

# **Application Of Group Work In Teaching Grammar**

**MA in TESOL Dissertation**

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Deductive Teaching, Grammar teaching, Group work, Inductive Teaching, Strategies, Learning Grammar.

## **Abstract**

Teaching grammar in Bangladesh has always been one of the most controversial field of English teaching as so many different ideas on the way of teaching has been imposed through years to years. However, although it is common to use group work in teaching four English skills, the question of applying group work to teach English grammar lessons is still not popular. This research aims to identify the application of teaching English grammar with the help of textbook and by using group work activities. This experimental study has been conducted to only 2nd grade male and female students of a private school in Dhaka. The researcher have selected four sections consist of 25 students in each. Then of the four selected sections at each level, two sections have been assigned as the experimental and the other two as the control group. The experimental group at each stage has been taught English grammar through group work activities whereas the control group has been taught English grammar in the traditional way. Both the groups at each stage have been exposed to essentially the same experience, except for the method of instruction. The data that has been obtained in each class has been tabulated and analyzed both in the quantitative and qualitative manner that has been revealed the research finding.

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## Statement of Original Authorship

I declare that –Application of group work in teaching grammar” is my original work except the quotations and citations which are also acknowledged by means of complete references. The work contained in this dissertation has not been previously submitted to meet requirements for an award at this or any other higher education institution. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made.

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## Chapter 1: Introduction

This chapter comprises background, statement of the problem, significance of the study, research question, hypothesis of the study and scope and definition. An outline of this paper is also given at the end of this chapter.

English is considered important and has practical value in today's world of arts, hard science, humanities and social science and other fields. Bangladesh along with other non-English speaking countries realized if English language teaching is implemented properly, it will develop the language skills of the people working in the field of science, technology and commerce. In Bangladesh, English is introduced as a compulsory subject from the 1st grade and continues with the same position up to tertiary level since 1972. In the secondary level English is taught as an obligatory subject consisting of two papers each carrying one hundred marks. Against such a background, it is generally agreed that the standard of English of our learners is not satisfactory in comparison to the amount they invest in learning the language. Even the good students in the class cannot write properly without committing error. One of the major findings of the English Language Teaching Task Force of 1976 set up by the Ministry of Education of Bangladesh quoted in Rahman (1999,p.15) stated –The English proficiency of students in class 9 was two years and in class 12 four years behind the level assumed in their textbooks.” There may be many reasons but one of the reason is English grammar is not given due importance in the classroom teaching. Ahmed (2012) clearly expressed –Students mind-numbing attitude towards grammar, failure of huge number of students in achieving the expected skill in grammar even

after passing secondary and higher secondary levels are the vivid evidence of that bitter reality.” Even if given importance, its rules are taught in isolation and sufficient practice is not given in the use of different aspects of grammar in reading, writing, speaking etc. Functional grammar is not taught and practiced in the classroom. More importance is given to the teaching of English textbook and grammar is taught by the deductive method. In this method the definitions and rules of grammar are dictated to the students and then particular examples are given.

### **1.1. Background and Context**

The Bangladeshi students study English from the primary to the tertiary level of education as a compulsory subject. Grammar is regarded to be the basis of learning and using a language. Without learning grammar it is not possible to use a language properly.

A few studies have been undertaken in Bangladesh to identify the status of grammar in the Bangladeshi schools. English is a compulsory subject in Bangladeshi schools and colleges. Students get enough time and opportunity to learn English for several years. Students study English as a foreign language as a compulsory subject in the primary, secondary and higher secondary levels of education for twelve years and spend approximately 1600 contact hours with teachers for learning English.

At the S.S.C. level students have the same syllabus prepared by National Curriculum and Textbook Board (NCTB) to complete in class IX-X. After these two years, students sit for the S.S.C. examination. At the S.S.C. level English covers 200 marks. There are two papers of English at this level – Paper I and Paper II. There are some vague fixed items of grammatical rules to teach students in different education levels as mentioned in the syllabus. It depends on

the teachers how they will teach the students. In a syllabus of grammar the topics and themes have been introduced as vehicles for practicing the four skills of listening, speaking, reading and writing. But the question is whether the students are able to acquire the skills of English language or the teachers are able to teach them properly.

Rahman (1988) indicates the fact saying, "Students do not know English at all. Most of them learn or at least make half-hearted effort to learn the rules that govern the grammar of the language. They have an uncertain grasp of structure marred further by inappropriate vocabulary and archaic usage".

Quader (1995-96, p.22-23) implies the aspect of students' grammatical knowledge saying, "...they generally know most of the rules of grammar fluently. If asked to identify a particular rule they will mouth it flawlessly. But if they are asked to explain what differences the rule makes in the use of language, e.g. differences in meaning conveyed in the use of each tense, they are quite unsure. They are also unable to create grammatically correct texts of length required academically ..."

Islam (1997) describes the condition of teaching English grammar in Bangladesh saying that the teachers here use the grammar translation method of teaching and they rarely have the exposure to communicative approach of teaching. There is no contextual interpretation of grammatical rules. Some limited grammatical rules are taught in the classroom and students are asked to translate from Bengali to English and to write paragraph or to do writing tasks. After learning

grammar neither in this way, students can neither communicate in written nor in the spoken form of the language.

According to the communicative language teaching, language teachers should teach the rules of grammar inductively. But Hasina (2002, p.166-167), in her research, finds out the fact that, ~~most~~ most of them teach the rules of grammar deductively, through direct demonstration in the classroom. And the students are taught to memorize the rules of English grammar.”

Sufficient practice is not provided in the use of different aspects of grammar. This situation calls for a change in our teaching methods and the use of different techniques of teaching. The problem of teaching of English grammar can be solved by adopting and practicing inductive method of teaching English grammar. Group work activities may play a positive role in providing practice to the students in the use of language and in improving the academic achievement. This study will be undertaken to see whether the inductive teaching of English grammar by using group work techniques has a positive effect on the elementary school students.

## **1.2. Statement of the Problem**

The problem under study is to find effectiveness of teaching English grammar using text book with group work activities compared to non group work activities.

## **1.3. Significance of the Study**

This study is significant on account of the following reasons:

In Bangladesh English grammar is mainly taught by deductive method in which the principles and rules of different aspects of grammar are first taught and then particular examples are given

to students. No practice is provided to the students in the use of different aspects of grammar. Only casual references are made to them during teaching the prescribed textbook. The study may prove helpful in bringing a positive change in classroom. The English teachers working in the field can utilize the group work activities by using the inductive teaching model at the elementary and secondary school level. It may bring positive results because the students will be practically involved in the lesson.

This study may prove helpful to the students. Working in groups may help them learn the structure of grammar easily and making their concepts clear and in applying the rules of grammar.

The coming researchers can conduct further research in this field by extending this study to other level and other subjects or to different areas of the country.

Findings of the study may prove helpful to teacher's trainers. The prospective teachers may be given practice in using group work activities along with the other methods of teaching English grammar and it may be popularized in the schools while these teachers go to the classroom.

#### **1.4. Research Question**

1. How far can group work be used to make the grammar teaching effective?

#### **1.5. Hypothesis of the Study**

The main research goal is to find effectiveness of teaching English grammar using group work activities against only following the textbook method and compares these two to find out which

had more positive effect on academic achievement of the elementary level school students in Bangladesh. In order to investigate the various dimensions of the general research problem the following hypotheses were tested:

1. There is no significant difference between the achievement test score of the elementary students taught English grammar with the help of text book and those taught by using group work activities.
2. There is no positive effect of the group work activities on the attitude of those students who have been involved in group work activities.

### **1.6. Scope and Definition**

The use of group work in teaching is becoming a popular teaching technique. It is regarded that group work helps the teacher to make a different environment in classroom as well as create interest in learning. It is generally said that students like to do the group work. As a result, the use of group work is considered to be benefited both for the teacher and the students. This study tries to show how group work facilitates the teachers and students in teaching and learning.

In this chapter, the most frequent used terms are group work and grammar. Here,

- **Group Work** means more than two persons working together and interacting with each other.



- **Grammar** is –the term that teachers and learners use to refer to the way that language is organized. It refers to the collection of rules which are used to create words and sentences” (Schellekens, 2007, p.28).

## 1.7 Research Outline

The research consists of the following chapters:

*Chapter one* gives the outline of the thesis along with background, statement of the problem, significance of the study, research question, hypothesis of the study, and scopes of the research.

*Chapter two* reviews the relevant literature review and the significance and findings of the researches done on the corresponding topics. It shows how other researchers found group work in teaching grammar in their studies.

*Chapter three* analyze about the research design along with the methodology followed to collected data for this study, instruments that are used to collect data, participants of the study and limitations of this research.

*Chapter four* presents the procedure of analyzing data and findings of the study. It presents the responses of the participants about the issues of the research.

*Chapter five* deals with the discussion on the result of the study that was analyzed in chapter four. It gives a detailed idea regarding the application of group work in teaching grammar. It also contains some important issues about the application of group work in teaching grammar which can work as guideline. Moreover, it summarizes the overall results and concludes the paper.

## Chapter 2: Literature Review

This chapter discusses about the issues from different other researches that are very closely related to the focus of this study. Firstly, it gives a theoretical overview of grammar, its type and then it focuses on grammar teaching and different aspects of grammar teaching. Then, there is discussion about group work and using group work in grammar teaching. Finally, this chapter explores some of the Studies Related to School Level of using group work in teaching grammar.

### 2.1.1. Definition of Grammar

It is vital to establish a general background of researchers' thoughts about the definition of grammar. This is because when we talk about grammar teaching, it is important for us to understand what we mean by the term "grammar." In other words, throughout this study, it is one of the aims to distinguish what teachers and instructors teach as "grammar." Before referring to the pedagogical items, it is worth taking the term "grammar" into consideration. Grammar is a part of language that helps the learners express themselves. Moreover, Crystal allocates the significance of awareness in use of grammar, explaining that with the help of grammar, learners can explore the fact that they can express themselves by various ways in English. Evaluations of different definitions inevitably change from teacher to teacher.

Both learners and teachers acknowledge the language as a system while using the grammar knowledge to explain them. In general definitions, it is obviously seen that, as a technical term, grammar has different types and consists of different parts. Pedagogical Hypothesis, in its

relation to grammar teaching, is explained by Rutherford and Sharwood Smith (1988) as: “Instructional strategies which draw the attention of learner to specifically structural regularities of the language, as distinct from the message content, will under certain specified conditions significantly increase the rate of acquisition over and above the rate expected from learners acquiring that language under natural circumstances where attention to form may be minimal or sporadic.” It is stated by Brown (2007) that “Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.” In the light of these expressions, it becomes apparent that just knowing the meanings of the words is not enough to convey the intended message in communication, but applying grammatical rules in a conversation makes it possible for speakers to convey a detailed and meaningful message.

The function of grammar is to convey messages in a correct way. In achieving this function, it utilizes the system of changing language items into different forms. Harmer (1987) stated that “Grammar is the way in which words change themselves and group together to make sentences. The grammar of a language is what happens to words when they become plural or negative or what word order is used when we make questions or join two clauses to make one sentence.” In the *Dictionary of Applied Linguistics* by Richards, Platt and Weber (1985), the definition of the term “grammar” is given in linguistic sense as: “A description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language.”

Grammar also includes some other rules related to utterances and sequence of items in a sentence. So, as a general term, grammar is defined as a linguistic function related to word formation; however, for some researchers, it can be divided as descriptive, pedagogical and

psycholinguistic grammar according to its function. Language instructors should also focus on the communicative feature of grammar in addition to approach grammar as a technical term. From different perspectives, grammar may be examined by focusing on its different functions. Considering all these different descriptions, instructors of English should be aware of all these statements as they are teaching learners with different learning styles.

### **2.1.2. Different Grammar Types**

There is not a clear distinction between different types of grammar. The notion of grammar, in fact, is considered as important skill but there is not a clear consensus about the classification. Within this ambiguity, it is required to define the types of grammar that instructors mostly use in grammar teaching to adult learners of English. It is possible, however, to differentiate between types of grammar by focusing on the distinct features taught in classroom settings. This may lead different researchers to come up with different discrepancies or names. For example, Crystal (2003) puts forth six types of grammar, named traditional grammar, reference grammar, theoretical grammar, pedagogical grammar, prescriptive grammar, and descriptive grammar; Woods (1995) comes up with another classification for grammar types which are named as traditional grammar, prescriptive and descriptive grammar, phrase-structure grammar, functional-systematic grammar and transformational-generative grammar. Types of grammar will be analyzed in the groups of prescriptive, descriptive, traditional, structural, and transformational-generative grammar.

### 2.1.3. Prescriptive Grammar

Prescriptive grammar is the sort of grammar that distinguishes between different forms of language as –grammatical or not. Prescriptive grammarians tend to classify between correct and incorrect utilization of language.

