * 1 = 3)

13. 'He is very crazy',.....? (Add question tag)

14. The project/ who/ submit/ did (Frame question)?

15. Aswathy takes a book (Change the voice)

.....

SECTION. F

Direction : Edit the following passage and write appropriate words in the blanks provided (4 * 1 = 4)

16. I **visited**^(a) old age homes every Sunday. I **give**^(b) gifts to the old aged people yesterday. They were very happy. Next Sunday, I **show**^(c) ship to them. By hearing it, one uncle **hug**^(d) me with tears.

- a.
- b.
- c.
- d.

SECTION. G

(2 * 1 = 2)

17. You have heard a conversation of Dinu and Ananthu. Try to tell it your father in detail. The dialogues are,

Ananthu : I love our parents.

Dinu : Is your trip fixed from school?

.....

.....

.....

.....

APPENDIX 2(a)

SCORING KEY AND MARKING SCHEME (PRE-TEST)

Qn.No	Value Points	Marks	Total
1	b) Are	1	5
2	a) He could read Tamil	1	
3	b) He	1	
4	b) That is my friend Catherine and this is she husband Thomas	1	
5	a) Asking permission	1	
6	True	1	5
7	True	1	
8	True	1	
9	False	1	
10	False	1	
11	Flew Thought Put Put	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2} + \frac{1}{2}$	2
12	i) c ii) d iii) b iv) a	1 1 1 1	4

Appendices

13	Didn't I?	1	3
14	When will be the exam?	1	
15	A teacher found a bag in the library	1	
16	a) go	1	4
	b) ate	1	
	c) had slept	1	
	d) will go	1	
17	Akash requested Ronak to show him the mobile phone.	1	2
	Ronak expressed his apology that he was formatting his phone because, his father would check it that day	1	

APPENDIX 2(b)

SCORING KEY AND MARKING SCHEME (POST-TEST)

Qn.No	Value Points	Marks	Total
1	a) is	1	5
2	b) He could ride horse	1	
3	c) she	1	
4	b) That is Jack, he is our new teacher.	1	
5	a) Asking permission	1	
6	True	1	5
7	True	1	
8	False	1	
9	False	1	
10	True	1	
11	Stole Come come Blow	$\frac{1}{2}$ $\frac{1}{2} + \frac{1}{2}$ $\frac{1}{2}$	2
12	v) c vi) d vii) b viii) a	1 1 1 1	4

Appendices

13	Isn't he?	1	3
14	Who did submit the project?	1	
15	A book is taken by Aswathy	1	
16	a) visit b) gave c) will show d) hugged	1 1 1 1	4
17	Ananthu told Dinu he loved their parents. Dinu asked whether his trip was fixed from school.	1 1	2

Appendix 3(a)

QUESTION WISE ANALYSIS (PRE-TEST)

Qn. No	Content	Objective	Type of question	Difficulty level	Time Needed (minutes)	Mark
1	Auxiliary verb	Applying	Objective - Multiple choice	Easy	1	1
2	Auxiliary verb	Understanding	Objective - Multiple choice	Average	2	1
3	Personal pronoun	Remembering	Objective - Multiple choice	Average	1	1
4	Personal pronoun	Applying	Objective - Multiple choice	Average	1	1
5	Auxiliary verb	Understanding	Objective - Multiple choice	Average	2	1
6	Auxiliary verb	Applying	Objective-True/false	Easy	1	1
7	Question tag	Remembering	Objective-True/false	Easy	1	1
8	Subject-verb agreement	Remembering	Objective-True/false	Average	2	1
9	Auxiliary verb	Applying	Objective-True/false	Average	2	1
10	Subject-verb agreement	Applying	Objective-True/false	Difficult	2	1
11	Verb forms	Applying	Objective-completion	Easy	2	2

Appendices

12	Negative sentences	Applying	Objective-matching	Average	2	2
	Passive voice	Applying	Objective-matching	Average	3	2
13	Question tag	Applying	Objective-completion	Average	2	1
14	Frame questions	Applying	Objective-re-ordering	Average	2	1
15	Passive voice	Applying	Short answer-transformation	Average	4	1
16	Tenses	Analyzing	Short answer-editing	Difficult	5	4
17	Indirect speech	Creating	Short answer-transformation	Difficult	5	2

APPENDIX 3(b)

QUESTION WISE ANALYSIS (POST-TEST)

Qn. No	Content	Objective	Type of question	Difficulty level	Time Needed (minutes)	Mark
1	Auxiliary verb	Applying	Objective - Multiple choice	Easy	1	1
2	Auxiliary verb	Understanding	Objective - Multiple choice	Average	2	1
3	Personal pronoun	Remembering	Objective - Multiple choice	Average	1	1
4	Personal pronoun	Applying	Objective - Multiple choice	Average	1	1
5	Auxiliary verb	Understanding	Objective - Multiple choice	Average	2	1
6	Auxiliary verb	Applying	Objective-True/false	Easy	1	1
7	Question tag	Remembering	Objective-True/false	Easy	1	1
8	Subject-verb agreement	Remembering	Objective-True/false	Average	2	1
9	Auxiliary verb	Applying	Objective-True/false	Average	2	1
10	Subject-verb agreement	Applying	Objective-True/false	Difficult	2	1

Appendices

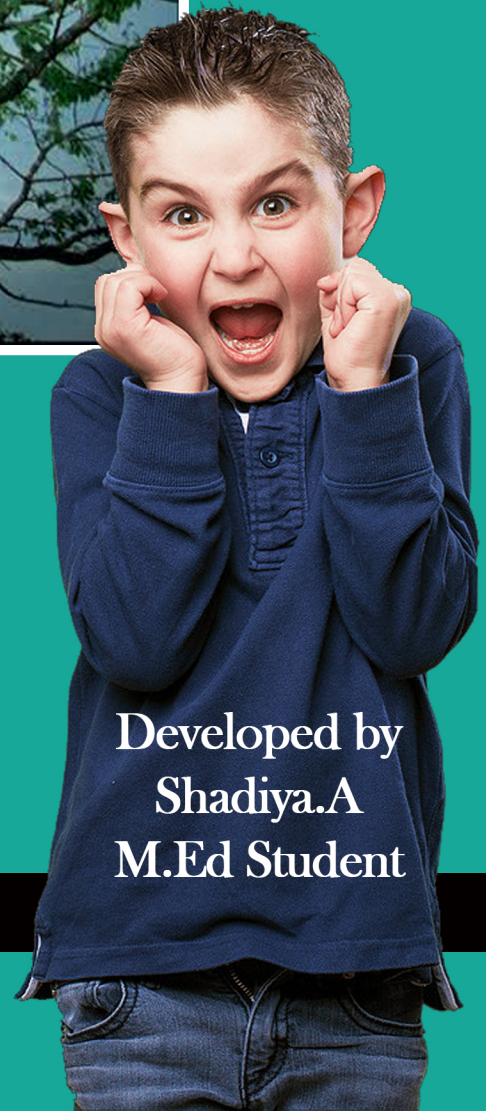
11	Verb forms	Applying	Objective-completion	Easy	2	2
12	Negative sentences	Applying	Objective-matching	Average	2	2
	Passive voice	Applying	Objective-matching	Average	3	2
13	Question tag	Applying	Objective - completion	Average	2	1
14	Frame questions	Applying	Objective-re-ordering	Average	2	1
15	Passive voice	Applying	Short answer-transformation	Average	4	1
16	Tenses	Analyzing	Short answer-editing	Difficult	5	4
17	Indirect speech	Creating	Short answer-transformation	Difficult	5	2

Appendix 4

**Self-Learning Module on English Grammar for
Higher Secondary School Students**

ARBOR DOMUS

A SELF LEARNING MODULE
(Based on KERALA STATE SYLLABUS)



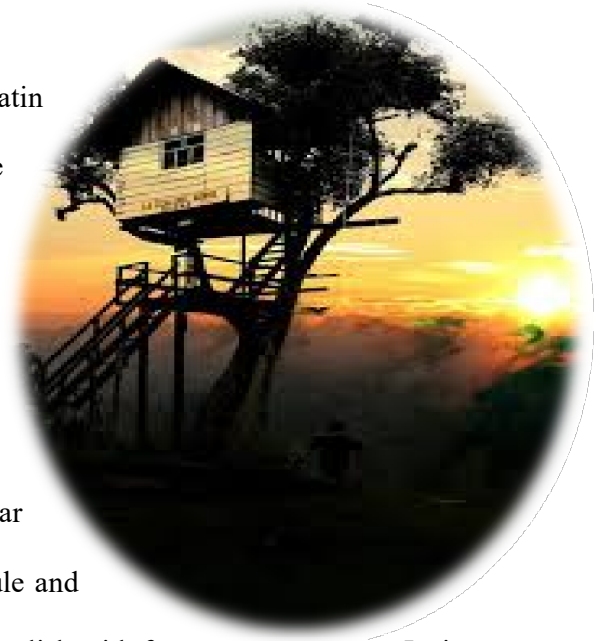
Guided by
Dr.K. Vijayakumari
Associate Professor
Farook Training College

Developed by
Shadiya.A
M.Ed Student

Farook Training College 2018

Arbor domus

‘Arbor domus’ is the tree house in Latin language. We wish to reach at the top of the tree and enjoy the beauty of the nature. But normally we are reluctant to reach our goal because of fear and anxiety. When once we try to climb up the stairs it will promote us for going further. ‘Arbor domus’ is the ‘grammar villa’, Try to make your footsteps on each module and reach the height of sky and enjoy the beauty of English with fun.



It is sure you will be ‘The King’ of grammar and can rule over others. ‘Arbor domus’ is a Self-Learning Module for higher secondary school students for understanding basics of English grammar by themselves. Go through each module one by one and do the activities provided. Make use of answer keys only to check the answers. Keep trying... Enjoy challenges... don’t give up...

