

An Inventive Teaching Method to Enrich the Knowledge in Grammar Amongst The GCE AIL Students in Gampaha District

T.A.C.J.S. Bandara¹, S. Pathiratne², P.A.B.H Amarathunga³

¹Department of Sinhala, Faculty of Arts, University of Colombo, Colombo.

²Faculty of Computing, ESOF Metro Campus.

³Faculty of Business Studies and Finance, Wayamba University.

Grammar instruction can take many forms and can be carried out with various pedagogical goals in mind. The investigators have tried to explore an Inventive Method of integrating grammar lyric, song, and music to teach grammar. The researchers during the process of teaching Sinhala to the learners, varying from the age group of thirteen to fifty, have come across various problems in teaching grammar. The pedagogical potential of songs in teaching grammar has been enormously realized in the foreign but not in the Sri Lankan context, particularly in Gampaha District. The purpose of the research was to develop the students' knowledge in grammar, using grammar songs in the classrooms. And the Objectives are a) To compare the effectiveness of traditional methods and the Inventive Teaching Method in developing the students' knowledge in grammar. b) Analyse the effect of teaching Method on the experimental group in the pre-test and post-test in learning grammar. c) Examine the effect of traditional teaching on the control group in the pre-test and post-test in learning grammar. The study has been carried out with the AIL Arts students in Gampaha District, Sri Lanka. It was decided to have a manageable sample of 50 students. The pre-test and post-test questionnaires were developed by the researchers. The Results show that, from the scores that the treatment given to experimental group has produced positive result on the performance of the students. Therefore, it may be concluded that both the groups differ significantly. Also test showed that students performed better in the Post-Test compared to the Pre-Test. The ANOVA test for the control group and the experimental group concluded that the students who belong to the experimental group scored higher than the students who belong to the control group. The results of the studies reported in the study could influence the use of songs in grammar teaching and learning to Sinhala language learners. The findings indicate that the Inventive approach has a definite pedagogical value at the school level of grammar learners in Gampaha District, Sri Lanka

Keywords: Gampaha, Grammar, Teaching, Songs, Sinhala language