Researchers who describe prescriptive grammar trust that certain forms are correct while other forms are not, although all these forms are used in daily language by most native speakers. Therefore, prescriptive grammar concentrates on the rules as they should be used. However, in daily use of language, native speakers may use the grammatical rules in various ways. A prescriptive grammarian strictly limits the usage of the rules about the structure of a language. Different from descriptive grammarians, prescriptive grammarians deal with the grammatical structures they accept to be right and wrong, well or bad. According to them, rules should be followed while speaking; otherwise the generated language will be incorrect. Prescriptive grammar is defined as grammar that makes clear distinctions between correct and incorrect or good and bad with the help of rules. Prescriptive grammar is contended by Crystal (1997) as: –A manual that focuses on constructions where usage is divided, and lays down rules governing the socially correct use of language. Prescriptive grammar states rules for what is considered the best or most correct usage. Most of the traditional grammars are of this kind.” Additionally, Hudson (1980) clarifies that there is a distinction between the use of grammar, which does not only lead to different types of grammar but also leads to a distinction in society in terms of prestige. Here, it is good to specify that there are individuals who cannot use grammar impeccably furthermore language is a living phenomenon and changes. Thus, it is more notable for prescriptive

grammarians how something is said than what is said. In general, the aim of prescriptive grammar is to have a standard and formulated language with good and proper rules.

#### **2.1.4. Descriptive Grammar**

Descriptive grammar is a type of grammar is a sort of grammar which acknowledges the language as it is utilized by its native speakers as a part of daily use. Descriptive grammarians do not have a tendency to order amongst good and bad or correct and incorrect.

Descriptive grammarians analyze the way the structures of a particular language are used by its native speakers in daily life after that endeavors to figure rules about the structures. It does not deal with what is right or wrong in language use; forms and structures which may not be incorporated into a system called “Standard English” may be seen as valid and useful in a language system. Descriptive grammar is a sort of structure that comprises how language is used and just depicts the daily utilization of native speakers. It is acknowledged by descriptive grammarians as long as the structure is sufficient to pass on the meaningful messages. Therefore, it would be possible to conclude that descriptive grammar tries to “describe” what native speakers use as language in daily life. Unlike prescriptive grammar, descriptive grammar avoids making judgments about correctness, and focuses on describing and explaining the way people use language in daily life (Nunan, 2005).

It is likewise essential for descriptive grammarians how language develops and exists. This implies that grammatical rules evolve from the daily use of language by native speakers. Stern (1980) also emphasizes that as a scientist, he accepts language as he finds it. According to him,

his job is to observe what the language is and how it comes to existence. He focuses on the fact that it is not his duty to improve the language or to make the language more profitable by hindering the deterioration stemming from daily use but his responsibility is to study the language as it is. Generally, linguists define descriptive grammar as a type of grammar that does not categorize rules as being good or bad. Hudson (1980) proposes different options, which overlap those of Stern (1980). Hudson (1980) states that linguistics should be descriptive not prescriptive saying –It is widely acknowledged that this slogan raises problems. It is harder than many linguists acknowledge keeping away prescriptivism grammar since the historical development of linguistic theory has been so firmly linked to prestigious varieties, such as standard languages.”

#### **2.1.5. Traditional Grammar**

Traditional grammar is a type of grammar that involves grammar teaching with traditional strategies. According to traditional grammarians, grammar is a language skill that is taught by using traditional methods. As indicated by traditional grammarians, grammar consists of eight different parts of speech formed by nouns, verbs, articles, pronouns, prepositions, participles, conjunctions and adverbs. Hinkel and Fotos (2002) assert that in order to learn a language, learners should study these eight categories separately and develop rules in accordance with their use in translation. According to Howatt (1984), the main point of traditional grammar is to make language rules systematic and explicit. Celce-Murcia (1991) explains traditional grammar’s main goal as the study of literature through reading literary pieces and translating these pieces. Traditional grammar does not have a background theory in general because language is considered not as a tool, but as an object to be instructed. Using a textbook is essential in this

type of grammar and learners generally learn the grammar structures by memorizing passages and literature pieces, etc. Richards and Rogers (1986) point out that pronunciation or any communicative aspects of the language attract very little attention, and this leads to ignorance of many skills or variety in language use. As comprehended from various studies on traditional grammar, language is not considered as a living and changing organism in traditional grammar. Therefore, traditionalists behave as if all languages have same structures and they intend to portray all languages similarly.

#### **2.1.6. Structural Grammar**

Structural grammar is a type of grammar that analyses how elements of sentence are assembled like phonemes and morphemes. The primary structures that are used in fully grammatical sentences are the main focus of the structural grammar. Concentrating on the features of the structures according to the structural grammar, Francis (1993) outlines that: –A language constitutes a set of behavior patterns common to the members of a given community. It is part of what anthropologists call the culture of the community. Its phenomena can be observed, recorded, classified and compared. The grammar of each language must be made up on the basis of a study of that particular language – a study that is free of preconceived notions of what a language should contain and how it should operate. The analysis and description of a given language must conform to the requirements laid down for any satisfactory scientific theory: simplicity, consistency, completeness, usefulness.”

In addition, structural grammarians such as their aims as:



—“To carry out this program of description by means of systematic objective and rigorous procedure allowing the analyst to derive the grammar of a language from a corpus of recorded data in quasi mechanical way.” (Roulet, 1975)

Structural grammar and behaviorist theory, which were established by Watson (1913), might be connected in that the emphasis is on verbal behavior in both, an idea that is widely supported by many researchers (Skinner, 1957). Also, according to Rivers (1968), language acquisition is only possible when instructors provide enough imitation, practice reinforcement and habituation, which are general steps to language learning.

All in all, it is crucial for language instructors to view the grammar as a developing and changing mechanism and it is important to consider grammar learning as a continuous activity as it has to do with an evolving mechanism.

### **2.1.7 Transformational-Generative Grammar**

According to transformational-generative grammar, the learner is a dynamic processor and producer of language. Transformational-generative grammar appears to be directly related to the language acquisition theory by Chomsky. In contradiction with the Audio-Lingual method which is based upon structuralism and behaviorism, transformational-generative grammar focuses on the production and acquisition of language. Chomsky (1957) proposes that language be acquired through different contexts and this allows the language acquisition device to become activated, making it achievable for learners to set intuitive rules about the language. Learners can have some innate rules and hypotheses about the language they learn when they see the language in different contexts. Also, according to transformational-generative grammarians, if these innate

rules and hypothesis of the learners are evidence of learners' competence, then there is no need for explicit instruction in grammar. In that point, Krashen (1987) suggests that the thing that should be done for learners is to create a context where rules can be stimulated and with the help of this stimulation, comprehensible input can be accessed. However, transformational-generative grammar is difficult to implement in classroom environments, that is, it is not viewed as an alternative way of language teaching (Chomsky,1980). Therefore, as suggested by Chomsky, the terms "grammatical" and "ungrammatical" may be explained in more meaningful and useful way. In contrast, some linguists who believe in behaviorism may insist on the study of recordings or transcriptions of actual speech, but mainly the responsibility of a linguist is to observe such speeches and actions and not to categorize them as "grammatical" or "ungrammatical."

### **2.1.8. Grammar Teaching**

It is significant for language learners to get adequate knowledge of different skills in a specific language. Language teaching is not only teaching grammar, vocabulary, pronunciation or listening. For a language teacher, it is vital to know that teaching a language means combining all the skills of language equally. For many years, it has been debated by teachers and researchers whether grammar should be taught in class or learners should learn it with the help of structures faced while learning different skills. It is not only likely to have a general view of the technical part, but because we are working with the people, as instructors we should focus on the psychological aspect of teaching grammar as well. So, Rutherford and Sharwood (1988) describe grammar as: ~~In~~ instructional strategies which draw the attention of learner to specifically structural regularities of the language, as distinct from the message content, will under certain specified

conditions significantly increase the rate of acquisition over and above the rate expected from learners acquiring that language under natural circumstances where attention to form may be minimal or sporadic.”

### **2.1.9. History of Grammar Teaching**

A general perspective of the historical framework of grammar teaching in English is inevitable to understand the theoretical background of grammar teaching. The history of grammar teaching has a significant impact on teachers' choice of the best way to implement grammar in courses. Different effects of different theories in grammar teaching should also be considered. When the progress in grammar teaching is studied in historical order, before the 16th century in Europe, it was significant for people to learn Latin because Latin was an indicator of people's intellectual level. It was generally believed that people who could speak Latin were more sophisticated people and they seemed more erudite (Keskil, 2000). In the 1950s and 1960s, the Grammar Translation Method and its implementation were considered as close to the functions of Behaviorist Theory. In the behaviorist theory, learning to form new habits is examined equal to learning to speak a new language. According to behaviorists, stimulus and response are essential elements of any learning activity and forming new behavior process. Also, people are exposed to several stimuli in their environment and the stimuli are reinforced through additional action only if the reactions to the stimuli are in the desired way. Through repeated and reinforced stimuli, same reaction will be given again and again and at the end this response may become a habit (Watson, 1924; Thorndike, 1932; Bloomfield, 1933; Skinner, 1957). This theory is easy to apply to first language acquisition, as babies acquire their first language by noticing and responding to stimuli in the environment. Mowrer (1960) declares that acquiring a new language is directly a

kind of habit formation. However, as learning and acquiring a language are totally different concepts, with this theory the problem is directly with language learning. People who learn a second language needs to associate the new rules of the second language with their mother tongue. Therefore, it is easier to adopt the new language if the mother tongue and the second language are similar languages. On the other hand, learners who try to learn a very different language from their mother tongue may have difficulty in adopting different rules in the same environments. According to Dulay (1982), it can be concluded from research that learners try to associate the grammatical structures of the mother tongue with the rules of the second language and in that point people may have difficulty while transferring the knowledge to a different language. Different structures are difficult to learn. It is observed by many researchers that solution to this problem may be concentrating on different areas more carefully. This may be described by these researchers as Contrastive Analysis. Comparing new structures to the learner's native language is seen by many as the best method of teaching a foreign language (Fries, 1945, cited in Dulay et al., 1982). Furthermore, in 1950s and 1960s, important developments were seen in linguistics and the grammar teaching field. The priority in language education shifted from structures in the language forms to generative linguistics, which focuses on creativity of the rules governing human language. After these developments, the stimulus and response system which goes hand in hand with behaviorism lost its importance in language teaching. Chomsky (1959) then claimed that children had an innate tendency that helps them in their language learning process. Children have special programs for language learning and discovering the language rules and this program guides them with an innate knowledge of how rules should be in a language. Among the developments of the language teaching, probably the

most significant is Chomsky's Universal Grammar Hypothesis, which asserts that in every language there are common rules that make foreign language learning easier.

In 1970s and 1980s, there were also some important developments in language learning area. In this stage of language teaching process, the first comprehensive model of language teaching came into existence. This was Krashen's Monitor Model, which claims that second language learners may learn the language best by monitoring the usage of language. In addition to Monitor Hypothesis, Learning- Acquisition Hypothesis developed and had an important place in this period. According to Krashen (1985), "Acquisition refers to the subconscious process identical in all important ways to the process children utilize in acquiring their first language and learning refers to the conscious process which results in knowing about language." Moreover, in that period, language teaching methods grew in association with Anderson's (1983, 1985) ACT (Acceptance and Commitment Therapy) Model from cognitive psychology. Anderson (1980) developed the cognitive method, which states that when we come to the classroom to learn a foreign language, we are aware of the rules of the language. So, at that time our knowledge is declarative because of an awareness of the language learning process. However, if we are capable of speaking a foreign language as successfully as our native language, we are mostly not aware of the rules or we do not care about the rules. This is the indicator that declarative knowledge can be transformed into more unconscious processes in language teaching. At the end of the '80s, educators mostly believed that learning is not mainly a rule-governed process, but rather is based on associative forms.

In 1990s through the present century, educators suggest that the best way to teach a foreign language is to develop the communicative skills of the learners. Therefore, with the rise of the communicative approach, grammar instruction has started to lose its importance. The claim that communicative methodology would help learners develop both communicative and linguistic competence may not be always applicable (Nassaji and Fotos, 2004). In the last century, grammar teaching does not focus on form and formal instruction of grammar in English, but rather on the noticing and consciousness-raising of the learners. With the rise of the communicative approach, which focuses on the communication skills of a language, it is an essential problem whether to have grammar instruction sessions in the classroom or not.

#### **2.1.10. Significance of Grammar Teaching**

One of the reasons to teach grammar is its ability to make learners comprehend the existence of language, which intends to make linguistic production more practical (Azar, 2007). Grammar teaching has various impacts and functions. Grammar, the function of which is seen as a skill, needs to be considered in three ways: “grammar as an enabling skill, grammar as motivator, and grammar as a means to self-efficacy” (Savage, 2010). In terms of enabling skills, learning proper structures in grammar enables the learners develop reading, writing, communication, and other skills. Without understanding correct grammatical structures, people are unable to communicate, convey meaning or understand through the pieces that they write, read, speak or listen (Savage, 2010). Learning the grammatical structures of a specific language may be acknowledged as a motivator and key to speaking and understanding that language (Savage, 2010). When grammar is taught as a method of achieving self-efficacy, it is obviously seen that grammar instruction may make learners aware of structures and notice the differences in those structures as learning

takes place over time (Fotos, 2001). By means of repeated activities within the learning process, learners may internalize processes and monitor their own development in language learning (Savage, 2010). Thus, learners acquire self-efficacy through self-correction (Savage, 2010).