All the very best!

INDEX

Module	Contents
1	Personal pronoun
2	Verb forms
3	Auxiliary verbs
4	Tenses
5	Indirect Speech – Present tense
6	Indirect Speech – Past tense
7	Indirect Speech – Future tense
8	Indirect Speech – Rules
9	Passive Voice
10	Subject - Verb agreement

Module 1

Going through this module you will

- Know about what are
 - ✚ Personal pronouns
 - ✚ Its different forms
- Understand
 - ✚ When to use each
 - ✚ How to use each

Dinu is a boy from middle class family. His father is a textile owner. He has a brother and a sister. He is a student of plus one. In his SSLC exam he



got very low mark in English.

Hence, it was very difficult for him

to get admission in plus one. After

trying so hard he got admission in



Mepady higher secondary school with the

recommendation of his uncle. There was a condition to score high marks in English for upcoming exam. He promised to do so.

He decided to list what he knows first.



His sister Jeena and brother Ananthu encouraged him. They offered their support for his attempt.

Dinu : I know what are pronouns, verbs and auxiliary verbs.

Jeena : O k... Please try to tell me what you know about pronouns.

Dinu : A pronoun is a word used instead of a noun.

Jeena : Very good! Why do we use pronoun?

Dinu : Listen... for example:

Damu and Ramu like cricket. *Damu and Ramu* went to play ground. *Damu and Ramu* are fans of Dhoni. Instead of repeating the names *Damu and Ramu* we use '**They**'.

Jeena : I think you are thorough in it.

And tell me the list of personal pronouns.

Dinu : I remember.... my English teacher taught us a trick. It is

Ayyoo Deviiii He Cheats. Which stand for **I, You, They, We, He, She and It**.

Jeena : Aaha.... I like it! The pronouns which stand for persons are called as personal pronouns.

I, You, They, We, He, She and It are called Personal Pronouns.

Because, they stand for three persons.

First person	–	The person speaking	I, We
Second Person	-	The person spoken to	You
Third Person	–	The person spoken of	He, She and It

Dinu : Wait... I'll tell the different forms of Personal pronouns.

Jeena : Come on bro...

Dinu : Look at my chart

Personal Pronouns

Subject pronouns	Object pronouns	Possessive Adjectives	Possessive Pronouns
I	Me	my	Mine
You	You	your	Yours
They	Them	their	Theirs
We	Us	Our	Ours
He	Him	His	His
She	Her	Her	Hers
It	It	Its	Its

Jeena : One more thing...

I
You
They
We

} These words are used as plural
Example:
I play cricket
They are going to Ooty

And,

He
She
It

} These words are used as singular
Example:
He plays cricket
She is going to Ooty

Jeena : Look at more examples

❖ He wakes up at 6am

- ❖ We wake up at 7am
- ❖ You are washing the dishes
- ❖ She is washing the dishes

Dinu : Hey! 'I' is only one, then how it is plural? Why do we treat the pronoun 'you' in the same manner?

Jeena : English people used in that way. It is their customary practice.

Jeena : We can do some activities now and it will help you know your understanding of pronouns.

Dinu : Done!

Activity: 1

Fill in the blanks with suitable pronouns from the box

him she he her they his

- a) Dinu's mother cooks very well.cooks whatever orders to.....
- b) When Dinu was playing games on Tablet,came and asked
to open You tube and search for recipes.
- c) Dinu's father purchases clothes from Bangalore. goes there
every Saturday.
- d) brother is working at airport. is a Tablist also.
- e) Last Sunday Dinu and cousins went to Calicut beach. ate
whatever like.

Try to write at least 5 sentences using the pronouns you know

.....

.....

.....

.....

.....

Answers

Activity: 1

- a) She Her
- b) She Him
- c) He
- d) His He
- e) His They

Module 2

This module will help you to understand,

- The verbs and its forms such as
 - ✚ Basic form (V)
 - ✚ Present (V₁)
 - ✚ Past (V₂)
 - ✚ Past Participle (V₃)
 - ✚ ing-form (V₄)
- Use it in different situations

Dinu : What about my performance/ knowledge in pronouns? Is it good?!

Jeena : Excellent, my dear! Now let us go to the next one – **verb**. What do you mean by a verb?

Dinu : A verb is a word used to describe an action, state or occurrence.

Jeena : Yes. Walk, dance, run, eat, put, catch, draw, think, go, study, write, watch, make, buy etc. are verbs.

Dinu : Play, see, win, tease, cook, clean, ride, talk, search, browse, enjoy, call, dial, swim.... This list is endless.... ha... ha... ha...

Jeena : You are correct Dinu, but do you know its different forms?

Dinu : Different forms?

Jeena : Are we using the same word to denote our action? I will make it clear for you and give sufficient explanation for this.

Dinu : Please tell me one by one.

Jeena : I know you are interested in writing diaries. Tell me the first three sentences.

Dinu : I woke up early in the morning. I brushed my teeth. Then I drank tea.

Jeena : When we say about the actions in the past, we use past tense. Here it is simple past tense and we denote it as '**V₂**.'**(Verb- 2)**

Dinu : Woke up, brushed and drank are in the **V₂** form. Then what about **V₁**?

Jeena : When we say about actions in the present like,

- I wake up early in the morning
- I brush my teeth
- I drink tea

Dinu : Aah... I know that. The verb form **V₁** is present tense. Wake up, brush and drink.

Jeena : You are right. When third person is the subject, We add 's' or 'es' to the verb. That is the **singular form** of the verb.

Example:

- He wakes up early in the morning
- He brushes his teeth
- He drinks tea

Dinu : Examples of Verb- 1 (**V₁**) are, wake/wakes, brush/brushes and drink/drinks

Jeena : Do you heard about past participle form of the verb?

Dinu : Is it the third form **V₃ (Verb- 3)**?

Jeena : Yeah! Tell me the past participle forms (**V₃**) of wake up, brush and drink.

Dinu : Waken up, brushed and drunk.

Jeena : Please try to say in the order **V₁, V₂ and V₃**

Dinu : Wake, Woke, Waken

Brush, Brushed, Brushed

Drink, Drank, Drunk

Jeena : Do you remember the differences between regular and irregular verbs?

Dinu : Aah... Regular verbs form their past and past participle forms by adding '**- ed**', '**-d**' or '**-ied**'

Walk, Walked, Walked

Dance, Danced, Danced

Cry, Cried, Cried

Prepare, Prepared, Prepared

Jeena : Good! Irregular verbs form their past and past participle forms in a different way.

It is necessary to byheart the three forms.

Dinu : Examples are,

Run, Ran, Run

Bring, Brought, Brought

Take, Took, Taken

Put, Put, Put

Jeena : Fabulous! Can you guess **Base form** of the verb '**V?**'

Dinu : It is the root form of verb. Such as, wake up, brush and drink.

Jeena : Correct! The **V₄** is the '**-ing**' form of the verb. It is also called gerunds and present participle.

Dinu : **Walking, Dancing, Playing, Thinking, Catching, Making, Laughing** etc.

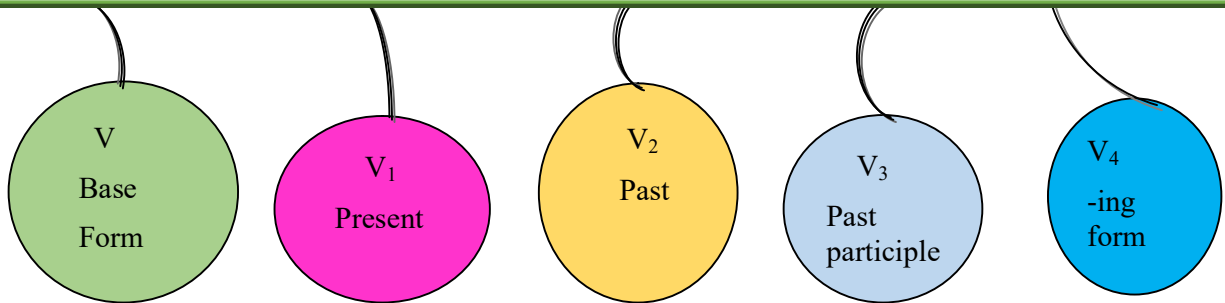
Jeena : Examples please

Dinu :

- He is going to the school
- They are playing cricket
- Ramu was speaking to Raju
- The boys were watching movie
- I am coming to the college

Jeena : Now we can look at a table.

