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### RESEARCH ARTICLE

## AN ASSESSMENT OF THE USE OF ELABORATION THEORY STRATEGIES IN TEACHING GRAMMAR: BASIS FOR DEVELOPING A MONITORING PROGRAM

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### Abstract

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### Introduction:-

This study was conducted to assess the effectiveness of the use of elaboration theory strategies in teaching grammar among Grade 7 students of San Joaquin-Kalawaan High School during the school year 2015-2016.

Specifically, the study sought to answer the following questions: 1. what is the performance of the two groups of respondents in accuracy and fluency in grammar of the two groups of respondents in terms of: pre-test; and post-test? 2. Is there significant difference between accuracy and fluency in grammar of the two groups of respondents in terms of: Pretest result; and Post test results? 3. Is there a significant difference between the individual class performance based on the pretest and the post test results? 4. How effective is the Elaboration Strategies in developing grammar based on the mean scores? 5. What monitoring program may be developed as a means to improve the grammar literacy of the Grade 7 students?

Based on the findings of the study, the following conclusions were arrived at. Both the grade seven experimental and controlled groups have low grammar level as shown in the pretest results but they were able to develop the necessary grammar competencies throughout the study when exposed to more grammar materials and strategies suited for them under the close supervision of the English teacher. In the posttest, it is viewed that both groups improved but the experimental group's improvement is more remarkable. As regards the pretest scores, there was no significant difference between the experimental group and controlled group. After exposure to explicit instruction of the elaborative method, the experimental group elicited a significant difference in the result of the posttest. The controlled remained to be in the range of average; however, the experimental group was able to reach the above average level. One significant finding that this study had proven is the explicit use of Elaboration Theory which produced significant difference on the students' grammar competencies. The use of elaboration strategies had a greater contribution to the improvement of scores of the experimental group as compared to the traditional method of teaching grammar competencies. Thus, knowledge of grammar competencies and structures acquired through Elaboration theory is more beneficial to students. Based on the mean scores of the grade seven experimental group in the pre-test which was 38.78 and a posttest mean of 58.96 with the mean difference of 20.18, the elaboration strategies in developing grammatical competence for secondary juniors was effective. The following monitoring program may be devised to improve the grammar literacy of the Grade Seven students: Motivating and engaging students and developing their literacy skills are necessary outcomes for any literacy improvement effort. A schoolwide literacy action plan needs to include specific steps to set the expectation and provide the support so that all content-area teachers implement classroom instruction that is motivating, engaging, and strategy based. Setting up

literacy interventions for struggling readers and writers is an important component of school improvement efforts. Deciding on the methods and types of programs to offer for these interventions will depend on data about student needs, school capacity, and teacher knowledge. For many schools this is a “hidden” component not always articulated in a literacy action plan. Yet ignoring a school's policies, structures, and culture may mean that (1) there are aspects of these in place that will impede literacy improvement efforts if not addressed, and (2) action steps do not build on current school capacity in these areas, with the result that actions are not taken or sustained. For example, action steps that rely on a department structure for enactment may not be relevant if the school uses team-based instruction. Likewise, if a school faculty has had substantial training in a process for instructional planning or writing across the curriculum, it makes sense to build upon and connect the literacy effort to those areas of expertise instead of “replacing” earlier work. Principals cannot lead a literacy improvement effort alone. They need to figure out how to augment staff expertise in literacy and distribute roles and responsibilities for literacy improvement across the school. A literacy action plan should specifically describe ways to build leadership capacity. For example, it can specify allocation of resources for new positions and time for new committees to meet and for teams and department chairs to discuss implications of the plan for their work, and for specialists to co-teach, meet, or mentor others. The two examples of action plan goals focus on strategies to build the leadership capacity of teachers by establishing demonstration classrooms and offering support for classroom-based research that examines student work. School teachers cannot be expected to implement literacy support for students without targeted professional development and support. An important component of the overall literacy action plan is a plan for the types of support and professional development necessary to help teachers improve content-area literacy instruction and successfully implement literacy interventions with struggling readers.

Based on the findings and conclusions formulated in this study, the following recommendations are laid down: since the elaboration strategy in developing grammatical competence is one of the best aids in teaching grammar, the school administrators should encourage language teachers to apply instructional procedures, techniques and devices that may ensure the effectiveness of teaching grammar. In addition, the school administration should conduct trainings, seminars and workshops on how grammar teaching would be enhanced; consequently, the elaboration strategy in developing grammatical competence is strongly recommended in introducing different approaches or strategies in teaching the subject. Inasmuch as this study serves as guide to different department heads, subject area coordinators and master teachers who are also the curriculum planners of the school in formulating the goals or objectives of each area, thus, Head Teachers, Master Teachers, English Coordinators and English teachers especially those teaching grammar or language should also update themselves about the techniques and strategies on how to improve proficiency and mastery among students. It is also recommended that the implementation of different activities synonymously patterned to this study in school must be utilized or used; hence, this might lead to the development of the students. Insofar as teachers' resourcefulness in providing the students with various activities and meaningful experiences for the development of English language competencies is being challenge, therefore, learning guides of this study must be provided to guide English teachers in planning, preparing and implementing their lessons. Because the elaboration strategy in developing grammatical competence gives teachers insights regarding other aspects of intelligence which are worth considering in appraising students' activities, then, teachers would be enlighten regarding the presence of many potentialities and abilities among their students and find ways to adopt variety of activities and strategies in the classroom that would help enhance these talents. Moreover, language teachers must further equip themselves in learning and applying the elaboration strategies in developing grammatical competence since this would develop the accuracy and proficiency levels of the students after having established its effectiveness. Insofar as other aspects of learning in this study are being explored, then the elaboration strategies in developing grammatical competence should also be tested in a bigger population with ample time duration. As a final point, it is hereby recommended that further researches be conducted synonymously applying the idea of this study to enhance the accuracy and fluency levels of the students.