Radilova (1997) notes that “Knowledge of grammar is the central area of the language system around which the other areas resolve; however important the other components of language may be in themselves, they are connected to each other through grammar.” According to Ellis (2006), “Grammar teaching involves any instructional technique that draws learners’ attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and / or process it in comprehension and / or production so that they can internalize it.” Therefore, in a way, grammar teaching helps learners understand structures better and communicate in the target language effectively. Celce-Murcia (1991) argues that although it was not considered very important for the last twenty years, grammar teaching has a critical importance and now it has started to re-gain popularity. Also, Nassaji and Fotos (2004) argue that grammar is a necessary part of language instruction for four reasons:

- “Learners should notice the target forms in input; otherwise input is processed for input only, not for specific forms, so they are not acquired by learners.”
- “Some morpheme studies prove that learners pass through developmental stages.”
- “Several studies show that teaching approaches that focus only on communication not on grammar are inadequate.”
- “Positive effects of grammar instruction in the second language classroom are so clear.”

As mentioned before, grammar teaching became a controversial matter in language teaching with the rise of the Communicative Approach. Not exactly in practice but in theory, this argument

came from Krashen's (1981) theory that there is a distinction between learning consciously and unconscious acquisition of language, which is known as acquisition and learning theory (Nassaji & Fotos, 2004). There have been a number of studies that attach importance to grammar instruction (Nassaji & Fotos, 2004). The findings from literature focus on the necessity of grammar teaching for learners to increase accuracy and proficiency levels (Doughty, 1991; Ellis, 2002; Fotos, 1993; Fotos & Ellis, 1991; Rutherford, 1988). Grammar teaching is very essential in terms of noticing the structures of that target language. Schmidt (2001) figures out that consciously attending to language skills and conscious attention is essential for learning a language and that grammar teaching is a conscious-raising factor in language teaching. On the other hand, Skehan (1998) and Tomasello (1998) show that learners cannot have further progress in language learning in the aspects of both meaning and form at the same time. Therefore, noticing target forms in input is requisite for learners.

Furthermore, there is additional research on the beliefs of language teachers about grammar teaching in English. For example, Burgess and Etherington (2002) mainly aim to get information about the beliefs of EFL teachers in Iran about the role of grammar in English language teaching. Responses from English language teachers from both public and private school settings indicate that the teachers mostly appreciate the value of grammar and its role in language teaching. In addition, Long (1983) emphasizes the idea that grammar instruction is a part of language teaching. He indicates that instruction is effective in fostering the acquisition of a second language and there are different types of instructions categorized according to their effectiveness in language teaching. According to Long (1983), instruction in a second language is essential to get permanent results in language teaching.



All in all, grammar instruction has an important impact on language teaching in making learners more proficient and academically accomplished, according to the previous research. Moreover, Norris and Ortega (2000) suggest that explicit instruction, when compared to implicit instruction, results in more successful acquisition of the target language in language teaching process.

#### **2.1.11. Teaching Grammar in Class**

Grammar teaching is identified by researchers as the process by which learners understand the structures and components of the target language with the help of various methods and useful activities that guide learners to use the language in an effective and communicative way (Dolunay, 2010). It is a common idea among researchers that grammar teaching benefits learners in language proficiency; there has been an ongoing debate about the way grammar is taught. Researchers mostly argue about whether to have instructions to teach grammar or to make the learners notice the grammatical structures on their own. Grammar teaching is more than making learners memorize a set of rules in the target language when we think about grammar teaching in a controversial way. The main function of grammar teaching is to empower the learners to comprehend these sets of rules and so to provide them with the skill of interpretation in the target language (Dolunay, 2010).

Some researchers put forth the idea that second language acquisition is not very different from first language acquisition, thus it is possible to say that grammar teaching is not very influential on the proficiency level of learners in a second language (Fotosand Ellis, 1991). However, this claim has not been proven by detailed research yet (Akar, 2005).

Supporting the effectiveness of formal instruction in grammar teaching, Nassaji and Fotos (2004) have listed the following arguments from the literature: Some researchers, such as Schmidt (1990) proved that ‘noticing’ is one of the necessities for learning to take place. Pienemann (1984) found that grammar instruction can accelerate the process of learning some structures. Swain (1985) and his colleagues concluded that the most effective way to improve the ability to use grammar accurately is formal instruction.

In addition to these reasons for including grammar teaching in formal education, Celce-Murcia and Hills (1988) assert that in many educational systems there are various formal exams that the learners should pass, such as university entrance exam, and to achieve such exams, learners need to take formal education of grammar in the second language learning process. In previous studies it is also mentioned that the study of a foreign language grammar will help students understand their own language structure better (Weaver, 1996).

Moreover, in “How to Teach Grammar,” Thornbury (1999) also lists the following items: Knowledge of grammar provides the learner with the means to generate a potentially enormous number of original sentences. Regardless of the theoretical and ideological arguments for or against grammar teaching, many learners come to language classes with fairly fixed expectations as to what they will do there. As a conclusion, it is clarified by most of the researchers that knowledge about grammar rules is milestone for the proficient use of a language, and that learners may use grammar knowledge to discover, comprehend and produce purposeful meaning in the context of daily life (Akar, 2005).

### 2.1.12. Approaches to Grammar Teaching

With the advancement of educational theories in language teaching, new approaches and methods have emerged in language teaching especially in teaching grammar. The best known new approaches in grammar teaching may be named as “focus on forms” and “meaning focused instruction”.

### 2.1.13. Focus on Forms

Focus on forms approach includes traditional methods in grammar. This method makes the learners and the instructors to focus on different formations in language one by one just because they are on the syllabus. Harmer (2007) argues that: “Many language syllabuses and course books are structured around a series of language forms. Teacher and students concentrates on them one by one because they are on the syllabus. This is called ‘focus on forms’ because one of the chief organizing principles behind a course is the learning of these forms.” In other words, in “focus on forms” approach, the instructors firstly teach the structure and after that they provide the learners with the controlled practice and lastly learners are made to follow with free practice. Furthermore, Ellis (1991) implies that most traditional approaches to grammar teaching are based on providing the learners with opportunities to use the target structure first in controlled practice and then in free or communicative practice. In fact, this progress in language teaching seems related with a model known as “presentation, practice, production”. Larsen-Freeman (2001) states that in grammar teaching, the “focus on forms” approach begins with teaching activities focused on structure and practice. Developmental skill activities follow the instruction of the target framework. However, in the focus on forms approach, the important thing for the learners is to know the grammatical rule for a specific formation. That is why most researchers

are opposed to the idea of focus on forms instruction. Although a learner may know the grammatical rule very well, she/he may have difficulties in production (Larsen-Freeman, 2009).

Long (1997) undertakes to explain the problems of focus on forms as follows:

–There is no need for analysis to identify a particular learner’s or group of learners’ communicative needs, and no means analysis to ascertain their learning styles and preferences. It is a one-size-fits-all approach. Of the scores of detailed studies of linguistics, classroom and mixed L2 learning reported over the past 30 years, none suggests anything but an accidental resemblance between the way learners acquire an L2 and the way a focus on forms assumes they do, e.g., between the order in which they learn L2 forms and the sequence in which those forms appear in externally imposed linguistic syllabuses.

The assertion that many students all over the world have learned languages via a focus on forms ignores the possibility that they have really learned despite it, as well as the fact that countless others have failed.“

#### **2.1.14. Focus on Form**

As an alternative to the “focus on forms” approach, the focus on form approach in grammar teaching aims to attract the attention of the learners firstly. In this approach, learners are made aware of the grammatical form. Cook (2001) argues that: “The ‘focus on form’ approach suggests drawing learners’ attention to linguistic forms as they arise in activities whose primary focus is on meaning.” In addition, the focus on form approach can be employed at any stage of language learning/teaching process.

In the language learning process, task-based instruction is a way to implement the focus on form approach. In task-based learning, there is a task to be accomplished as an objective and throughout the process of reaching this objective, learners use the target language by focusing on meaning (Rashtchi and Keyvanfar, 2007). –Focus on form refers to how attentional resources are allocated, and involves briefly drawing students’ attention to linguistic elements (words, collocations, grammatical structures), in context, as they arise incidentally in lessons whose overriding focus is on meaning, or communication, the temporary shifts in focal attention being triggered by students’ comprehension or production problems”(Long, 1997).

Long and Robinson (cited in El-Dali, 1998) define that –Focus on form instruction is different from the purely communicative instruction or what they call focus on meaning instruction.”

According to McDonough and Shaw (2005), task-based learning leads to a solution as a production, and therefore it is a kind of goal-oriented type of teaching. Although the focus of task-based instruction is on communication, accuracy and fluency are important points in task-based approach. It is also suggested by Long and Robinson (1998) that: –Focus on form is motivated by the Interaction Hypothesis (Long, 1996) which holds that second language acquisition is a process and a crucial site for language development is interaction between learning and other speakers, especially more proficient speakers and written texts, especially elaborated ones within content - focused, needs - based tasks.”

The learners may face with different grammatical structures during their communication activities and they are expected to acquire them unconsciously. Nassaji and Fotos (2004)

highlight that “focus on form involves the teacher’s attempts to draw the student’s attention to grammatical forms in the context of communication.” According to Ellis et al. (cited in Baleghizadeh, 2010) focus on form have the following characteristics:

- It occurs in meaning-centered discourse.
- It is observable,
- It is incidental,
- It is transitory.
- It is extensive.”

Hinkel and Fotos (2002) state: “Focus on form has meaning-focused use of form in such a way that the learner must notice, then process the target grammar structure in purely communicative input.”

### **2.1.15. Meaning Focused Instruction**

In grammar teaching, the “focus on form” and “focus on forms” approaches emphasize the forms and structures of grammatical items. In form-focused instruction, the important thing is the formal sequence of grammatical formations. Contrary to these definitions, meaning-focused instruction focuses on the ability to communicate effectively and to transfer ideas meaningfully. The most important target of meaning-focused instruction is transferring intended meanings with the help of different classroom tasks and activities.

A different aspect of the distinction between form-focused and meaning-focused instruction, according to Ellis (1990), is that different activities and tasks are especially designed to teach specific grammatical structures in form-focused instruction. In meaning-focused instruction,

learners are provided with meaningful communication environments and are engaged in activities in which the main purpose is meaning and achieving grammatical correctness with specific frameworks. Long and Robinson (cited in Shang, 2007) explain –Children can naturally learn their first language successfully, and according to the proponents of this theory, adults can learn the foreign/second language if they follow the principles of the first language learning.”

As the main purpose of a language is to convey the message in a meaningful way, Williams (cited in Baleghizadeh, 2010) suggests that the important thing in language teaching should be conveying messages in a meaningful way, and that learners should not be engaged with the forms of grammatical structures.

According to Williams (cited in Baleghizadeh, 2010), meaning-focused instruction has the following characteristics: They emphasize tasks that encourage the negotiation of meaning between students, and between students and teacher by using authentic language. They also emphasize minimal focus on form, including: 1. Lack of emphasis on error correction, and little explicit instruction on language rules.

#### **2.1.16. Stages in Grammar Teaching**

Grammar ought to comprise different stages according to students' levels. So grammar teaching incorporates distinctive structures in language courses as indicated by differences in the teaching environment or student profiles. Therefore, the stages in grammar instruction may be altered according to the educational background and methodological utilization of the teachers' or students' profiles and proficiency levels. At this point, the question of whether to apply practical activities or more intellectual and conscious-raising processes bothers researchers. As an answer

to this question, Ur (1988) suggested that –contextualized practice is still controlled but it involves an attempt to encourage learners to relate form to meaning by how structures are used in real-life communication. Additionally, as reported by Ellis (2008), it will have the following characteristics no matter whether the courses have more communicative or contextualized aspects: –There is some attempt to isolate a specific grammatical feature for focused attention. Learners are required to produce sentences containing the targeted feature and they will be provided with the opportunities for repetition of the targeted feature. The learners receive feedback on their performances whether grammatical structure is correct or not. Accordingly, Murcia and Hilles (1988) assert that a grammar lesson generally consists of four parts, including presentation, production, communicative practice, and teacher feedback. In this study, teacher feedback and correction are accepted as a part of the practice stage.

#### **2.1.16.1. Presentation**

The presentation phase of a grammar course, normally, includes the lecture part in which the teacher gives clear information and examples of the use and form of a specific structure. The structure is presented either inductively or deductively in this stage. Harmer (1987) emphasizes that –presentation is the stage at which students are introduced to the form, meaning and use of a new piece of language and learn how to put the new syntax, words and sounds together.”

Doff (1990) believed that in regards to the question of teaching grammar, there are two aspects that must be dealt with in the presentation phase of the lesson. He argues that –When we present a structure, it is important to show what the structure means and how it is used, by giving



examples; show clearly how the structure is formed, so that students can use it to make sentences of their own” (Doff, 1990). In fact, this explanation includes ideas about the general overview of a grammar course from the presentation level to production stage.