Verbs



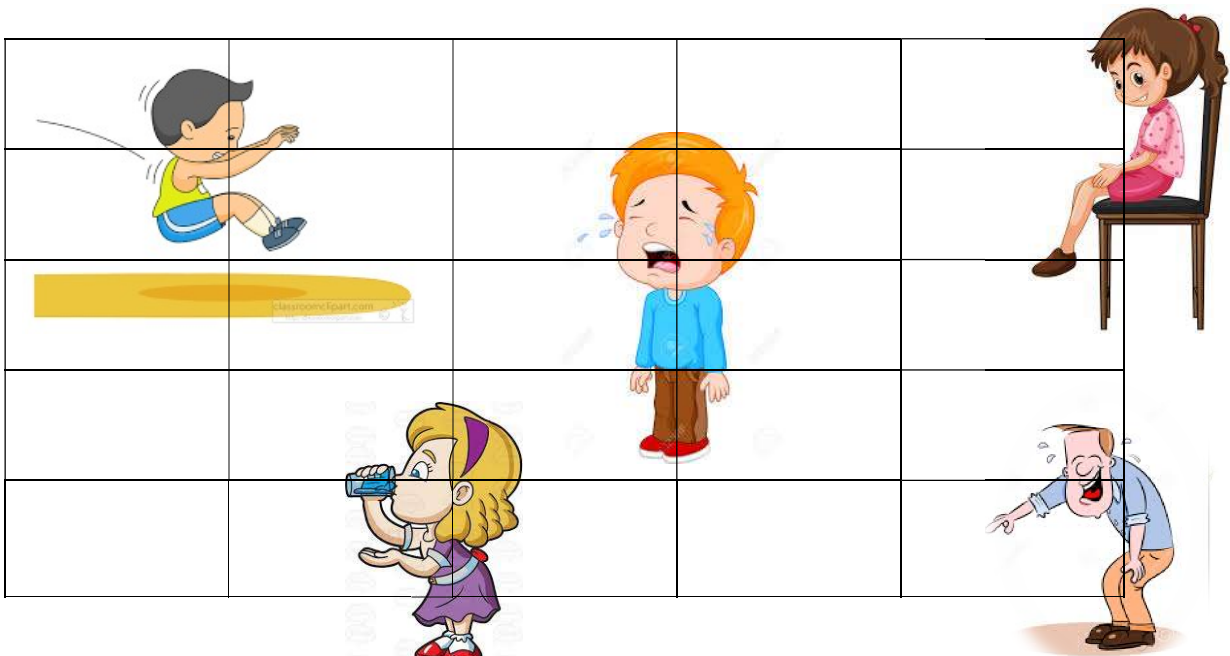
Walk	Walk/ Walks	Walked	Walked	Walking
Write	Write/ Writes	Wrote	Written	Writing
Cut	Cut/ Cuts	Cut	Cut	Cutting
Drive	Drive/ Drives	Drove	Driven	Driving
Ask	Ask/ Asks	Asked	Asked	Asking
Swim	Swim/ Swims	Swam	Swum	Swimming
Dance	Dance/ Dances	Danced	Danced	Dancing
Fly	Fly/ Flies	Flew	Flown	Flying
Keep	Keep/ Keeps	Kept	Kept	Keeping

Activity: 2

Try to fill the blanks by yourself.

V Base Form	V ₁ Present	V ₂ Past	V ₃ Past participle	V ₄ -ing form
Eat	Eat/ Eats			
	Drink/ Drinks		Drunk	
				Speaking
		Read		
	Tell/Tells			
			Worked	
Make				
	Take/ Takes		Taken	
Throw				
		Thought		

Look at the pictures and try to fill in the blanks



Answers

Activity: 2

V Base Form	V ₁ Present	V ₂ Past	V ₃ Past participle	V ₄ -ing form
Eat	Eat/ Eats	Ate	Eaten	Eating
Drink	Drink/ Drinks	Drank	Drunk	Drinking
Speak	Speak/ Speaks	Spoke	Spoken	Speaking
Read	Read/ Reads	Read	Read	Reading
Tell	Tell/Tells	Told	Told	Telling
Work	Work/ Works	Worked	Worked	Working
Make	Make/ Makes	Made	Made	Making
Take	Take/ Takes	Took	Taken	Taking
Throw	Throw/ Throws	Threw	Thrown	Throwing
Think	Think/ Thinks	Thought	Thought	Thinking

Jump	Jump/ Jumps	Jumped	Jumped	Jumping
Cry	Cry/ Cries	Cried	Cried	Crying
Drink	Drink/ Drinks	Drank	Drunk	Drinking
Sit	Sit/ Sits	Sat	Sat	Sitting
Laugh	Laugh/ Laughs	Laughed	Laughed	Laughing

Module 3

By the end of this module you will understand,

- ✚ What are primary auxiliary verbs
and model auxiliary verbs
- ✚ How to transform sentences into negative
sentences, questions and add question tag

Sub module - 1 Primary auxiliary verbs and model auxiliary verbs

Auxiliary verbs

Jeena : Now you are familiar with verbs. Can you say auxiliary verbs and its types?

Dinu : Auxiliary verbs or auxiliary or helping verbs

These are verbs used with ordinary verbs to make tenses, passive forms, questions and negatives.

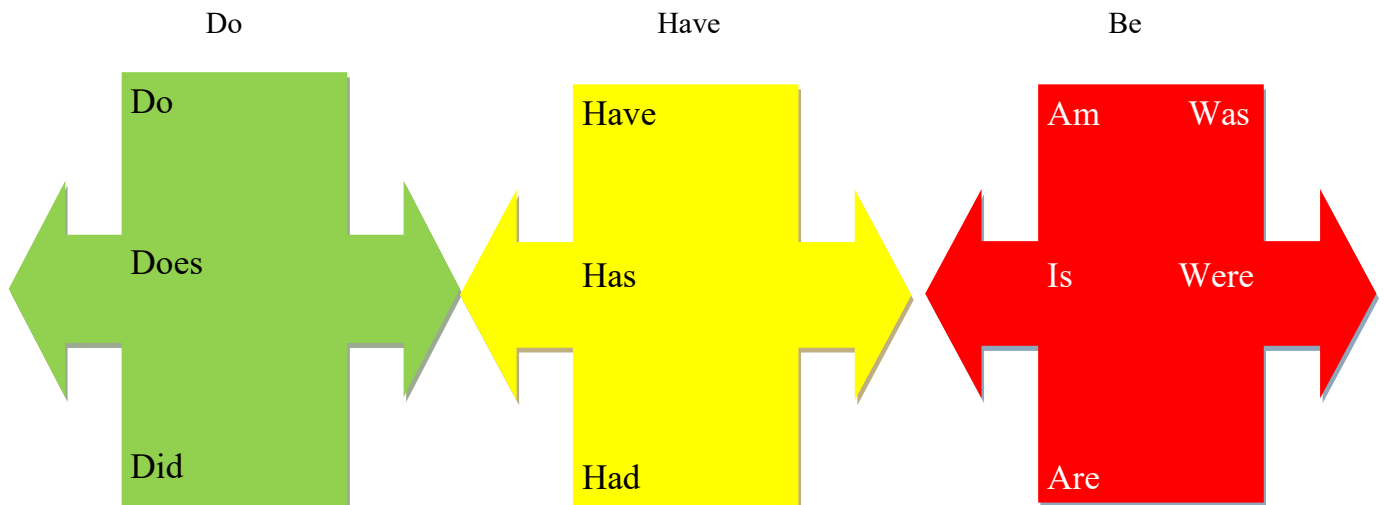


But I don't know their types

Jeena : Don't worry. I will help you. There are two types of auxiliary verbs; primary auxiliary verb and model auxiliary verb.

English has three primary auxiliary verbs: **do, be and have**. All three take part in the formation of various grammatical constructions, but carry very little meaning themselves.

Primary auxiliary verbs



Dinu : What are model auxiliaries?

Jeena : Model auxiliaries are used before ordinary verbs and express meanings such as permission, possibility, certainty, ability, willingness and necessity.

Model auxiliary verbs

can	could
shall	should
will	would
may	might
ought	dare
must	used to
need	

Jeena : Could you please find auxiliary verb from these sentences.

- ❖ He is dancing
- ❖ She has played piano
- ❖ They were walking to the market
- ❖ I am going to the school
- ❖ He can climb on a tree
- ❖ You must come tomorrow
- ❖ I shall go

- ❖ They should obey the rules
- ❖ She may cheat us

Dinu : is, has, were, am, can, must, shall, should and may.

Jeena : Very good! Now can you say the auxiliary verb in the following?

- ❖ He tastes Falooda
- ❖ She looked at the sky
- ❖ They go for a movie

Dinu : I can't see auxiliary verbs. Are you joking me?

Jeena : Dinu... If we can't see auxiliary verb directly, we split the verb and find the auxiliary

Dinu : OK

Jeena : Look at these sentences,

- ❖ He tastes Falooda

We split the verb 'tastes' into does + taste (We get 'does' as auxiliary)

- ❖ She looked at the sky

Looked = did + look

- ❖ They go for a movie

Go = do + go

Take = do + take

Takes = does + take

Took = did + take

Jeena : Then please split the verb 'eat, eats and ate.'

Dinu : eat = do + eat

eats = does + eat

ate = did + eat

Walk = do + walk

Walks = does + walk

walked = did + walk

Go = do + go

Goes = does + go

Went = did + go

Jeena : Look at more examples

Dinu : I can't do it. It is not easy.

Jeena : Dinu... You can do it. It is easy. You just try to understand.

Let me say more examples

❖ He is coming (auxiliary verb – is)

Dinu : I will say

❖ He was coming (auxiliary – was)

❖ They were coming (auxiliary – were)

❖ I am coming (auxiliary – am)

❖ He have gone (have)

❖ He had gone (had)

❖ He has gone (has)

❖ He will teach (will)

❖ She should speak (should)

❖ He writes a book (does)

❖ They write a book (do)

❖ They wrote a book (did)

Jeena : Excellent performance!!

Dinu : Thank you... Thank you...

Sub module - 2

Framing negative statements

Jeena : Earlier you said, "it is not easy and I can't do it."

Dinu : Now I understood.

Jeena : Ok... You see Dinu, How do you change the sentence "it is easy and I can do it" into negative sentence?

Dinu : Added 'not'

Jeena : Is it adding 'not' to verbs?

Dinu : No, adding 'not' to auxiliary verbs

Jeena : Very good! Try to convert these sentences into negative sentence

- ❖ They are planning a tour
- ❖ Students behave irresponsibly
- ❖ The teacher got angry
- ❖ The tour was postponed

Dinu :

- ❖ They are not planning a tour. (auxiliary verb – are)
- ❖ Students don't behave irresponsibly. (behave = do + behave)
- ❖ The teacher didn't get angry. (got = did + get)
- ❖ The tour was not postponed. (postponed = did + postpone)

Jeena : Now you have understood framing negative sentences.