Ellis (1997) believes that acquisition of grammatical structures generally occurs in a sequence. It may take several months or years for students to acquire a grammatical structure. Therefore, Ellis (1997) emphasizes that acquiring a structure immediately is impossible, even if the course is planned excellently. It is suggested by Ellis (1997) and Doff (1990) that presentation of grammatical structures includes: –building up an appropriate context in which the meaning of the item is clear and providing target structure in a marker sentence, written model on board. Focusing on form, meaning, explain/ demonstrate how structure is formed and check understanding of meaning through concept checking questions”

According to Harmer (1987), the characteristics of a good presentation are: –A good presentation should be clear, efficient, lively, interesting, appropriate and productive.” In other words, in presentation stage of a grammar course, whatever the language proficiency level of the students is, the lecturer should be clear, constructive and productive enough. This productivity can be provided by either inductive or deductive teaching.

#### **2.1.16.2. Practice**

The practice phase of grammar instructing may incorporate two sections, which are slightly different from each other. In focused practice, the important thing is to make use of the knowledge presented in the first stage.

In this stage of grammar teaching, learners are allowed to internalize what they have learnt in the presentation stage. “The purpose of this step is allowing the learner to gain control of the form without adding pressure and distraction of trying to use the form for communication” (Celce-Murcia & Hilles, 1988). As suggested by Celce-Murcia & Hilles (1988), in the focused practice stage, learners try to gain the control of the structure just for communication.

The second part of practice stage is “communicative practice”— the objective of which is to enable the learners communicate by using the target structure. The learners are mainly assumed to get involved in communicative activities to make use of structure. Morrow and Johnson suggest that, “A communicative task incorporates the actual processes of communication; the more of these features and exercise incorporates, the more communicative it is” (cited in Celce-Murcia & Hilles, 1988). In addition to this idea, it is a widely known that communication-oriented activities may make the learners feel relaxed while learning the targeted structure in a communicative environment.

According to Doff (1990), “It is obviously more useful to give students practice in which they [students] have to think, in which they understand what they are saying, and in which they express meaning.”

### **2.1.16.3. Production**

The production stage of a grammar course is the main stage that the learners permitted to utilize a specific grammar structure in a less controlled way and produce piece of language with the help of less controlled activities. In the communicative phase, less control over grammatical structure is exercised than during the practice stage. The aim of this stage is to have students use

the structures to communicate with each other in a meaningful way. According to Larsen-Freeman (1990) as cited in Celce-Murcia (1991), “replying to a letter/ e-mail,” “writing about a topic” and “discussion” are some communicative activities that can be used in production stage of a grammar lesson.

According to Baker (2003) “Learners can be directed to use the structure in a kind of role-play, guessing game, in an interview, group work and pair work.”

## **2.2. Nature of Group Work**

### **2.2.1. Group**

According to Good (1973, p.267), the term group means, “to classify or gather individual measures into classes or group”; “to classify pupils (or other individuals) into more or less homogeneous groups for purposes of instruction, testing, or experimentation”; “two or more persons in social interaction”.

### **2.2.2. Group Activity**

Good (1973, p.8) defines group activity as “Discussion or work that produces results not likely to have been achieved by the sample people acting”.

### **2.2.3. Details Description of group**

#### **2.2.3.1. The Logic behind Grouping**

Practice is viewed as one of the successful procedures of learning. Gilbert (2002) contends that “the most ideal method for learning anything is to show it to others” (p.54). This guideline can be connected in instructing and learning L2/FL utilizing a strategy that gives an extraordinary

chance for L2/FL learners to apply their teaching and learning techniques (Finkbeiner, 2002; in Finkbeiner, 2004, p.112), furthermore Learning Strategies At the point when utilizing group work learning, learners practice numerous systems either directly or in a indirectly. Explaining, arguing, negotiating meaning, repeating key words several times, and using words in actual contexts are important to be used in cooperative learning (Hill & Flynn, 2006). That is to say, when cooperative groups are very much arranged, every student gets to be in charge of his/her individual learning and the group's learning, and for the groups' advantages in general, which makes all learners self-sufficient and responsible. When learners use cooperative learning, they need to concur on specific objectives and particular approaches to accomplish those objectives. This obliges them to see each other's' perspectives and to attempt to know about how others think and feel. Finkbeiner (2004) accept this is one of the pivotal results of utilizing outside foreign language learning. Oxford (1990) names this "empathy with others" and orders it under the strategies category (p.21).

Thomas (1986) describes that one popular way of suiting teaching to individual differences has been to divide the learners into groups. The logic behind this practice is that students usually must be taught in groups, since society cannot furnish a separate teacher for each learner. So the most convenient way to suit teaching to the individual characteristics of students is to divide the learners into same kind with each group composed of learners who are alike.

### **2.2.3.2. Factors Affecting Group Work**

According to Nation (1989) the following factors work together to result in group where everyone involved in interested, active and thoughtful:

- The learning goals of group work

- The task
- The way information is distributed
- The seating arrangement of the members of the group
- The social relationship between the members of the group

#### **2.2.4. The Goals of Group Work**

Group work can promote language learning in the following ways:

##### **2.2.4.1. Negotiation of Input**

The learners get exposure to language that they can understand (comprehensible input) and which contains unknown item for them. Group work properly handled is one of the most valuable sources of input (Long and Porter 1985).

##### **2.2.4.2 New Language Items**

Group work provides more opportunities for use of the new items compared to the opportunities in teacher led classes. Group work may improve the quality of these opportunities in terms of individualization, motivation, depth of processing and affective climate.

##### **2.2.4.3 Communication Strategies**

Students learn the following communication strategies: Negotiation strategies to control input (seeking clarification, seeking confirmation, checking comprehension, repetition) and strategies to keep a conversation going (Holmes; and Brown 1976, Nation, 1980). According to (Tarone 1980) and (Brown et al. 1984): students learn strategies to make up for a lack of language items or lack of fluency in the use of such items and managing long turns in speaking

#### **2.2.4.4 Content**

Through group work the students can master the content of their English curriculum. The teacher can also help the learners to achieve one or more of language learning goals mentioned above.

#### **2.2.5. Arranging the Groups**

McGreal (1989) suggests that groups of from four to seven students are efficient for the communicative use of language. Christison and Bassanos (1981) have recommended the following classroom arrangements based on both small and large groups like restructuring, one centered, unified group. In restructuring, the groups are fluid and changed according to various criteria. In one centered, a single student is the center of focus and either tells a story or performs some other communicative language function. Everyone is a part of one large class in unified group.

#### **2.2.6. Types of Group Work Activities**

Group work activities are of the following types: one is the cooperating arrangement where learners have equal access to the same material or information and cooperate to do the task. Another type is superior inferior arrangement in which one member of the group has information that all others need. The others type are the combining arrangement and the individual arrangement. In combining arrangement, each learner has a different piece of information that all the others need and in the individual arrangement each learner has access to the same information but must perform or deal with a part of it.

According to Hubicka (1985); Williams (1980), and Braughton (1969), the following types of activities can be used for the group work.

### **2.2.6.1. Further Practice Activities**

These consist of extension activities dealing with language and or material already used with the class as a whole.

- **Dialogues**

The students work in pairs, reading aloud the dialogues that have already been prepared by the teacher e.g dealing with new lexis, problems of pronunciation, stress and intonation.

- **Situations**

The students can be made to practice e.g. inviting and responding and using maps for giving directions.

- **Grammar Exercises**

A lot of textbooks contain exercises to be used either in class or as homework. The students can do the exercise orally in small groups, helping each other and discussing the answers.

### **2.2.6.2 Interviewing Activities**

These activities are based on the use of a specific structure such as simple present for likes/dislikes, comparatives and superlatives, used to etc. They often involve the use of a chart or questionnaire that has to be filled in.

### 2.2.6.3 Preparatory Activities

The following two types of activities can easily be used:

- **Question Preparation**

Working in pairs or in groups, the students prepare questions based on a text or listening passage that they can then ask the other pairs or groups. Scoring can sometimes add a bit of fun to this one point for every correct question and bonus points for correct questions that the pairs/groups answer correctly.

- **Role Preparation**

The class is divided into groups and each group represents one character in a role play. In the groups, the students work out what sorts of personality they are, what sorts of things they intend to say and the questions they think may be asked. At the end the class is organized for the actual role play.

### 2.2.7. The Effects of Recent Innovation on Grouping Practice

Calfee, and Piontkowski (1986) describe that the following recent trends in educational programs have influenced grouping decisions:

- Innovations in curricula i.e. individualization and mastery learning.
- Changes in class assignment procedures.
- New forms of school architecture.
- New patterns of school organization.



### **2.2.8. Teacher's Role**

McGreal (1989), describes the role of English teacher as:

In the traditional classroom, the teacher takes on the role of the great leader, importer of knowledge and as the center of all activities. But this role is not suitable for English as a Foreign Language (EFL) teacher who are teaching skills. This skill base oriented implies a different role for the teacher. Active participant by the learner is essential. This can be done by employing group work activities in the classroom, but rather less the center of activity. Certainly, a teacher who is monitoring, controlling, encouraging and participating in the different classroom groups will be even more active than the traditional teacher. The teacher's role must be modified to become more managerial and supervisory. Teachers need to be more flexible in their attitudes towards how learning is achieved.

### **2.2.9. Advantages of Group Work**

Group work has the following advantages:

Holt (1993) describes that

- Cooperative learning used in group is a valuable strategy for teaching secondary school students, especially useful with students from diverse linguistic and cultural backgrounds who are learning English as a second language.
- It offers a method for managing diversity channeling peer influence for improving school performance and involving students in classroom communication and activity.
- Secondary students with limited English skills have a low risk environment to practice English. Cooperative learning provides an appropriate method for these purposes, and in addition offers increased opportunities for student social development.

- Cooperative learning strategies can be used in a variety of ways and time periods. Team building and oral language activities include games for exchanging personal information, problem solving exercises, brainstorming, group discussion, cooperative review of information and story sequencing.
- Jacobs; and Ratmanida (1996), portrays that group exercises created in western nations have been upheld for use in remote and second language learning globally and the South Asian second language feel that group activity are fitting to their settings.
- Long (1975), describes that the potential benefits of the use of group work are: more learner language production and opportunity for communicative language use. It helps for creative, risk taking language use, greater variety in learner talk which increased learner independence, and give more opportunity to develop social interaction skills and learning-to-learn skills.
- Long; and Porter (1985) find: provided cautious consideration is paid to the structure of undertakings students work on together, the transaction work conceivable in group work makes it an appealing to the teacher drove, "lockstep" mode and a reasonable classroom substitute for individual discussion with local speakers.
- Martinez (1996), describes group work as a means of organizing more advance students to tutor their lower proficiency classmates. The teacher acts as a facilitator, only interviewing when a group is unable to solve a problem on its own.
- Northcote (1996) describes that collaborative group work can be used to cater for mixed abilities by building listening and decision, making skills, encouraging students to state opinions and disagree politely, beginning with pairs and short, less defines projects and providing students with responsibilities through the use of well-defined group roles.

- 
- According to Rutter et al (1979), the real art here (in grouping) is keeping all students actively engaged and on task.
- Cross (1995), portrays that group work exercises are as often as possible utilized as a part of huge classes in light of the fact that the utilization of groups minimizes the time and cost that would somehow be expected to create materials for huge classes.

### **2.3. The Textbook Method**

Discussion with teacher of English at the elementary and secondary in Pakistan, teachers trainers, review the relevant literature and observation by the researcher, show that in the textbook method more stress is laid on the teaching of textbook by using the method which is an adaptation of the Grammar Translation Method (GTM). So, according to Shahid (1999) textbook occupies an important place in this method.

The textbook has:

- All reading material
- Rules of grammar
- Each lesson with some new words

According to Oxford Universal Dictionary (1974, p.2273), the term textbook refers to: "A book used as a standard work for the study of a particular subject; a manual of instruction in a subject of study". Similar situation is prevalent in India, China and other non-English speaking countries. Zhenhu (1999), describes the condition of teaching English in China as: Although the Grammar Translation Method is out of favor, the students accustomed to this method may still

derive benefit from it. According to him, Chinese students generally show great interest in language structures and linguistic details when they are learning a language. So, the appropriate grammar material analysis is essential, especially for beginners. Sylvester (1986), reviewing the situation in India, describes that the teacher of English generally resorts to the Grammar Translation Method. He writes or indicates the rules of grammar and selects a few discrete items exercises. As the learners are used to the usage of English, they do these exercises without any mistakes. They learn paragraph, essay by writing. So the learners know the usage of English.

#### **2.4. Studies Related to School Level**

There are different studies have been done on the utilization of group work in grammar teaching at school level. For example, (Tammenga-Helmantel, 2014) Conducted an experimental study to compare the effectiveness of deductive, inductive, implicit and incidental grammar instruction. The sample of the study was 981 Dutch students in lower secondary education learning German, English or Spanish as a second language. The design of the study consists of a pre-test, and a post-test. Both meta-linguistic knowledge and production of the grammatical structure were tested. Differences in students test scores between instructions forms were examined by using analysis of variance. The findings show that any kind of grammar instruction is more effective than no grammar intervention/exposure. Also, Aisha (2002) conducted a study to investigate the comparative effectiveness of teaching English grammar with the help of textbook and by using group work activities. The sample size of the study was 80 students at the secondary and 112 students at the elementary stage in Pakistan. They were taught for one month with daily period of thirty-five minutes at each stage. The experimental group at each stage was taught English grammar through group work activities whereas the control group was taught English grammar

through textbook. The design of the study consists of a pre-test, and a post-test. The main findings of the study was; The pretest result showed that the experimental and control groups at both the elementary and secondary stage were equivalent at the time of starting the experiment and post test result showed that the teaching of English grammar through group work activities played a positive role in improving the academic achievement of the students studying English at the elementary as well as the secondary stage. Al- Emami (2005) also conducted a study to find comparing the effect of the inductive and deductive ways of teaching on learning relative clauses in English Language. The sample of the study was 160 male and female students. They were divided into two groups named as the inductive and deductive. This sample was given a pre- test and post-test to find out if there was a statistically significant difference ( $\alpha \leq 0, 05$ ) between the means of students' achievement marks. The post test results indicated a statistically significant difference ( $\alpha \leq 0, 05$ ) between students' achievement on relative clauses. The Result of the post-test shows a significant difference in favor of the inductive way of teaching.

## Chapter 3: Research Design

This chapter deals with the design and method of research. The discussion has been divided into the following six parts:

- Population
- Sampling
  - Sampling of the students
  - Sampling of the teachers
- Instrumentation
- Design of the study
- Methodology

### 3.1. Population

The 2<sup>nd</sup> grade students of English version of ‘X’ School & College were included in the study. Four sections consist of 25 students in each.

### 3.2. Sampling

#### 3.2.1 Sampling of the Students

In this experimental study, one school i.e. ‘X’ School & College was selected. Four sections of 2<sup>nd</sup> grade were randomly selected. Then of the four selected sections at each level, two were randomly assigned as the experimental and the other two as the control group.

### **3.2.2 Sampling of the Teachers**

Two teachers, almost similar in respect of educational qualifications, age, training, teaching experience at primary level, socio-economic status and their reputation at the school was selected at the secondary level. One teacher was randomly assigned to the experimental and the other to the control group. Similar procedure was adopted at the elementary level.

### **3.3. Instrumentation**

The following were used as instruments for the study

- a) One test (pre-test) in the subject of English for elementary stage [Appendix-
- b) One achievement test (post-test)
- c) Five lessons from the textbook named The Grammar Tree
- d) Different group work activities
- e) Lesson plan sheet
- f) Question paper
- g) Focused Group Discussion
- h) Teachers interview
- i) Mark sheet
- j) White board, marker

- **Pre-test and Post-test**

At each level, one was used as the pre-test and the other as the post-test. The pre-test and post-test are the most frequently used experimental designs to get clear understanding about different processes (Chambbell and Stanley, 1966). In its simplest form, subjects are randomly allocated to a treatment or controlled condition and scored on a test before and after the experimental manipulation. The essential features of the design are unchanged by inclusion of additional treatment groups. Its attractiveness is enhanced by the increase in statistical power made possible by the inclusion of pretest.” (Dugard and Todman, 1995) In preparing the pre-tests for the two selected levels and particularly selecting items for testing different variables through post e.g. comprehension and writing ability, the use of structures and applying the rules of grammar.

- **Lessons from the Textbook at the Elementary Level**

**Description of the book**

The name of the book is The Grammar Tree which is written by two Indian writers. It is published from Oxford University Press. This book adopts a step-by-step and age appropriate approach to the understanding and learning of English grammar. The exercises and cross references helps the learner to assimilate and remember what is learnt at each level. The aim of comprehension passages is to in calculate reading skills in learners but also to familiarize them with how grammar functions in context. The exercises that follow each passage are meant not only to develop the ability of inference but also to teach usage through vocabulary exercises and to help remember the fundamental grammatical rules already discussed. These passages also have exercises that involve learners in writing independent compositions linked to the themes of the passages.

Chapter 4: Common and proper noun (page 13-17)



Chapter 6: Nouns: gender (page 22-23)

Chapter 8: Adjective (page 25-29)

Reading Comprehension: Rinky's Room

### **3.4. Design of the Study**

In this experimental study one group of students is assigned as an experimental group, where all classroom tasks are conducted through group work for a period of one month. An equal number of students (the control group) are taught using the same tasks through non group work activities the same period. In order to ensure that the students in the experimental group are not at higher levels of language learning to begin with, pre-test was administered. At the end of the months, each of the groups is given achievement test (post-test) in order to see whether the use of group work has resulted in higher results for the experimental group. T-test was used to answer the questions of the study and to find out if there were any statistically significant differences between student's achievements mean scores according to the method.

### **3.5. Methodology**

The relevant pre-test was administered to the students of the both the experimental and control group to make sure that both the groups were equivalent at the time of the starting the experiment.

#### **3.5.1. Pretreatment Condition**

Equal conditions for both the groups were established i.e. all factors of the time of the day and treatment length in time were equaled.

### **3.5.2. Treatment**

The students of the two selected groups were taught by their respective teachers. Both the groups were exposed to essentially the same experience, except for the method of instruction. The experimental group was taught English grammar through group work activities while the other was taught through non group work activities. For this purpose the experimental group was divided into groups of 4, each group had 6 members. There were 3 students can seat in a bench and the sits were movable, so in each sit 3 students just move around to make one group with 6 students. The students made their group while the teacher wrote the topic on the board. The mixed ability groups were used so that more proficient students would help the students who are somewhat weak in English. The raw material for group work activities was mainly taken from the relevant lessons of the textbooks of the students so that they would be provided opportunity to read the given sections of the lesson. The control group was taught English grammar with the help of teaching was about one month with daily period of forty minutes and 3 classes in a week.

### **3.5.3. Administration and Scoring of the Test**

At the end of the treatment period, the relevant tests were administrated to the students of both the experimental and control group. The tests were administrated and scored by their respective teachers.

### **3.5.4. Scoring Criteria**

1. Fill in the blanks with suitable adjectives ----- 8 marks

2. Underline the adjectives ----- 3 marks
3. Pick out noun and adjective ----- 15 marks
4. Gender ----- 6 marks
5. Proper noun and common noun ----- 2 marks
6. Question and answer from comprehension ----- 6 marks

The test was designed according to the syllabus. Generally the CT (class test) in the school is taken on 10 marks. It was a research work and the researcher wanted to see the actual progress of the given topics. For this reason, researcher designed the test on 40 marks. The researcher gave more emphasis on to find out the adjectives and nouns. The reason was, teachers found that students had problems to identify the nouns and adjectives. They did not face any problem while they did it according to the topic that was done in a single class. In the examination students have to answer from the whole syllabus and in that time they mistake. That is why researcher gave more marks so that students were so conscious, they gave more effort on those two topics to have a clear concept. Students had a knowledge about gender, the already have known the male and female of human being and animals like boy-girl, cock-hen etc. So the researcher had put less mark here. In this level they started to write some answers by their own. That is why the researcher wanted to check their level of the structure of the sentence. In this school there were always some topics repeated from the previous exam, in the time of the research –Proper noun and Common noun” was repeated, so the researcher gave least mark on it.

### **3.6. Data Analysis**

The data obtained from pre-test and post-test of control group and experimental group was

tabulated and interpreted using Mean, Standard Deviation (SD) and T test. First, the findings of pre-test and post-test were analyzed. Then the teacher interview data was analyzed. And finally the Focus Group information was discussed.

### **3.6.1. The T-Test**

T-test was used in pre-test and post-test .The t-test assesses whether the means of two groups are statistically different from each other. This analysis is appropriate whenever researchers want to compare the means of two groups, and especially appropriate as the analysis for the posttest-only two-group randomized experimental design. The statistics t-test allows researcher to answer this question by using the t-test statistic to determine a p-value that indicates how likely researcher could have gotten these results by chance, if in fact the null hypothesis were true (i.e. no difference in the population). By convention, if there is less than 5% chance of getting the observed differences by chance, researcher reject the null hypothesis and found a statistically significant difference between the two groups.

### **3.7. Limitations**

- Only the participant of one school is chosen that do not necessary represent the whole realistic picture.
- The sample will be taken only from the Dhaka city as a result it does not represent the whole country.
- Only four lessons are analyzed to show concrete evidence.
- Time is another factor to complete the research smoothly. As the time was limited the researcher did the all task quickly. So, the impact of quickness might hamper the research study.

## Chapter 4: Research Results

This chapter presents the result concerning the pre- test and post- test result of the control group and experimental group and findings of the significance difference between the groups. This chapter has been divided into three parts.

- Part-1 deals with the tabulation and analysis of pre-test and post-test.
- Part-2 deals with the classroom survey to find out the attitude of the experimental group towards the group work activities.
- Part-3 relates to the analysis of teachers surveys to find out the teachers views about the group work.

There were a total number of four teachers whose interviews are provided as written statements or recorded orally and later transcribed. There were two sets of questionnaires. One was for the learners and the other was for the instructors. The purpose of the questionnaire was to find out how the English learners and instructors felt about group work and textbook methods of teaching in learning and teaching grammar. The student questionnaire included 7 items that were about student's attitudes and opinions concerning group work. For the study, there were a large number of participants, 50 students to increase the reliability. The student questionnaires were consisting of closed ended questions which require particular answers as the students were primary level student. They were asked to seek clarification when they feel the need to, from the researcher. Difficult words and technical terms were explained orally by the researcher. The second type of questionnaire was for the instructors who teach English to learners. There were a total number of

four teachers whose interviews are provided as written statements or recorded orally and later transcribed.

They were given a 5 item questionnaire. The question was open ended to find out the teachers view and perception. The statements in the questionnaire were generally about the techniques about which the instructors think more viable for teaching adult learners and their ideas about the group work and textbook methods of teaching grammar.

#### 4.1. Part 1

##### 4.1.1. Analysis of Pre-test and Post-test

**Table 1**

**The Mean Pre-test Scores of the Control and Experimental Group**

Group	N	Mean	Std. Deviation	T	Significance
Control	50	15.64	3.72	-.501	.479
Experimental	50	15.98	3.02		

Table 1 shows that in pre-test, the mean score of Control group and Elementary group is 15.64 and 15.98, respectively. It also shows that the T value of grammar is -.501. Thus, it indicates that significance is greater than 0.05 level alpha. So, no significant statistical difference was found between the two means obtained by Control group and Elementary group. This finding signifies that the two groups were almost equal in English language achievement before the treatment period (Table 1).

**Table 2****The Mean Post-test Scores of the Control and Experimental Group**

Group	N	Mean	Std. Deviation	T	Significance
Control	50	29.80	9.04	-2.371	.004
Experimental	50	33.42	5.89		

\* Significance at .05 alpha

In the post-test, mean scores obtained by CG and EG are 29.80 and 33.42 respectively. The T value of grammar is -2.371. Thus, it indicates that significance .004 which is less than 0.05 level alpha. So, significant statistical difference was found between the two means which indicates that experimental group performed significantly better than the control groups in the post test. Therefore the first null hypothesis is rejected.

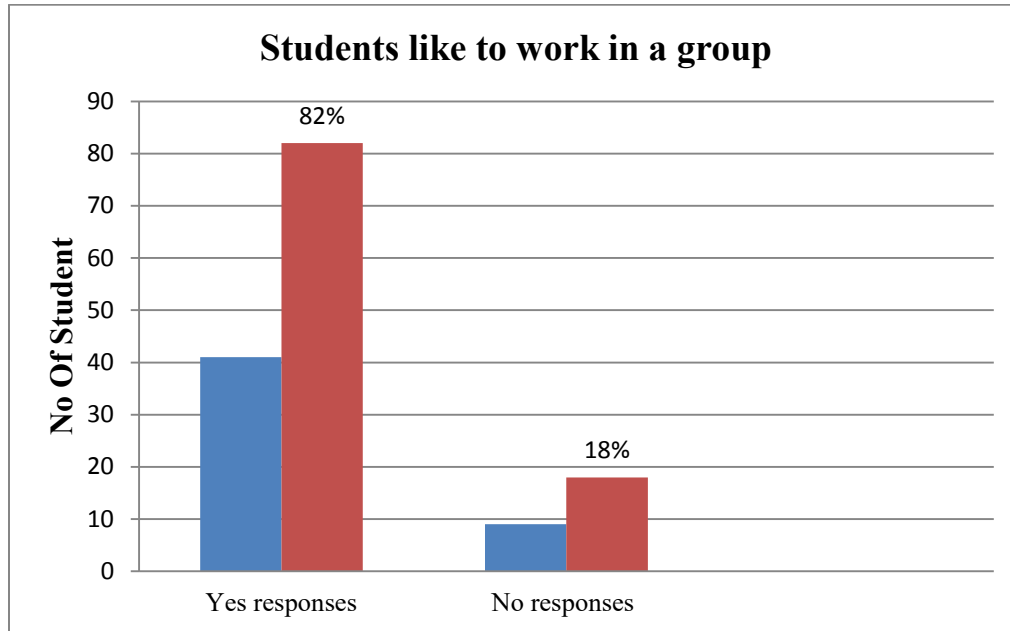
**4.2. Part 2**

Microsoft excel has been used as the statistical analysis instruments of the student survey and result have been analyzed in percentages to show their option based response. There was total number of 50 students who participated in the survey.