Dinu : Is it true?

Jeena : Yeah!

Sub module 3

Framing Wh- question and Yes/no questions

Dinu's class test was over. Everybody asked about the exam. He was confused.

Father : How was the exam?

Mother : Did you attend all questions?

Jeena : Are you satisfied?

Ananthu : Which was the exam?

Dinu : Exam was easy. I attended all the questions. I am satisfied and English was easy. I'm tired mom... Give me a cup of coffee.



Jeena : Did you notice the questions those asked to you?

Dinu : I don't like to discuss about exams.

Jeena : OK... But we can consider those questions once more. Tell me one by one.

Dinu :

- ✓ How was the exam?
- ✓ Did you attend all the questions?
- ✓ Are you satisfied?

✓ Which was the exam?

Jeena : Do you know the format of Wh-question

Dinu : Let me think...

How was the exam?

Here first the question word '**How**' came, then the auxiliary verb '**was**', next the subject '**you**', and a question mark.

Jeena : Fantastic!! Try to tell the form of the question 'What are you doing?'

Dinu : **What** – question word

are – auxiliary verb

you – subject

doing - verb

Jeena : We can frame the form of Wh- question as

Question word + Auxiliary + Subject + Verb + ?

Dinu : Now I will tell the format of yes/no question.

Jeena : For the question, did you attend all questions?

Dinu : **did** – auxiliary

you – subject

attend – verb

all question - object

Aux + Subject + Verb + Object + ?

Sub module 4

Framing question tag

Dinu came late one day. His father got angry. When he reached home, he saw his mother near the gate. Dinu understood the situation. He started talking.

Dinu : Good evening mom.

Mother: Good evening. I told you to return early, didn't I? Papa shouted at me.

Dinu : Yeah, But I had a meeting in the school. Papa is here, isn't he?

Mother: No, he went to the market.

Dinu : Jeena and her friends are gossiping from the terrace, aren't they?

Mother: They are discussing about their study matters.

Dinu : OK...

Jeena : You came back?

Dinu : Aah... What do we study today?

Jeena : Are you eagerly waiting for study?!!! You just rewind your conversation with mom.

Dinu : Yeah...

I told you to return early, didn't I?

Yeah, But I had a meeting in the school. Papa is here, isn't he?

Jeena and her friends are gossiping from the terrace, aren't they?

Jeena : Here is a short question at the end of each statement. They are called question tags.

Tell me which are they?

Dinu : didn't I, isn't he and aren't they

Jeena : Very good! Why do we use it?

Dinu : We use question tag for conformation.

Jeena : Yeah. Tell me the form of question tag.

Dinu : Ok... When we consider *isn't he?* Its form is

Auxiliary verb + not + pronoun + ?

Jeena : When it is positive statement, we use negative question tag.

When it is negative statement, we use positive question tag

Example:

He is throwing stone, **isn't he?**

He isn't throwing stone, **is he?**

Dinu : Tell me more. I'll say the question tag

Jeena : They are funny

He plays the guitar

Tom cheated Aswathy

You didn't read well

Teacher rarely comes to movie

Dinu : aren't they?

Doesn't he?

Didn't he?

Did he?

Doesn't she?

Jeena : Fabulous!! There is only one mistake. Here 'rarely' is negative in meaning. So we use positive question tag.

Dinu : I see... *Does she?* is the question tag

I am right, amn't I?

Jeena : *Aren't I?* is the question tag for ***I am***

If it is '**I am not right**'; we use '**am I?**'

Dinu : I remember... For **Let us** we use **shall we**

Jeena : Aahaa... Let us call a police, shall we?

Dinu : It is enough. Stop the rules.

Jeena : For imperatives or commands, for example:

Stop the rules; we use the question tag ***will you?***

Look at these example also:

- ***Wait a minute;*** we use ***can you***
- There is a mosque in that street, isn't there?
- There are some girls in your class, aren't there?
- Somebody has called me, haven't they?
- This is Paul's pen, isn't it?

Dinu : Ok... Let us do some activities, shall we?

Jeena : Sure

Activity 3

Change the sentences into negative sentences

a) Meera came to school

.....

b) John goes to the playground

.....

c) Kites fly in the sky

.....

Change the sentences into question

d) He played cricket yesterday

.....

e) They come to the school by bus

.....

f) She takes a book from her bag

.....

Add question tag

g) She danced very well,?

h) I enjoy music,?

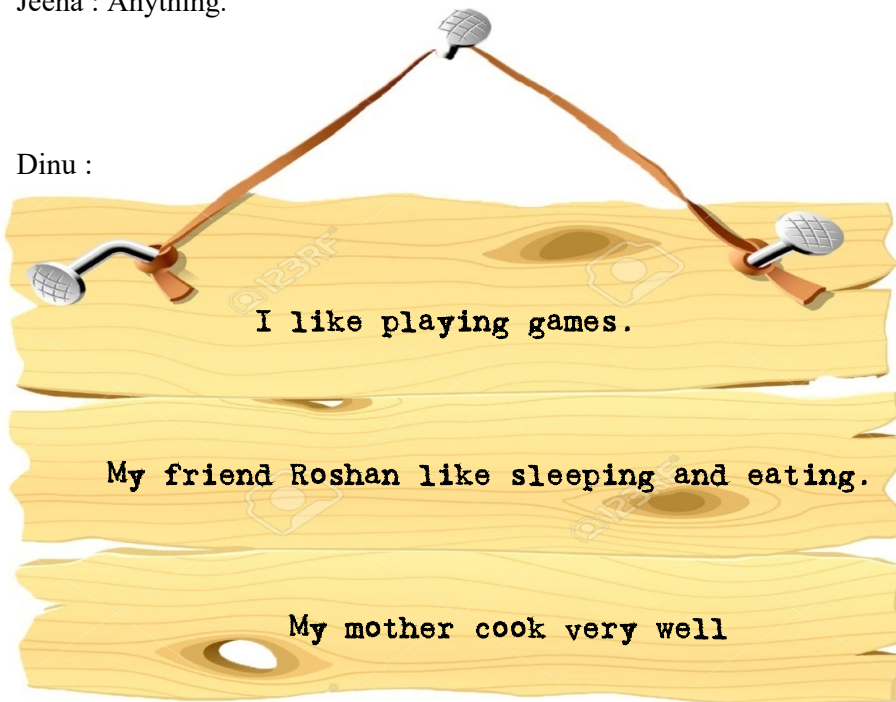
i) Ammu studies very well,?

Jeena : You have auxiliaries, verbs and subjects (pronouns can be used as subjects). Then try to make sentences.

Dinu : About what?

Jeena : Anything.

Dinu :



Jeena : Aahaa... Very good.

Dinu : Yaaah... I studied English... I studied English....

Jeena : Daa... listen...

First sentence is correct

In the second sentence 'my friend Roshan' is singular

So use verb as singular. It is 'My friend Roshan *likes*.

Dinu : O k... then... My mother *cooks*...

Jeena : Yeah, Now we can move to the next item.

Answers

Activity 3

- a) Meera didn't come to school
- b) John doesn't go to the play ground
- c) Kites don't fly in the sky
- d) What did he play yesterday?
- e) How do they come to the school?
- f) What does she take from her bag?
- g) She danced very well, ...didn't she....?
- h) I enjoy music, ...don't I...?
- i) Ammu studies very well,...doesn't she..?

Module 4

■ By the end of this module you will know

■ Format of the present tense, past tense and future tense

■ Its twelve subdivisions

■ Use these in appropriate situations

Tenses

	Present	Past	Future
Simple	<p>S + V₁</p> <p>He writes a letter</p> <p>They write a letter</p>	<p>S + V₂</p> <p>He wrote a letter</p> <p>They wrote a letter</p>	<p>S + Will + V</p> <p>He will write a letter</p> <p>They will write a letter</p>
Continuous	<p>S + is/am/are + V₄</p> <p>He is writing a letter</p> <p>They are writing a letter</p>	<p>S + was/were + V₄</p> <p>He was writing a letter</p> <p>They were writing a letter</p>	<p>S + will + be + V₄</p> <p>He will be writing a letter</p> <p>They will be writing a letter</p>
Perfect	<p>S + has/have + V₃</p> <p>He has written a letter</p> <p>They have written a letter</p>	<p>S + had + V₃</p> <p>He had written a letter</p> <p>They had written a letter</p>	<p>S + will + have + V₃</p> <p>He will have written a letter</p> <p>They will have written a letter</p>
Perfect Continuous	<p>S + has/have + been + V₄</p> <p>He has been writing a letter</p> <p>They have been writing a letter</p>	<p>S + had + been + V₄</p> <p>He had been writing a letter</p> <p>They had been writing a letter</p>	<p>S + will + have + been + V₄</p> <p>He will have been writing</p> <p>They will have been writing</p>

*S= Subject

Dinu : It is difficult... It is difficult... I quit...

Jeena : Dinu... It is very easy. You look at each squares very carefully, then you will get an idea how each tenses are related.

Dinu : I told you several times. I don't like tenses.

Please teach me other than this.

Jeena : Please try to taste one piece of 'the cake simple present tense' first.

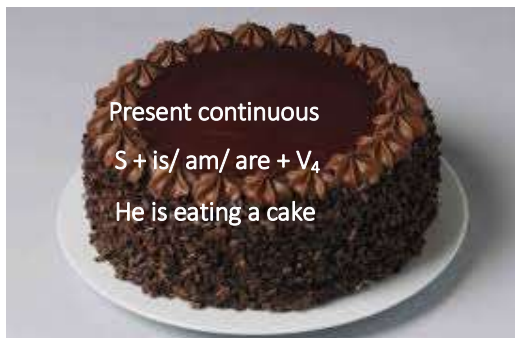
Dinu : Aahaa, I want cake.

Jeena : Done! If you study this, I'll buy *Black forest* to you.

Dinu : Deal.

Jeena : You study present tense first. That means simple present, present continuous, present perfect and present perfect continuous.

After that, understand the changes in the format of past tense and future tense.



Sub module 1.

Simple present tense, Simple past tense and Simple future tense

Jeena : Now you have understood the format of each tenses.

Dinu : Yeah... We studied earlier the present form of verb **V₁**. Here we studied **simple present tense** as **S + V₁**. When do we use simple present tense?

Jeena : A verb that refers to present time is said to be in present tense.

We use simple present tense to express **habitual actions**.

- * I wake up early in the morning.
- * I go to school every day.
- * My grandfather drinks tea always.

Dinu : I remember...

For **universal truth** we use simple present tense.

- * The sun rises in the east.
- * Cats drink milk.

Jeena : To express **scheduled events** near future,

- * He goes to America tomorrow.
- * The bus leaves tonight at 6pm.

Dinu : We use **simple past tense** to express past events, right?

Jeena : Of course! A verb that refers to past time is said to be in past tense.

Words used with simple

present:

always

often

usually

everyday etc.

Dinu :

- * Yesterday I brought a pen.
- * When I was buying the pen I saw a beautiful picture.
- * I thought about you last night.

Jeena : **To express habitual actions in the past.**

- * When I was a child we always went to grandmother's house.

To talk about actions that happened at a specific time in the past.

- * Last year I took my exams.
- * Last month I went to Ooty.

Words used with simple past:

Yesterday, Last month, last year,
last day, ago etc

Dinu : We use **simple future tense** to express events in future.

- * I will go to Australia.
- * Tomorrow teacher will conduct an exam.

Jeena : A verb that refers to future time is said to be in future tense.

To express a **voluntary action.**

- * I will enquire about the problem.
- * I will send you information when I get it.

Tomorrow, next week, next
month, next year etc.

To express a **promise.**

- * I will call you when I arrive.
- * I won't tell anyone.

For **predictions** based on what we think.

- * It will rain in the evening.

- * The book *Self expression* will win national award.

Sub module 2.

Present continuous tense, past continuous tense and future continuous tense

Dinu : Now we have completed simple present tense, simple past tense and simple future tense. I understood its uses also.

Jeena : Of course! Now we can go to next category.

Dinu : Present continuous tense, past continuous tense and future continuous tense.

Jeena : It can also be called as present progressive, past progressive and future progressive.

Present continuous tense is used to describe a continued or an on-going action.

These actions are occurring exactly at the time of speaking.

Dinu : I am studying English grammar.

Jeena : I'll tell you the uses of present continuous tense.

For actions happening at the time of speaking.

- * He is playing from the class.
- * It is raining.

For future arrangements.

- * I am meeting my mother at the airport tomorrow.
- * Our grandmother is visiting us at Christmas.

To express annoyance at repeated actions.

- * You are always interrupting me when I am talking.
- * Why are you always criticizing me?

Dinu : Then... what about **past continuous tense**?

Jeena : We talk about something which was happening at a special time in the past.

Its uses are:

Actions were in progress at special time in the past.

- ❖ Roshan was reading a book yesterday evening.
- ❖ She was listening to the news.

Two actions were happening at the same time.

- ❖ Fahim was writing a letter while Shanu was reading a letter.

Together with the simple past

- ❖ While we were listening to the music the teacher came.

Repeated actions irritating the speaker.

- ❖ They were always murmuring in the class.

Jeena : We use future continuous tense to express on-going actions which occur at some time in future.

Dinu : I'll tell the example.

Grandma will be sleeping, don't ring the bell.

Sub module 3.

Present perfect, Past perfect and future perfect tense

Jeena : Now tell me the example of present perfect tense.

Dinu : I have completed present continuous, past continuous and future continuous tense.

Jeena : Very good! We can have a look at uses of perfect tenses.

Uses of present perfect tense:

- Actions completed in the very recent past (just).

I have just washed.

She has just come.

- Actions started in the past and continuing in the present.

Reena has worked in the company for five years.

They haven't lived here for ten years.

- When the time period referred to has not finished.

We haven't seen her today.

I have worked hard this week.

- Actions repeated in an unspecified period between the past and now

They have seen that film six times.

Our teacher visited Ooty frequently.

- used for past action whose time is not specified.

Someone has drunken my juice.

She has studied Japanese.

Jeena : Dinu, two actions happened in the past. How can we represent the action which happened first?

Dinu : I know it! **Past perfect tense** is used. For example:

When I reached the house my brother had eaten snacks.

When my father came home I had slept.

Jeena : You are a brilliant boy!!

Now listen... **Future perfect tense** is used to talk about actions that will be completed by a certain future time. For example:

I will have written the review by then.

I shall have completed my degree by the year 2020.

Sub module 4.

Present perfect continuous, past perfect continuous, future perfect continuous tense

Dinu : Now we can move to **present perfect continuous tense**, right?

Jeena : Yeah. This tense expresses an action that started in past and continued to present or recently stopped. For example:

- Dinu has been studying English for two weeks.
- My parents have been staying here since 1990.

Dinu : What about **past perfect continuous tense**?

Jeena : It is used to express an ongoing action that started in past and continued for sometime in past. For example:

She had been waiting for you since Wednesday.

I had been applying for jobs for three months.

Dinu : The last one, **future perfect continuous tense**...

Jeena : This tense is used to express an ongoing action that will complete in future.

Dinu : For example:

By next month, I will have been working in the college for three years.

Thank God!



Activity 4.1

1. My sister (buy) him a dog for his birthday last week.
2. Sini(sit) behind the door when we were looking for her.
3. John (just lose) his keys in the bus.
4. He (go) for music every Sunday.
5. Lata (work) in this institution since 1998.
6. When I reached the railway station, the train (leave).

Activity 4.2

You have studied tenses. Now fill up the table given below.

	Present	Past	Future
Simple	<p>S + V₁</p> <p>She dances</p> <p>They live in Columbia</p> <p>Meera and Rani play tennis</p> <p>You drink coffee</p> <p>The puppy plays with ball</p>		
Continuous		S + was/were + V ₄	

Perfect			S + will + have + V ₃
Perfect continuous	S + has/have + been + V ₄		

Answers

Activity 4.1

1. My sister ...bought..... (buy) him a dog for his birthday last week.
2. Sini ...was sitting...(sit) behind the door when we were looking for her.
3. John...had just lost.. (just lose) his keys in the bus.
4. He ...goes... (go) for music every Sunday.
5. Lata ...has been working... (work) in this institution since 1998.
6. When I reached the railway station, the train ...had left.. (leave).

Activity 4.2

	Present	Past	Future
Simple	<p>S + V₁</p> <p>She dances They live in Columbia Meera and Rani play tennis You drink coffee The puppy walks to the garden</p>	<p>S + V₂</p> <p>She danced They lived in Columbia Meera and Rani played tennis The puppy walked to the garden</p>	<p>S + will + V</p> <p>She will dance They will live in Columbia Meera and Rani will play tennis The puppy will walk to the garden</p>
Continuous	<p>S + is/ am/ are + V₄</p> <p>She is dancing They are living in Columbia Meera and Rani are playing tennis You are drinking coffee The puppy is walking to the garden</p>	<p>S + was/were + V₄</p> <p>She was dancing They were living in Columbia Meera and Rani were playing tennis You were drinking coffee The puppy was walking to the garden</p>	<p>S + will + be + V₄</p> <p>She will be dancing They will be living in Columbia Meera and Rani will be playing tennis You will be drinking coffee The puppy will be walking to the garden</p>
Perfect	<p>S + have/ has + V₃</p> <p>She has danced They have lived in Columbia Meera and Rani have played tennis You have drunk coffee</p>	<p>S + had + V₃</p> <p>She had danced They had lived in Columbia Meera and Rani had played tennis You had drunk coffee</p>	<p>S + will + have + V₃</p> <p>She will have danced They will have lived in Columbia Meera and Rani will have played tennis</p>

	The puppy has walked to the garden	The puppy had walked to the garden	You will have drunk coffee The puppy will have walked to the garden
Perfect continuous	S + has/have + been + V ₄ She has been dancing They have been living in Columbia Meera and Rani have been playing tennis You have been drinking coffee The puppy has been walking to the garden	S + had + been + V ₄ She had been dancing They had been living in Columbia Meera and Rani had been playing tennis You had been drinking coffee The puppy had been walking to the garden	S + will + have + been + V ₄ She will have been dancing They will have been living in Columbia Meera and Rani will have been playing tennis You will have been drinking coffee The puppy will have been walking to the garden

Module 5

By the end of this module you will be able to

- ✚ Report simple present tense, present continuous tense, present perfect tense and present perfect continuous tense.
- ✚ Report Wh-questions and Yes/No questions in these tenses.

Rosamma lived near Dinu's house. She always peeps to his house and observes what happens there. Then she tells it to everyone. One day she dialed to her daughter Anne and started to talk loudly. "Anna... didn't you notice that naughty boy Dinu, when you came last week? He was very lazy to study and always roaming here and there. Otherwise playing games on computer..."

That time Dinu and Jeena came over there to give them the pieces of cake that they bought. By hearing the conversation, Dinu got angry.

Dinu : I'll throw her phone

Jeena : Be calm, their culture is like that. Why do we also behave the same?

Dinu : Then I won't give the cake to her

Jeena : We can make use of her

Dinu : How?

Jeena : Listen her conversation now. I'll explain later

Rosamma continued... "Annamma, are you listening or sleeping? I saw that boy and Jeena yesterday. I asked them where they were going. That boy replied that they were going to market to buy a cake. I asked them which cake they would buy. Jeena said that they would buy 'Black forest'. I was wondered! Annamma... when you come next week, please bring a cake to me....."