Modified questionnaire are given here. At first I had set 14 questions in my piloting to see the actual view of student's opinions about group work. Then I synchronized it according to my need of analysis. Finally I had analyzed 7 questions and the scenario is given below:

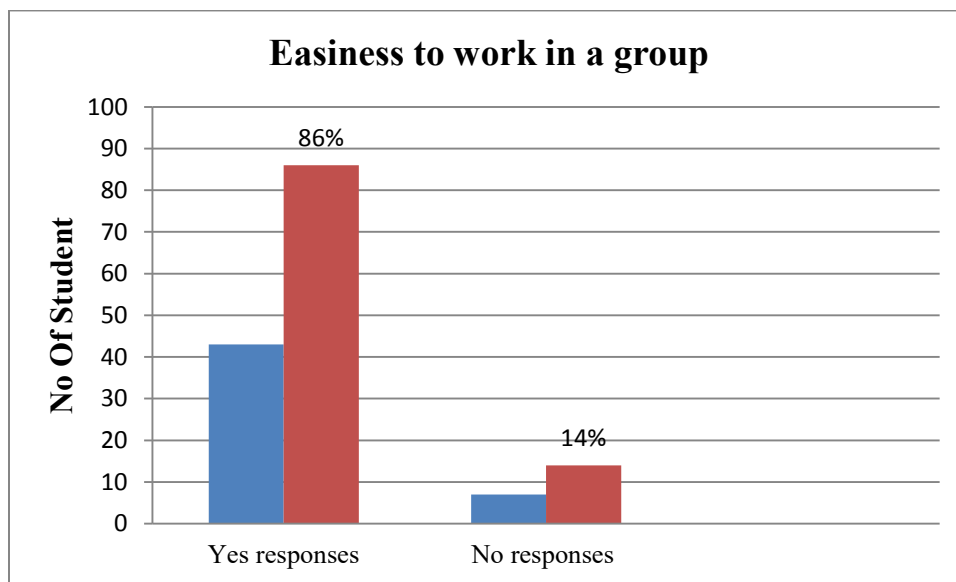
## 4.2.1 Classroom Survey (from student's focus group discussion) Results

**Graph 1: Students Like to Work in a Group**

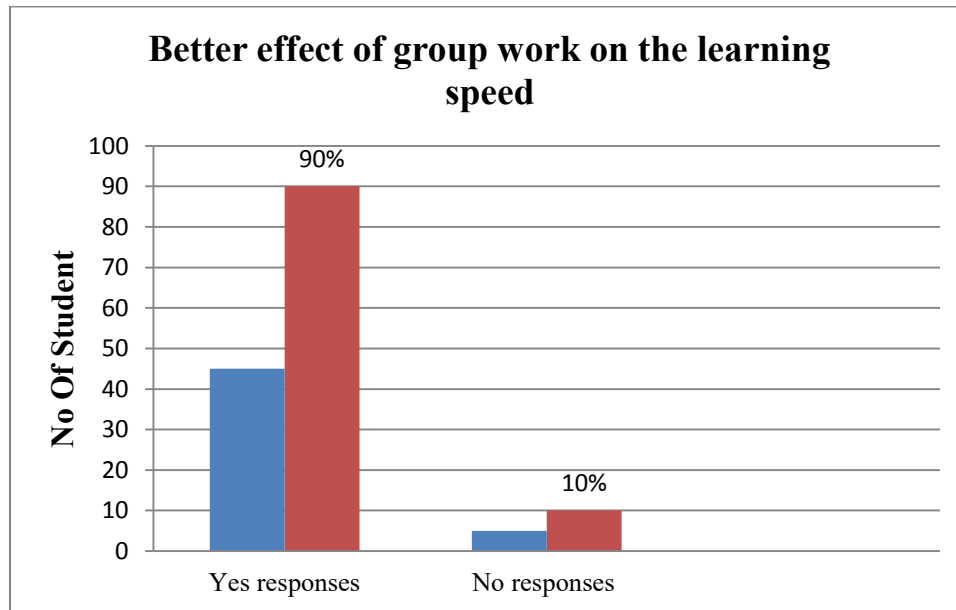


From the graph it is visible that 18% of students at experimental group cannot decide whether they like to work in a group or not. While conducting the class the researcher found that majority of the students like to work in group. The cheerful response of student, their eagerness in learning from group work clearly shows that. A student from class 1, was introvert, he even did not like to talk with his classmates. His behavior also changed by working in group. As a researcher it is a great achievement.

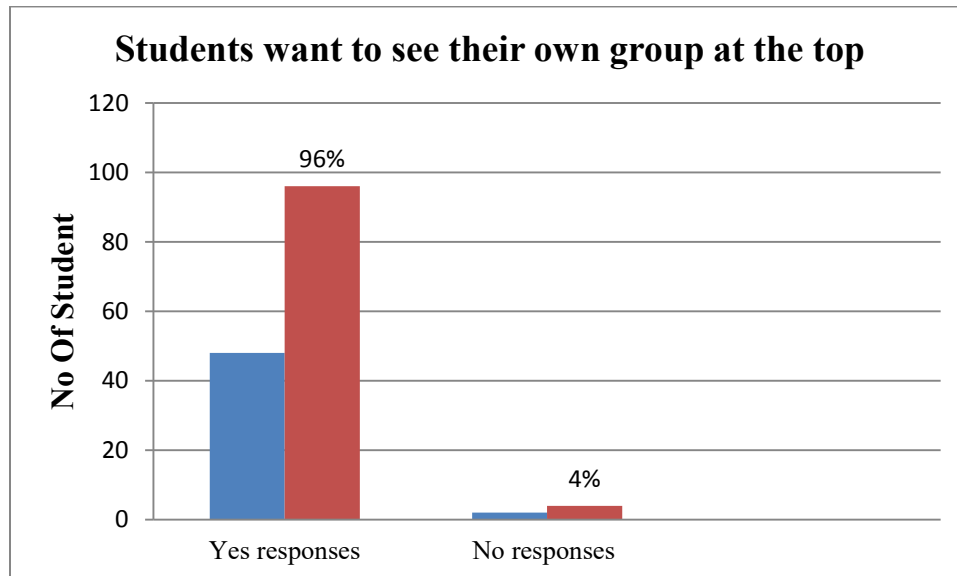


**Graph 2: Easiness to Work in a Group**

Graph 2 indicates that 86% of the students at experimental group feel easy to work in a group. They understand the material in a better way. 14% of the students at experimental group do not feel easy to work in a group or not. During the teaching session the researcher observed that when the student practice the rules and discuss it in group they feel better and they feel free to ask questions to their partners and get clear conception about the rules. It happens because that time their affective filter is low so the learning happens easily. The researcher's opinion is, it is most useful for shy and weak students because they feel shy to ask question to their teacher.

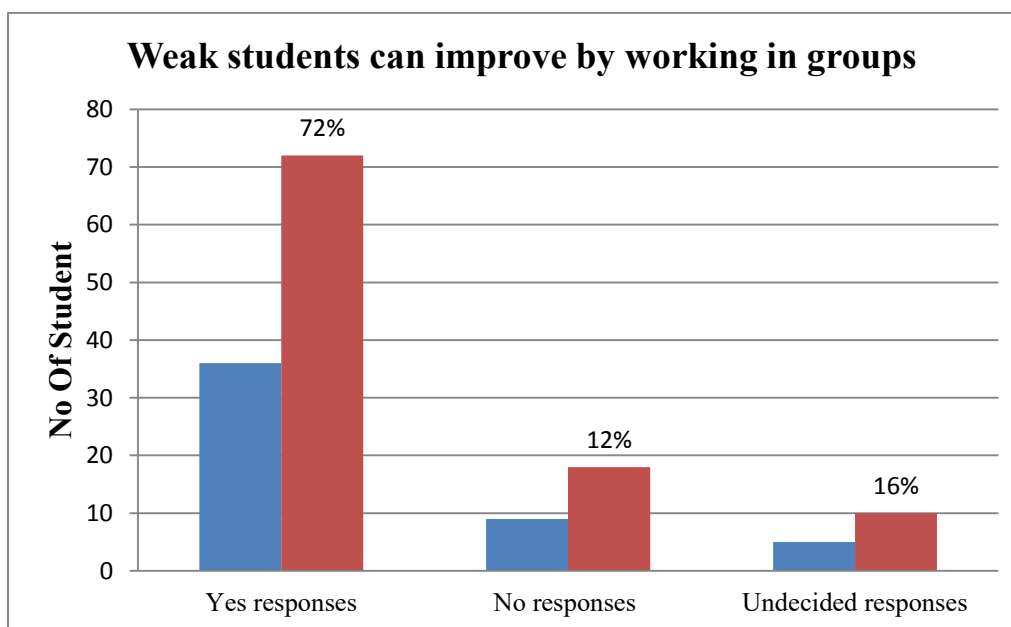
**Graph 3: Better Effect of Group Work on the Learning Speed**

Graph 3 indicates that 90% of the students at experimental group think that their speed of learning gets better while working in groups. While, only 10% of the students at experimental group think that group work does not improve their learning speed. The researcher finds that while forming the group, a different environment creates than the regular class. The student changes their sitting arrangements and they learn from groups so there is less chance of getting bored and because of the positive attitude increases learning speed.

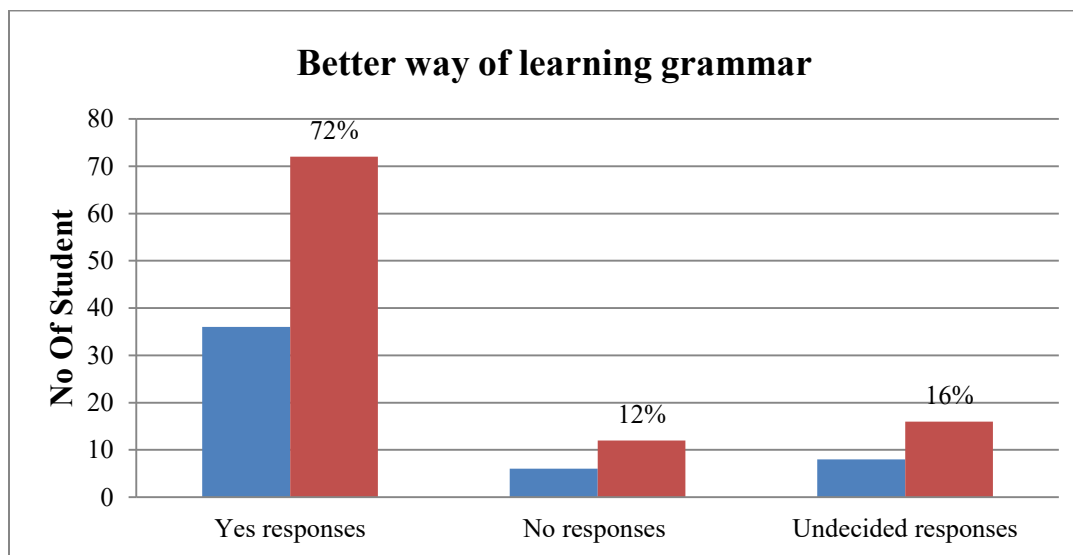
**Graph 4: Students Want to See Their Own Group at the Top**

Graph 4 indicates that 96% of the students at experimental group want to bring their group at the top position in the class. This competition has a positive effect in their learning. Only the participation of every member can make a group at the top position. So, all the members of every group were concerned.

**Graph 5: Weak Students Can Improve by Working in Groups**

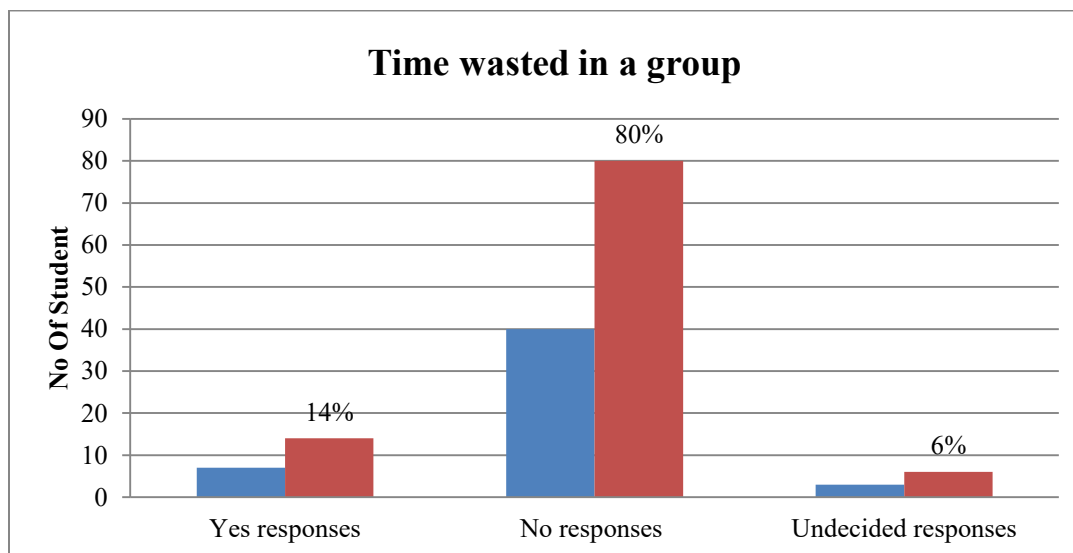


Graph 5 indicates that 72% of the students at the experimental group hold the opinion that weak students can improve by working in a group. 16% students cannot decide in a way. There are student who feels they aren't good enough in grammar. When they perform group work in learning grammar they felt confident because they solve it with their group mate and they saw others level is quite same as theirs. Another reason they solve task together so it's helpful for the weak student. So the majority of the student feel weak student can improve by working in group. There are some students who oppose this point. The main reason the researcher found is while conducting class is in a group work the group compete with each other to be the first group to solve the grammatical exercise. If there is a weak student present in a group the other member feel bad because they will lose. So there is some negative impact create on the groups and the weak student finds it difficult to learn from the group.