Dinu smiles.

Jeena : Let's go now. What do you understand from her telephone conversation?

Dinu : We can give an award to Joseph uncle for tolerating this lady.

Jeena : We can play a game now. We can rewind our conversation with Rosamma chechi.

Rose : Where are you going?
Dinu : We are going to market to buy a cake.
Rose : Which cake will you buy?
Jeena : We will buy Black forest.

Jeena: We can try to remember what Rosa chichi talked through telephone and we can write it against each one

Rosa : Where are you going?
Rosa asked Dinu and Jeena where they were going

Dinu : We are going to market to buy a cake
Dinu replied that they were going to market to buy a cake

Rosa : Which cake will you buy?
Rosa asked which cake they would buy

Jeena: We will buy 'Black forest'
Jeena replied that they would buy 'Black forest.'

Jeena : Look Dinu, yesterday we met Rosa chechi on the road. We talked each other. She reported the conversation to her daughter.

We use indirect speech (or reported speech) to report what the speaker said without quoting his exact words.

And we can see a lot of changes in the sentence. Did you notice?

Dinu : Aah

Jeena : I think you are thorough in the format of tenses

Dinu : Of course

Jeena : Good boy. We can have a look on what are the changes in tenses happen while reporting.

Tense change in indirect speech

Direct speech	Indirect speech
Simple present	Simple past
Present continuous	Past continuous
Present perfect	Past perfect
Present perfect continuous	Past perfect continuous

Simple past	Past perfect
Past continuous	Past perfect continuous
Past perfect	Past perfect

Simple future (will)	would
Future continuous (will be)	would be
Future perfect (will have)	would have

Changes in Time and Adverbs in Indirect speech

Today	That day
Tomorrow	The next day/ the following day
Yesterday	The day before/ the previous day
Next week/ month/ year	The following week/ month/ year
Last week/ month/ year	The previous week/ month/ year
Tonight	That night

Now	Then
Ago	Before
Here	There
This	That
These	Those

Jeena : We can play with more examples. Are you ready?

Dinu : Yeah! Please give me examples of each tenses one by one. And also tell me how to report questions.

Jeena : Ok dear.

Sub module 1.

Simple present to Simple past

Simple present → Simple past

She said, 'I work in a hospital.'

She said that she worked in a hospital

They said, 'We don't play football.'

They said that they didn't play football.

He said, 'I love my parents.'

He said that he loved his parents.

Rani said, 'I don't waste time.'

Rani said that she didn't waste time

Jeena : What are the changes happened here?

Dinu :

- ✚ Inverted commas are avoided
- ✚ Used 'said that'
- ✚ Tense changed
- ✚ Pronouns also changed

Jeena : Very good. Now we can understand how to report questions

How to report questions

1) Yes/ No question

David said to me, 'Do you like mango?'

David asked me if I liked mango.

Raju said to Ramu, 'Do you drink coffee?'

Raju asked Ramu whether he drank coffee.

Jeena : Now you can see the changes while reporting yes/no questions are

- ✚ Inverted commas are avoided
- ✚ Used 'asked', 'enquired' etc
- ✚ Tense changed
- ✚ Pronouns changed
- ✚ Change the pattern of question (Auxiliary verb + Subject + Verb + Object) into

If/whether + Subject + Verb + Object

2) Wh- question

He said to me, 'What does she like?'

He asked me what she liked

Question word + auxiliary +
subject + Verb →

Qn word + S + Verb

They said to him, 'How do you play chess?'

They asked him how he played chess

Activity 5.1

Now try to convert the following sentences into indirect speech.

- i. She said, 'I like Biryani.'
She said that
- ii. Sonu said, 'I sing very well.'
.....
- iii. Rosa said to Anna, 'Do you bring cake to me?'
.....
- iv. Jeena said to Dinu, 'Do you like grammar?'
.....
- v. He said to Meera, 'When does she go to hospital?'
.....
- vi. Ancy : When does the train come?
Ancy asked

Let us look at the changes in present continuous tense.

Sub module 2

Present continuous to past continuous tense

Present Continuous → Past continuous

He said, 'I am waiting for someone.'

He said that he was waiting for someone

Dani said, 'I am not going to college.'

Dani said that he was not going to college

Sona said to me, 'Are they waiting for me?'

Sona asked me if they were waiting for her

'What are you doing', asked the teacher

The teacher asked what I was doing

Qn word + aux + S + verb



Qn word + S + aux + verb

Check your progress now.

Activity 5.2

i. She said, 'They are enjoying the music'

.....

ii. I said, 'She is driving a car.'

.....

iii. Meena said, 'Is he coming to the class?'

.....

iv. Kiran said, 'How is she writing a book?'

.....

Sub module 3

Present perfect to past perfect

What are the changes while present perfect is reported?

Present perfect → Past perfect

She said, 'I have completed the work.'

She said that she had completed the work

John said, 'I have won a prize.'

John said that he had won a prize.

They told me, 'Have you gone to London?'

They asked me if I had gone to London

Sreya said me, 'How have you come?'

Sreya asked how I had come

What about the following?

Activity 5.3

a) He said, 'She has washed the shirts.'

.....

b) Mina said, 'I have not met her.'

.....

c) Riya said, 'Has he played football?'

.....

d) Aysha told, 'What have they read?'

.....

Sub module 4

Present perfect continuous to past perfect continuous

Now we can have a look at the changes in reporting present perfect continuous

Present perfect continuous → Past perfect continuous

She said, 'I have been working in a factory for two years.'

She said that she had been working in a factory for two years.

Arun said, 'He has been waiting for his brother for three hours.'

Arun said that he had been waiting for his brother for three hours.

He said to me, 'Where have you been?'

He asked me where I had been.

Ronak said to me, 'Have you been at Calicut for five years?'

Ronak asked me whether I had been at Calicut for five years.

Try to do it by yourself.

Activity 5.4

- a. They said, 'We have been living in America since 2013'
.....
- b. Nena said to Ananya, 'What have you been writing?'
.....
- c. John said to Roshan, 'Have you been reading the newspaper?'

.....

Jeena : We have completed four forms of present tense. What do you feel now?

Dinu : Feeling good. It is very easy I think

Jeena : Ok. Now we can move to the forms of past tense. Are you ready?

Dinu : Yeah

Answers

Activity 5.1

- i. She said that she liked Biryani
- ii. Sonu said that he sang very well
- iii. Rosa asked Anna whether she brought cake to her
- iv. Jeena asked Dinu if he liked grammar
- v. He asked Meera when she went to hospital
- vi. Ancy asked when the train came

Activity 5.2

- i. She said that they were enjoying music
- ii. I said that she was driving a car
- iii. Meena asked if he was coming to the class
- iv. Kiran asked how she was writing a book

Activity 5.3

- I. He said that she had washed the shirts
- II. Mina said that she had not met her
- III. Riya asked whether he had played football
- IV. Aysha asked what they had read

Activity 5.4

- a) They said that had been living in America since 2013
- b) Neena asked Ananya what she had been writing
- c) John asked Roshan if he had been reading the newspaper

Module 6

By the end of this module you will be able to

- ✚ Report simple past tense, past continuous tense and past perfect tense.
- ✚ Report Wh- questions and Yes/No questions in these tenses

Sub module 1.

Simple past to Past perfect

Simple past → Past perfect

Sona : I went for a swim yesterday.

Sona said that she had gone for a swim previous day

Sinu : I worked hard last week

Sinu said that she had worked hard previous day

Aysha : Did he come?

Aysha asked if he had come

Rama : Why did she fail the exam?

Rama asked why she had failed the exam

Activity 6.1

a. Sasi : I thought about my name

.....

b. Leena : He travelled by boat

.....

c. He said to me, 'Did you meet your friend?'

.....

d. She said to him, 'What did he bring?'

.....

Sub module 2.

Past continuous to Past perfect continuous

Past continuous → Past perfect continuous

Sreya : I was teaching

Sreya said that she had been teaching

Merin : What was he doing?

Merin asked what he had been doing

Rama : Were they sitting in the class?

Rama asked if they had been sitting in the class

Activity 6.2

- a. Sonu : They were playing badminton
.....
- b. Abin : Was he finishing the home work?
.....
- c. Babu : How was she riding?
.....

Sub module 3.

Past perfect to Past perfect

Past perfect → Past perfect

Tara : I had eaten dinner

Tara said that she had eaten dinner

Neena : Had he eaten dinner?

Neena asked if he had eaten dinner

Finu : What had he written?

Finu asked what he had written

Activity 6.3

- a. He said, 'I had read the novel'
.....
- b. She said, 'Had she gone through the chapter?'
.....
- c. They said, 'When had he come?'
.....

Answers

Activity 6.1

- a. Sasi said that he had thought about his name
- b. Leena said that he had travelled by boat
- c. He asked me if I had met my friend
- d. She asked him what he had brought

Activity 6.2

- a. Sonu said that they had been playing badminton
- b. Abin asked if he had been finishing the homework
- c. Babu asked how she had been riding

Activity 6.3

- a. He said that he had read the novel
- b. She asked if she had gone through the chapter
- c. They asked when he had come

Module 7

By the end of this module you will be able to

- ✚ Report simple future, future continuous, future perfect tenses.
- ✚ Report Wh- questions and Yes/No questions in these tenses.

Sub module 1

Simple future (will) to Would

Simple future (will) → Would

She said, 'I will go to London.'

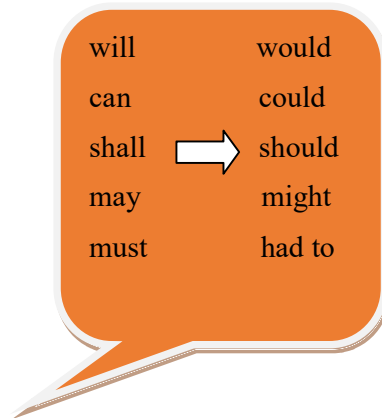
She said that she would go to London

He said, 'May I meet the Principal?'

He asked if he might meet the principal

Theertha said, 'When will they go?'

Theertha asked when they would go



Activity 7.1

a) Hari : I will buy a Bullet

.....

b) Archana said, 'Will you present the paper?'

.....

c) Athira said, 'How will she catch the fish?'

.....

Sub module 2

Future continuous (will be) to would be

Future continuous (will be) → Would be

He said to me, 'I will be waiting for you'

He said to me that he would be waiting for me

David said, 'Will he be making tea?'

David asked whether he would be making tea

She said, 'What will they be doing next week?'

She asked what they would be doing the following week

Activity 7.2

a. They said, 'We will not be driving a car'

.....

b. Teacher said, 'Shall they be coming next month?'

.....

c. Father asked me, 'where will you be going next year?'

.....

Sub module 3

Future perfect (will have) to would have

Future perfect (will have) → would have

She said, 'I will have cooked the food'

She said that she would have cooked the food

Geetha : Will you have played cricket?

Geetha asked if I would have played cricket

Balu : Where will you have gone?

Balu asked where I would have gone

Activity 7.3

- a. Thomas said, 'I will have cleaned the room.'
.....
- b. Neelu : When will you have written?
.....
- c. He said to me, 'Will you have called a doctor?'
.....

Answers

Activity 7.1

- a. Hari said that he would buy a Bullet
- b. Archana asked me if I would present the paper
- c. Athira asked how she would catch the fish

Activity 7.2

- a. They said that they would not be driving a car
- b. Teacher asked if they should be coming following month
- c. Father asked where I would be going following year

Activity 7.3

- a. Thomas said that he would have cleaned the room
- b. Neelu asked when I would have written
- c. He asked me if I would have called a doctor

Module 8

Going through this module you will be able to know

- The rules of reporting (sum up)
- How to report commands and requests
- how to report exclamations and wishes

Jeena : Dinu... We have completed present tense, past tense and future tense. And the changes happened while reporting.

Dinu : Really...?!!

Jeena : Daa... listen... We can sum up.

- When the reporting verb is in Past Tense, all present tenses of the Direct are changed into the corresponding Past Tense.

Jeena : Dinu... We have done it

- If the reporting verb is in the Present Tense, the tenses of the Direct Speech do not change

Example:

- Father : I am unwell
Father says that he is unwell
- Dinu : I have passed the examination
Dinu says that he has passed the examination
- He said, 'The horse died in the night.'
He says the horse died in the night

- The tenses may not change if the statement is a universal truth or it is still relevant

Example:

- 'I know her address,' said Gopi
Gopi said he knows/knew her address
- The teacher said, 'The earth goes round the sun.'
The teacher said the earth goes/went round the sun
- 'German is easy to learn', she said
She said German is/was easy to learn

- The pronouns of the directed speech are changed where necessary. It depends upon the speaker and hearer. Do not indicate the original speaker
- Words expressing time are changed into words expressing distance
Now then etc
- In reporting questions, reporting verbs are 'asked' and 'enquired.'
- In reporting **commands and requests**, reporting verbs are ordered, requested, urged, shouted, advised etc
- Commands and requests are usually reported using **to infinitive**

Example:

- Rama said to Arjun, 'Go away.'
Rama ordered Arjun to go away
- 'Call the first witness,' said the judge
The judge commanded them to call the first witness
- He shouted, 'Let me go'
He shouted to them to let him go
- He said, 'Be quiet and listen to my words.'
He urged them to be quiet and listen to his words
- The doctor said to the patient, "Do not consume too much sugar."
The doctor advised the patient not to consume too much sugar.
- I said to him, "Obey your parents."
I advised him to obey his parents
- He said to her, "Please give me your book."
He requested her to give him her book

Activity 8.1

a. Teacher said to students, “Get out from here.”

.....

b. Father : Keep silence

.....

c. I said to him, “Obey your parent.”

.....

d. Teacher said to the boys, “work hard.”

.....

➤ In reporting **exclamations and wishes** the reporting verbs are ‘exclaimed’ and applauded etc

- He said, ‘Alas! I am undone.’

He exclaimed sadly that he was undone.

- Alice said, ‘How clever I am!’

Alice exclaimed that she was very clever

- They said, ‘Hurrah! We won the game.’

They exclaimed with joy that they had won the game

- She said, ‘Wow! What a beautiful flower it is’

She exclaimed with wonder that what a beautiful flower it was

Activity 8.2

a. She said, 'Oh! I lost my purse.'

.....

b. David said to him, 'How intelligent you are!'

.....

c. He said, "Ah! What a beautiful scene."

.....

d. Swetha said, "What a wonderful picture."

.....

Answers

Activity 8.1

- a. Teacher ordered the students to get out from there
- b. Father ordered to keep silence
- c. I advised him to obey his parents
- d. Teacher advised the boys to work hard

Activity 8.2

- a. She exclaimed with sorrow that she had lost her purse
- b. David wondered that he was very intelligent
- c. He exclaimed with joy that it was a beautiful scene.
- d. Swetha exclaimed with joy that it was a wonderful picture

Module 9

By the end of this module you will understand,

- ✚ How to convert active voice into passive voice
- ✚ Basic rules for the conversion

Dinu was very excited that he has studied reported speech. So his father decided to arrange a party for his friends and cousins to motivate them also. He invited them to come to his house on Sunday evening. Jeena and her mother were completely busy in their works; cleaning, cooking etc. Dinu and Ananthu were busy with decorating their rooms. At that time, there was a call from their family friend to reach hospital immediately because their neighbour was hospitalized. Father told Dinu to stay at home and others went to the hospital.

His friends came. One of his friends came with a puppy. His cousins switched on TV, computer and played music loudly and began to dance. The kids played with puppy and ran here and there.

All of them tired at last, they had dinner together and returned home happily. Dinu felt sleepy and fell down on the bed.

When the people who went to hospital reached home they were shocked!! Is there any earthquake happened?!

Jeena screamed from her room, 'Mom.... the mirror was broken.'

Ananthu cried, 'Papa my chair was broken.'

Mother shouted, 'The stove was opened.'

Father uttered, 'My shoe was torn.'

Dinu was running here and there. He didn't know what to do. He decided to escape from there. He ran to the gate. When he heard a loud noise from the road, he returned to home with the same speed. He helped everyone to replace things.

Jeena : Dinu... You have to behave more responsibly.

Dinu : I told my friends to sit in the sitting room, but they ran here and there... Sorry

sister...

Jeena : It's ok.

Father : We have to punish him any way.

Dinu : No papa...

Jeena : I'll tell.

Father : Ok, tell...

Jeena : Dinu, you try to rewind the screams of everyone when we returned home.

Dinu :

Jeena : Mom.... the mirror was broken.

Ananthu : Papa... my chair was broken.

Mother : The stove was opened.

Father : My shoe was torn.

Jeena : Very good!

Father : Do you know who had done all these things?

Dinu : No papa. Someone had done all these things.

Jeena : Yeah. Now try to change the sentences like, **the mirror was broken** into

Someone broke the mirror.

Dinu : Ok.

My chair was broken – Someone broke my chair.

The stove was opened – Someone opened the stove.

My shoe was torn – Someone tore my shoe.

Jeena : There are two types of voices: active voice and passive voice.

Dinu : I heard about it.

Jeena : The examples of passive voice are: the mirror was broken, my chair was broken, the stove was opened and my shoe was torn.

Dinu : The examples of active voice are: someone broke the mirror, someone broke my chair, someone opened the stove and someone tore my shoe.

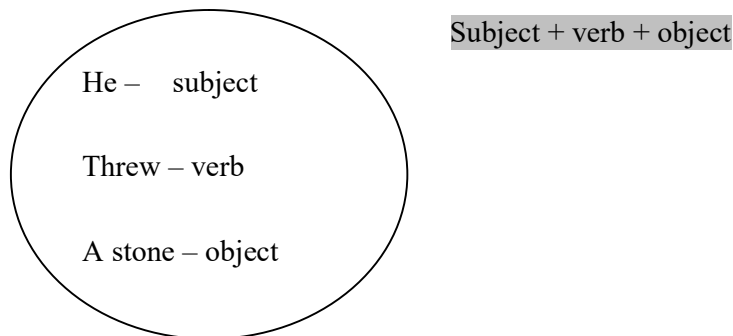
Jeena : Very good! Which voice shows that subject does an action?

Dinu : Active voice.

Jeena : Great! Tell me one sentence.

Dinu : He threw a stone.

Jeena : This is an active voice. The form of it is,



Jeena : Nice! Then tell me what a passive voice is?

Dinu : I don't know.

Jeena : No problem. I'll explain in detail. When we consider the examples of passive voice we can understand that, passive voice is used when the focus is on the action. It is not important who is performing the action.

Example: A stone was thrown by him.

Dinu : I think the meaning of the sentence is not changed.

Jeena : Yeah.

- The places of subject and object will be interchanged in the sentence
- Only past participle form of the verb is used.

Sub module 1.

Simple present tense

The rules for using ‘Auxiliary verb’ in a sentence are different for each tense, as follows:

Simple present tense Auxiliary verb used in Passive voice: is/ am/ are	
Active voice	Passive voice
He throws a stone	A stone is thrown by him
He does not throw a stone	A stone is not thrown by him
Does he throw a stone?	Is a stone thrown by him?
They throw stones	Stones are thrown by them
She helps me	I am helped by her

Now do it yourself

Activity 9.1

Write passive voices of the following sentences:

1. He writes a letter.

.....