**Graph 6: Better Way of Learning Grammar**

Graph 6 shows that 98% of the students at the experimental group are in favor of the view that group work is better way of learning grammar whereas 2% of the students think that grammar can be learnt in a better way through non group work activity. The researcher finds from the classroom experiences that during group work the student feel confident, they become competitive with the other groups to do better than them. All these positive approach create a better way of learning grammar.

**Graph 7: Time Wasted in a Group**



Graph 7 indicates that 98% of the students at the experimental group accept that time is not wasted by working in a group while 2% is in favor of this statement. During the questioners answering session the researcher find that some student gives undecided response because they feel it is not their concern to form a group. There are few who feels time is wasted, their view is it takes time to form a group and the reason they feel that some student don't cooperate.

### **4.3. Part 3**

#### **4.3.1. Questionnaire Results for Teachers**

Teacher's perspective about methods of teaching English grammar through group work was examined just like the students. There were four teachers whose interview were either provided as written statement or recorded orally and transcribed later. Even though total 6 teachers were

interviewed but 2 of their responses were discarded due to insufficient data and incomplete responses. Here the researcher also set 12 questions in the beginning. After that the researcher realized that the findings will come from 5 questions. So the researcher synchronized the questionnaire. The following tables show analysis results of the statements in the teacher's questionnaire.

**1. Grammar is an essential part of language teaching. Please describe in your own words.**

<b>Teachers</b>	<b>Response of the teachers</b>
<b>Teacher 1</b>	Yes. Because Grammar is the methods to express one's meaning properly in a language.  It must be done according to some rules, and then the audience will understand.  This is what grammar does.
<b>Teacher 2</b>	Yes. Grammar is the foundation for the development of language proficiency.
<b>Teacher 3</b>	Yes. I believe that grammar provided students with the linguistic support they needed for using language
<b>Teacher 4</b>	Yes. If a person doesn't possess grammatical knowledge, he won't be able to write or read the language properly.

The overall opinions of the four school teachers showed that, every teacher considered that grammar is an essential part of the language teaching. They said that grammar is the foundation

for developing language proficiency and it provide the linguistic support for using language. By learning grammar rules and applying it a person can read or write a language properly.

## 2. Do you ever teach them grammar through group work?

Teachers	Response of the teacher
Teacher 1	No. Because it takes a lot of time to arrange a group. Students learn better without it.
Teacher 2	No. I think it is not necessary in grammar teaching especially for the elementary level.
Teacher 3	Yes. This technique is useful in grammar teaching because most of the student can be engaged through it.
Teacher 4	No. It is time consuming and complicated for the elementary student.



The overall response of the teachers showed that except one teacher others don't teach grammar through group work. They think it's not necessary and takes a lot of time to arrange a group. One of the teachers uses it because he believes it to be useful for engaging student.

### 3. Do you think group work in grammar teaching is effective than textbook teaching?

Teachers	Response of the teacher
Teacher 1	No.
Teacher 2	I don't think so.
Teacher 3	Both are necessary.
Teacher 4	No.

From the table it is clearly visible that majority of the teacher believes that text book teaching is more effective in grammar teaching.

**4. Do you think that time is wasted in group work?**

<b>Teachers</b>	<b>Response of the teacher</b>
<b>Teacher 1</b>	Yes. It takes a lot of time to form a group.
<b>Teacher 2</b>	Yes. It is.
<b>Teacher 3</b>	Yes.
<b>Teacher 4</b>	No. I think it takes time but that is not wasted because students likes it and group work is a student center approach so it is effective.

The overall response of the teachers shows that majority of the teachers believe that time is wasted in group work. They think it takes a lot of time to form a group which is wastage of the class time.

### 5. Does your student like group work?

Teachers	Response of the teacher
Teacher 1	Usually I teach using the text book. I don't apply this method so can't tell.
Teacher 2	I think student like to work in group.
Teacher 3	Yes, they do. They like to work in a group and compete others.
Teacher 4	Yes. Students like group works.

From the above table it's clear that teachers believe that the student like to work in group. They like to be competitive and do better than other.

## Chapter 5: Findings & Conclusion

### 5.1. Findings:

The following findings emerged as a result of analysis of data:

#### 5.1.1. Part 1:

##### 1. Findings relating the first hypothesis:

My first hypothesis is: There is no significant difference between the achievement test score of the elementary students taught English grammar with the help of text book and those taught by using group work activities.

The first hypothesis is the major hypothesis of the study indicates that teaching of English grammar through group work activities makes a difference on the academic achievement. Thus the first null hypothesis is rejected.

##### 2. Findings relating the second hypothesis:

My second hypothesis is:

There is no positive effect of the group work activities on the attitude of those students who have been involved in group work activities.

The second null hypothesis is also rejected at the experimental and control group thus indicating that teaching of English grammar through group work activities has positive effect on the elementary stage students.

### 5.1.2. Part 2:

Findings regarding the attitudes of the experimental group students towards group work activities.

- 82% of the students at the experimental group like to work in group.
- For 98 % of the students at experimental group feels ease to work in group.
- 100% of the students at experimental group want to bring their group at the top position in the class.
- 96% of the students at experimental group think that dull students can improve by working in a group.
- 98% of the students at experimental group is in favor of the view that group work is a better way of learning grammar.
- The view of 98% the students at the experimental group are not in favor of the statement that working in group results in the waste of time.

### 5.1.3. Teachers Experience and Thoughts

The overall opinions of the teachers from the interview, clearly displays that majority of the teachers' classroom practices contain no pair or group work activities. It seems that teachers are not acquainted with the communicative activities. Rather, they mainly focus on textbook activities in the form of individual work only. A possible explanation of this finding can be that teachers understanding that teachers' role is to provide information. Consequently, teachers dominate the classroom time talking and explaining grammatical rules and content of the textbook to the learners. Furthermore, teachers theoretically consider group work is difficult to monitor and time consuming. This leads the teachers to neglect group work in grammar teaching.

## 5.2. Conclusion

The findings of the study led to the following conclusions:

- The experimental and control groups were equivalent at the time of starting the experiment.
- Teaching of English grammar through group work activities (inductive approach) plays a positive role in improving the academic achievement of the students studying English at the experimental group.
- The results of the research lead to the conclusions that group work activities can be used for improving the writing and speaking ability, recall the use of structures and the application of rules of grammar by the students studying English at the experimental group.
- Based on the research findings about the attitude of the experimental groups, it can be concluded that the students have given positive attitude towards the group work activities. The reason is that majority of the students like to work in groups and according to them, it is easy to work in a group, speed of learning gets better by working in a group, weak and naughty students can improve by working in a group and group work improve their writing and reading ability.
- Majority of the students hold the opinion that teaching of English grammar through group work activities is better way of learning grammar as compared to deductive approach.
- Almost all the students at the experimental group think that time is not wasted by working in a group.

- On the basis of the proportionate of time consumed by the “teacher”, “teacher + students” and students, the better will be their academic achievement.

### **5.2.1. Recommendations**

This section has further been subdivided into two parts.

1. General recommendations
2. Implications for classroom instruction

#### **5.2.1.1. General Recommendations**

- The teachers teaching English may be encouraged to use group work activities in their English language classroom. Techniques of dividing the class into groups, providing different group work activities according to the need of the given lesson and keeping the students busy may be taught to the existing teachers of English through refreshers courses.
- The prospective teachers may be encouraged to apply the group work technique for the teaching of English and especially the grammar, during their practical skill in teaching. This practice may enable them to use this technique while they go to the field.
- The English teacher may be informed of the result of the study to convince them to use group work activities for the maximum benefit of their students.

### **5.2.1.2. Implications for Classroom Instruction**

Group work activities can be used for teaching English grammar. Along with the teaching of different aspects of grammar and applications of the rules, these may be used for improving writing and speaking ability, the use of structures and overall academic achievement of the students in the subject of English. Group work can be safely used at each of the lesson.



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## Appendix A

(Templates: mark sheet, teacher's questionnaire and student's questionnaire for FGD)

Roll	Name	Marks
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
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27		
28		

**Subject Teacher's Sign**

**Class Teacher's Sign**

## Teacher's questionnaire

1. Which method do you use in teaching?  
a) GTM      b) CLT
2. Do you ever teach them through group work?  
a) Yes      b) No
3. Do you think group work in grammar teaching is effective than traditional teaching?  
a) Yes      b) No
4. Do you think that time is wasted in group work?  
a) Yes      b) No
5. Does your student like group work?  
a) Yes      b) No
6. Which problem do you face when you teach grammar through group work?

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7. Do you select group leader?  
a) Yes      b) No
8. Do you find any competition among the groups?  
a) Yes      b) No
9. How you organized the group?

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10. Do the weak student interested in group work?  
a) Yes      b) No
11. Do you find any improvement of weak student?  
a) Yes      b) No
12. Do you announce the group's name that does well?  
a) Yes      b) No

### Student's questionnaire for FGD

1. Do you like to do group work?  
a) Yes                      b) No
2. Do you discuss in group?  
a) Yes                      b) No
3. Do you think that you understand the material better while you work in a group?  
a) Yes                      b) No
4. Do you like to be group leader?  
a) Yes                      b) No
5. When you are group leader, does your group member follow your command?  
a) Yes                      b) No
6. When you are group leader, do you want to be the best group?  
a) Yes                      b) No
7. Do you celebrate when your group takes the first position?  
a) Yes                      b) No
8. When you are group leader, do you check everyone's copy before submitting it to your teacher?  
a) Yes                      b) No
9. When you are group leader, do you correct the mistakes of others by yourself?  
a) Yes                      b) No
10. While you work in a group, do you discuss loudly?  
a) Yes                      b) No
11. Is there any group member who does not discuss, only copy from you?  
a) Yes                      b) No
12. Do you warn them if any of the group members just copy from you?  
a) Yes                      b) No
13. Do you motivate them if any of the group members just copy from you?  
b) Yes                      b) No
14. Do you complain to the teacher if any of the group members just copy from you?  
c) Yes                      b) No



## Appendix B

### (Question of pre-test, sample of exam sheet and marks)

#### Pre-test

Class-II

Time: 20 minutes

Marks: 20

1. Fill in the blanks with the correct form of verbs chosen from those given in brackets:  $9 \times 1 = 9$

a. They \_\_\_\_\_ (is/are) eager to go home, but I \_\_\_\_\_ (am/is) not.

b. He \_\_\_\_\_ (am/is) tall, but you \_\_\_\_\_ (is/are) short.

c. You \_\_\_\_\_ (is/are) wrong, for they \_\_\_\_\_ (is/are) not your friends.

d. I \_\_\_\_\_ (is/am) the best pupil in my class.

e. He \_\_\_\_\_ (is/am) better at reading than I \_\_\_\_\_ (am/are).

2. Fill in the blanks correctly with a, an or the:

$11 \times 1 = 11$

a. I want to be \_\_\_\_\_ engineer when I grow up. My brother wants to be \_\_\_\_\_ pilot.

b. He saw \_\_\_\_\_ doctor at the hospital. \_\_\_\_\_ doctor told him not to worry.

c. Have you seen \_\_\_\_\_ octopus? It lives in \_\_\_\_\_ ocean.

d. \_\_\_\_\_ book that you have given me is not \_\_\_\_\_ story book. It is \_\_\_\_\_ book about \_\_\_\_\_ animal called hippopotamus.

e. This is \_\_\_\_\_ class full of happy children.