2. He does not write a letter.

.....

3. Does he write a letter?

.....
4. They sell books.

.....
5. Fanu helps me.
.....

Now we can go to next item.

Sub module 2

Present continuous tense

Present continuous tense Auxiliary verb used in passive voice: is being/ are being/ am being	
Active voice	Passive voice
He is completing the homework	The homework is being completed by him
He is not completing the homework	The homework is not being completed by him
Is he completing the homework?	Is the homework being completed by him?
They are completing their works.	Their works are being completed by them
You are disturbing me	I am being disturbed by you

Do it yourself

Activity 9.2

Write passive voices of the following sentences:

1. She is singing a song
.....

2. She is not singing a song.

.....
3. Is she singing a song?

.....
4. They are eating apples.

.....
5. You are teasing me.
.....

Sub module 3

Present perfect tense

Now we can go through the passive forms of **present perfect tense**

Present perfect tense Auxiliary verbs used in passive voice: Has been/ Have been	
Active voice	Passive voice
She has washed the clothes	The clothes have been washed by her.
She has not washed the clothes.	The clothes have not been washed by her.
Has she washed the clothes?	Have the clothes been washed by her?
I have washed the clothes.	The clothes have been washed by me.

Activity 9.3

Write passive voices of the following sentences

1. It has drunk the milk.
.....

2. It has not drunk the milk.

.....
3. Has it drunk the milk?

.....

4. It has eaten mangoes.

.....

Sub module 4.

Simple past tense

The next one is **Simple past tense**

Simple past tense Auxiliary verbs used in passive voice: was/ were	
Active voice	Passive voice
Mohan bought a flat	A flat was bought by Mohan
Mohan did not bought a flat	A flat was not bought by Mohan
Did Mohan buy a flat?	Was a flat bought by Mohan?
Mohan decorated the room.	The rooms were decorated by Mohan.
I helped them	They were helped by me

Try to do the following exercise

Activity 9.4

Write passive voices of the following sentences

1. The mother opened the fridge.

.....

2. The mother did not open the fridge.

.....

3. Did the mother open the fridge?

.....

4. The mother helped us.

.....

Sub module 5.

Past continuous tense

Now we can move to **past continuous tense**.

Past continuous tense	
Auxiliary verbs used in passive voice: Was being/ Were being	
Active voices	Passive voices
Meena was beating the kitten.	The kitten was being beaten by Meena
Meena was not beating the kitten	The kitten was not being beaten by Meena.
Was Meena beating the kitten?	Was the kitten being beaten by Meena?

Do it yourself.

Activity 9.5

Write passive voices of the following sentences

1. Tomy was taking the boot

.....

2. Tomy was not taking the boot.

.....

3. Was Tomy taking his boot?

.....

Sub module 6

Past perfect tense

Now we can move to **past perfect tense**

Past perfect tense Auxiliary verbs used in passive voice: Had been	
Active voice	Passive voice
They had passed the exam.	The exam had been passed by them
Had they passed the exam?	Had the exam been passed by them?
They had kicked me	I had been kicked by them

Do it yourself

Activity 9.6

Write passive voices of the following sentences

1. They had won the game

.....

2. They had not won the game

.....

3. Had they won the game?

.....

Sub module 7

Simple future

Now we can have a look into **simple future tense**

Simple future tense Auxiliary verbs used in passive voice: will be	
Gayathri will write a novel	A novel will be written by Gayathri
Will Gayathri write a novel?	Will the novel be written by Gayathri?
You will receive the letter	The letter will be received by you

Activity 9.7

Write passive voices of the following sentences

1. They will arrange the bus
.....
2. Will they arrange the bus?
.....
3. I will fly the kite.
.....

Sub module 8

Future perfect tense

The last one is **future perfect tense**

Future perfect tense Auxiliary verbs used in passive voice: will have been	
Active voice	Passive voice
John will have received the mail	The mail will have been received by John
John will not have received the mail	The mail will not have been received by John
Will John have received the mail?	Will the mail have been received by John?

Activity 9.8

Write passive voices of the following sentences

1. Maria will have completed the task
.....
2. Maria will not have completed the task.
.....
3. Will Maria have completed the task?
.....

Note: The sentences of following tenses cannot be changed into passive form

1. Present perfect continuous
2. Past perfect continuous
3. Future continuous
4. Future perfect continuous
5. Sentences having intransitive verbs

Sub module 9

Imperatives

Now we can learn how to make passive forms of imperative sentences

Passive voice for imperative sentences

Active voice	Passive voice
Open the door	Let the door be opened
Close the book	Let the book be closed
Help the parents	Let the parents be helped
Throw the sweet	Let the sweet be thrown
Do not waste water	Let the water not be wasted

Activity 9.9

Write passive voices of the following sentences

1. Finish the task

.....

2. Wash the dress

.....

3. Don't waste money

.....

Basic rules for changing active voices into passive voices

- ❖ The structure of sentence will be reversed in passive voice.

That means, Subject + verb + Object → Object + verb + subject

- ❖ Only past participle form of the verb is used
- ❖ The word 'by' will be used before subject in passive voice.
- ❖ Other words such as 'with' or 'to' may also used instead of word 'by' depending upon the subject of the sentence

I know him

He is known to me

- ❖ The auxiliary verb will be changed in passive voice depending upon the tense of sentence in its active voice.
- ❖ Subject may not be always mentioned in Passive voice

Answers

Activity 9.1

1. A letter is written by him.
2. A letter is not written by him.
3. Is a letter written by him?
4. Books are sold by them.
5. I am helped by Fanu.

Activity 9.2

1. A song is being sung by her.
2. A song is not being sung by her.
3. Is a song being sung by her?
4. Apples are being eaten by them.
5. I am being teased by you.

Activity 9.3

1. The milk has been drunk by it.
2. The milk has not been drunk by it
3. Has the milk been drunk by it?
4. Mangoes have been eaten by it.

Activity 9.4

1. The fridge was opened by the mother.
2. The fridge was not opened by the mother.
3. Was the fridge opened by the mother?
4. We were helped by the mother.

Activity 9.5

1. The boot was being taken by Tomy.
2. The boot was not being taken by Tomy.
3. Was Tomy being taken the boot?

Activity 9.6

1. The game had been won by them.
2. The game had not been won by them.
3. Had the game been won by them?

Activity 9.7

1. The bus will be arranged by them
2. Will the bus be arranged by them?
3. The kite will be flown by me

Activity 9.8

1. The task will have been completed by Maria.
2. The task will not have been completed by Maria.
3. Will the task have been completed by Maria?

Activity 9.9

1. Let the task not finished
2. Let the dress be washed
3. Let the money not be wasted

Module 10

By the end of this module you will understand,

- ✚ The rules for using correct verb according to singular or plural subject in a sentence.

Subject- Verb Agreement

The Subject – verb agreement refers to the rules of English grammar for using correct verb according to singular or plural subject in a sentence.

Basic rule:

A singular verb is used for a singular subject whereas a plural verb is used for a plural subject in a sentence.

The rules of subject – verb agreement are as follows:

1. If nouns or pronouns joined by **and**, use a plural verb.
 - Ramu and Raju **are** going to a zoo.
 - He and his friends **have** finished the work.
 - A male and a female **were** selected for the job
2. If two or more singular nouns or pronouns are joined by **either/or** or **neither/ nor**, a singular verb will be used.
 - Neither David nor Sara **is** interested in music.
 - Either he or his brother **has** written this poem.
 - David, John or Sara **has** to answer the question.
3. If the singular and plural nouns are connected by **or** or **nor**, the verb will be used according to the noun nearest to it.
 - Either the boy or the girls **have** cleaned the room.
 - Either the girls or the boy **has** cleaned the room.
 - Neither he nor his friends **were** attending the classes.
 - Neither his friends nor he **was** attending the classes.
4. If a singular noun is connected to a plural noun by '**of**', a singular verb will be used.
 - The list of guidelines **was** prepared.

- A group of students is trained for the competition.
5. Sometimes, a singular noun is connected to other nouns with words such as *together with, as well as, along with, in addition to, besides, accompanied by*. Such phrase is not treated as part of the subject. A singular verb will be used in such cases.
- John accompanied by his friends, **is** going to a cinema.
 - He, along with other students, **was** awarded a prize.
 - She, as well as her brother, **has** applied for a visa.
6. A collective noun expresses more than one person but it will be treated as singular and singular verb will be used for it, such as committee, team, family and so on.
- Our team **is** playing well.
 - The committee **has** prepared a report.
 - His family **was** concerned about his studies.
7. In sentences starting with **there** or **here**, the verb will be used according to the words that follow it.
- There **are** many people in the market.
 - There **are** a huge number of people in the market.
 - Here **are** some instructions for the exam.
 - Here **is** a list of instructions for the exam.
8. The words such as *every, each, either, neither, none, any, nobody, no one, somebody and everyone* are singular. Hence, a singular verb will be used for these words.
- None of them **was** ready to take a risk.
 - Everyone **was** laughing.
 - Each of these fruits **is** delicious.
 - Somebody **is** knocking at the door.

Activity 10.1

1. Shan gone to the market. (have/ has)
2. Shan and Vineet composed a poem. (has/ have)
3. Either Shan or Vineet the song. (compose/ composes)
4. Neither the boys nor the girl well (study/ studies)
5. A list of programmes published. (was/ were)
6. Parvathy as well as Ramya expressed their views. (has/ have)
7. Her family model to all. (is/ are)
8. There some instructions about exam. (is / are)
9. Somebody waiting on the road. (was/ were)

Answers

Activity 10.1

1. has
2. have
3. composes
4. studies
5. was
6. has
7. is
8. are
9. was