### **Sample exam sheet of pre-test**

**\*The content of this page is visible in the hard copy of thesis.**

**\*The content of this page is visible in the hard copy of thesis.**

## Marks of Pre-test 2016

**Class- II Section: A**

**(Control Group)**

Roll	Name	Mark
1	Samiha Binte Supfian	20
2	Sakif Al Abrar	19
3	Nuzhat Islam	20
4	Redwan Nabil	20
5	Shahrin Akter	20
6	Nasfiduzzaman	16
7	Fatiha Nur	18
8	Afrin Azad	15
9	Manzur Islam	12
10	Simon Islam	18
11	Shek Sadi	15
12	Sadman Faiyaz	16
13	Abdallah	15
14	Hafeza Rumman	18
15	Inayya Rahman	15
16	Mohaiminul Mahim	13
17	Shah Mohammad Asef	17
18	Ahmed Hasan Sajid	15
19	Toha Tawsif	17
20	Sabiha Islam Ahona	20
21	Zulkifl Tazwar	11
22	Tousif Hossain	16
23	Khondoker Fahim	17
24	Sara Mehzabin	17
25	Ahnaf Sadik	17

**Subject teacher's sign**

**Class teacher's sign**

## Marks of Pre-test 2016

**Class- II Section: B**

**(Control Group)**

<b>Roll</b>	<b>Name</b>	<b>Mark</b>
1	Nusrat Jahan	11
2	Tahmid Nawshan	04
3	Rafsan Anwar	19
4	Zainaz Hasan	20
5	Tahsanul Hasan	19
6	Mithila Sheikh	19
7	Tazwar Rahman	18
8	Rupal Anwar	18
9	Tahiya Sarkar	19
10	Isfaur Rahman	16
11	Araf Azmain	13
12	Muntazir Rahman	16
13	Umara Rahman Aysha	15
14	Nokibul Islam	18
15	Farheen Ahmed	04
16	Radina Mahfuz	12
17	A.D.M. Zubaer	08
18	Fariha Hossain	16
19	Sahir Ahmed	13
20	Ahnaf Sajid	16
21	Rida Anwar	16
22	Manha Binte Malek	14
23	Rizwan Safin	12
24	Mahim Khan	18
25	Farah Hossain	11

**Subject teacher's sign**

**Class teacher's sign**

## Marks of Pre-test 2016

**Class- II Section: C**

**(Experimental Group)**

<b>Roll</b>	<b>Name</b>	<b>Mark</b>
1	Sadik Islam	18
2	Nabonita Nahiat	19
3	Habiba Uddin	19
4	Nusrat Gazi	16
5	Salman Apu	18
6	Sajid Ullah	13
7	Arifa Afrin	17
8	Nuzhat Mariam	17
9	Tahmina Sultana	18
10	Nargis Sultana	18
11	Ahmed Shamim	16
12	Rubaba Islam	16
13	Jannatul Ferdous	15
14	Mahia Mahreen	15
15	Faisal Ahmed	18
16	Sajid Rahman	14
17	Maliha Tasnim	11
18	Tanjil Al Arifen	12
19	Shahriar Ahmed	17
20	Mahir Al Asef	18
21	Muntahina Rahman	12
22	Raiyan Hasan	15
23	Samsun Nahar	20
24	Moutusi Islam	10
25	Ahmed Galib	20

**Subject teacher's sign**

**Class teacher's sign**

## Marks of Pre-test 2016

**Class- II Section: D**

**(Experimental Group)**

<b>Roll</b>	<b>Name</b>	<b>Mark</b>
1	Totini Haque	19
2	Tasnim Azad Orpa	10
3	Sadap Siper	18
4	Sufian Islam	18
5	Wafa Rahman	18
6	Sadi Ibne Malek	10
7	Nidhi Islam	13
8	Tahmidul Haque	20
9	Faisal Ahmed	18
10	Rumana Jahan	16
11	Sumia Islam	09
12	Noman Ahmed	14
13	Taseen Jubaer	17
14	Rawnak Jahan	15
15	Fariba Alam	14
16	Afsara Fatin	16
17	Mahim Khan	12
18	Nabila Sultana Neha	16
19	Mirza Zayed	20
20	Nishat Tasneem	17
21	Tahmid Rahman	14
22	Wafa Simran	19
23	Labiba Ahmed	20
24	Fahmiha Haque	14
25	Shamima Sultana	20

**Subject teacher's sign**

**Class teacher's sign**

## **Appendix C**

**(Materials and Lesson Plan)**

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### Lesson Plan (for 1 month)

Day	Topic	Activity	H.P. / H.W. / C.T.
Day 1	<b>Common and proper noun, (pg:13)</b>	<p>Teacher will greet the students and tell them to seat properly. Then teacher will write the topic on the board. After that teacher will explain the differences between common noun and proper noun. Then teacher will tell the students to make the groups to do exercise B in their book. Finally teacher will check and give feedback.</p>	
Day 2		<p>Teacher will greet the students and tell them to seat properly. Then teacher will write the topic on the board. After that teacher will recall the previous class and tell them to make the group to do exercise D. Finally teacher will check and give feedback.</p>	
Day 3		<p>Teacher will greet the students and tell them to seat properly. Then teacher will write the topic on the board. After that teacher will recall the previous class and tell them to make the group to do exercise E. Finally teacher will check and give feedback.</p>	<p style="text-align: center;"><b>H.P.</b></p> <p>Everything from Common and Proper noun</p> <p style="text-align: center;"><b>H.W.</b></p> <p>Pg: 17, Ex-E.</p>
Day 4		<p>Teacher will greet the students and tell them to seat properly. Then teacher will give 5 minutes for revision. After that teacher will give them tasks. Teacher will give exercises outside from the exercise so that it will be clear which student understand the topic. Finally teacher will check and give feedback.</p>	

Day 5	<b>Gender (pg:22)</b>	<p>Teacher will greet the students and tell them to seat properly. Then teacher will write the topic on the board.</p> <p>After that teacher will explain what is gender by giving examples. Then teacher will tell them to make the group to do exercise in the book. Finally teacher will check and give feedback.</p>	<p><b>H.W.</b> Pg: 22, 23.</p>
Day 6		<p>Teacher will greet the students and tell them to seat properly. Then teacher will write the topic on the board.</p> <p>After that teacher explain what is adjectives by giving examples. Then teacher will tell them to make the group to do exercise A and B in the book. Finally teacher will check and give feedback.</p>	
Day 7	<b>Adjectives (pg: 25)</b>	<p>Teacher will greet the students and tell them to seat properly. Then teacher will write the topic on the board.</p> <p>After that teacher will recall the previous class and tell them to make the group to do exercise C and E. Finally teacher will check and give feedback.</p>	<p><b>H.W.</b> Pg: 27, Ex- E.</p>
		<p>Teacher will greet the students and tell them to seat properly. Then teacher will write the topic on the board.</p> <p>After that teacher will recall the previous class and tell them to make the group to do exercise F and G. Finally teacher will check and give feedback.</p>	<p><b>H.P.</b> Everything from Adjectives</p>

Day 8			
Day 9		<p>Teacher will greet the students and tell them to seat properly. Then teacher will give 5 minutes for revision. After that teacher will give them tasks. Teacher will give exercises outside from the exercise so that it will be clear which student understand the topic. Finally teacher will check and give feedback.</p>	
Day 10		<p>Teacher will greet the students and tell them to seat properly. Then teacher will write the topic (comprehension) on the board. At first teacher will tell them to read the comprehension in the group. Then teacher will tell them to summarize the meaning of the passage. Every group will tell the summary. Finally teacher will announce the group's name who gives the best summary.</p>	
Day 11	<p><b>Comprehension: Rinky's Room (pg:85)</b></p>	<p>Teacher will greet the students and tell them to seat properly. Then teacher will write the topic (comprehension) on the board. Then teacher will write some questions on the board and tell them to give the answers. After that teacher will teach them how to connect the answers with the questions. Then teacher will tell them to make the group and write the Q/A from book.</p>	<p><b>C.T.</b> Topic: Common noun and proper noun; gender; adjectives and comprehension.</p>
Day 12		<p>Teacher will greet the students and tell them to seat properly. Then C.T. will be taken.</p>	

## Appendix D

(Question of post-test, sample of exam sheet and mark)

Post-test

Class-II

Duration: 1 hour Marks: 40

1. Fill in the blanks with suitable adjectives:  $4 \times 2 = 8$

a. The fox is a \_\_\_ animal.

b. We ate all the \_\_\_ grapes.

c. The bed was \_\_\_ and warm.

d. They put all \_\_\_ packets in the dustbin.

2. Underline the adjectives in the following sentences:  $3 \times 1 = 3$

a. The little child is happy.

b. Joya got a new computer and a red bicycle.

c. It is a sunny and hot day.

3. Pick out the noun and adjectives:  $15 \times 1 = 15$

wealthy, drums, unhappy, pink, girl, thin, deep, blunt, train, cottage, brother, shiny, cupboard,  
sharp, shoes.

4. Pick out common noun and proper noun from the following sentences:  $2 \times 1 = 2$

a. The kitten played with a ball.

b. Peter looked over the wall.

5. Pick out the male and female words:  $6 \times 1 = 6$

bull, nephew, peahen, drake, mare, aunt.

6. Read the following passage:

Rinky's room is neat and tidy. Her story books are on a shelf. Her school books are on a table.

Rinky makes her own bed. Her clothes are folded neatly and put away in a cupboard. She helps her mother to keep her room clean.

Answer the questions given below:  $3 \times 2 = 6$

a. Where does Rinky keep her story books?

b. Where does Rinky keep her school books?

c. Who makes Rinky's bed?

## **Sample of exam sheet of Post Test**

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## Marks of Post-test 2016

**Class- II Section: A**

**(Control Group)**

<b>Roll</b>	<b>Name</b>	<b>Mark</b>
1	Samiha Binte Supfian	39
2	Sakif Al Abrar	39
3	Nuzhat Islam	40
4	Redwan Nabil	40
5	Shahrin Akter	40
6	Nasfiduzzaman	31
7	Fatiha Nur	37
8	Afrin Azad	29
9	Manzur Islam	24
10	Simon Islam	37
11	Shek Sadi	31
12	Sadman Faiyaz	32
13	Abdallah	31
14	Hafeza Rumman	35
15	Inayya Rahman	30
16	Mohaiminul Mahim	25
17	Shah Mohammad Asef	17
18	Ahmed Hasan Sajid	31
19	Toha Tawsif	17
20	Sabiha Islam Ahona	40
21	Zulkifl Tazwar	22
22	Tousif Hossain	31
23	Khondoker Fahim	33
24	Sara Mehzabin	35
25	Ahnaf Sadik	35

**Subject teacher's sign**

**Class teacher's sign**

## Marks of Post-test 2016

**Class- II Section: B**

**(Control Group)**

<b>Roll</b>	<b>Name</b>	<b>Mark</b>
1	Nusrat Jahan	35
2	Tahmid Nawshan	39
3	Rafsan Anwar	21
4	Zainaz Hasan	08
5	Tahsanul Hasan	40
6	Mithila Sheikh	39
7	Tazwar Rahman	38
8	Rupal Anwar	37
9	Tahiya Sarkar	36
10	Isfaur Rahman	39
11	Araf Azmain	33
12	Muntazir Rahman	27
13	Umara Rahman Aysha	32
14	Nokibul Islam	29
15	Farheen Ahmed	35
16	Radina Mahfuz	08
17	A.D.M. Zubaer	23
18	Fariha Hossain	15
19	Sahir Ahmed	33
20	Ahnaf Sajid	26
21	Rida Anwar	31
22	Manha Binte Malek	16
23	Rizwan Safin	14
24	Mahim Khan	12
25	Farah Hossain	37

**Subject teacher's sign**

**Class teacher's sign**

## Marks of Post-test 2016

**Class- II Section: C**

**(Experimental Group)**

Roll	Name	Mark
1	Sadik Islam	37
2	Nabonita Nahiat	38
3	Habiba Uddin	38
4	Nusrat Gazi	31
5	Salman Apu	26
6	Sajid Ullah	36
7	Arifa Afrin	34
8	Nuzhat Mariam	34
9	Tahmina Sultana	35
10	Nargis Sultana	36
11	Ahmed Shamim	31
12	Rubaba Islam	31
13	Jannatul Ferdous	30
14	Mahia Mahreen	31
15	Faisal Ahmed	35
16	Sajid Rahman	28
17	Maliha Tasnim	11
18	Tanjil Al Arifen	24
19	Shahriar Ahmed	34
20	Mahir Al Asef	37
21	Muntahina Rahman	24
22	Raiyan Hasan	31
23	Samsun Nahar	40
24	Moutusi Islam	40
25	Ahmed Galib	38

**Subject teacher's sign**

**Class teacher's sign**

## Marks of Post-test 2016

**Class- II Section: D**

**(Experimental Group)**

Roll	Name	Mark
1	Totini Haque	40
2	Tasnim Azad Orpa	37
3	Sadap Siper	37
4	Sufian Islam	37
5	Wafa Rahman	40
6	Sadi Ibne Malek	40
7	Nidhi Islam	25
8	Tahmidul Haque	36
9	Faisal Ahmed	32
10	Rumana Jahan	32
11	Sumia Islam	29
12	Noman Ahmed	39
13	Taseen Jubaer	29
14	Rawnak Jahan	29
15	Fariba Alam	34
16	Afsara Fatin	29
17	Mahim Khan	28
18	Nabila Sultana Neha	32
19	Mirza Zayed	24
20	Nishat Tasneem	33
21	Tahmid Rahman	40
22	Wafa Simran	34
23	Labiba Ahmed	28
24	Fahmiha Haque	39
25	Shamima Sultana	40

**Subject teacher's sign**

**Class teacher's sign**