



Techniques of Teaching Grammar in Secondary Level of Dhaka City

A Dissertation Submitted in Partial Fulfillment of the Requirement for the Masters' of Arts in  
ELT and Applied Linguistics

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Date of Submission: April 15, 2010

The work is dedicated to my late father Syed Muztaba Ali who always dreamed to see me at the peak of success and my mother Rahena Akhter Khanam whose constant encouragement helps me to complete the study.

## Acknowledgment

My foremost thanks go to Almighty Allah for granting me strength and patience to carry out this research. My sincere thanks go to my supervisor Mohammad Mahmudul Haque for giving me his precious time and idea, for correcting my ideas and for reshaping my views and ideas. I also want to thank to my Principal Dr. Mahbubul Haque of Academia for helping me and allowing me leave during my survey. I am also grateful to all my relatives, friends who have helped me and encouraged me directly and indirectly during my entire master's course.

I am indebted to the students and teachers of the schools I surveyed who provided the data for this study.

S.S.Khanom

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April 15, 2010



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## Chapter 1: Introduction

### 1.1 Introduction:

It is of no doubt that grammar has played a central role in language teaching. Teaching grammar is a complex issue that has been dealt in a variety of ways. There is no one 'correct' technique of teaching grammar; various techniques came into play to make the teaching of grammar interesting and at the same time effective. In addition to applying the existing techniques of teaching grammar, teachers are to develop various strategies based on their students' learning style, proficiency level, motivation and other variables.

The present study makes an attempt to compare the techniques of teaching grammar in the secondary level students of Bengali and English medium schools of Dhaka city.

### 1.2 The Role of Grammar:

'Grammar is back!' this was the newspaper headline with which David Crystal prefaced one of his *English Now* radio programmes a few years ago. Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. As Diane Larsen-Freeman pointed out (as cited in Tonkyn, 1994, p.10):

"Grammar is one of three dimensions of language that are interconnected.

Grammar gives us the form or the structures of language but those forms are literally meaningless without a second dimensions, that of semantics (meaning) and a third dimension pragmatics. In other words, grammar tells us how to construct a sentence (word order, verb and noun systems, modifiers, phrases, clauses etc) and discourse rules tells us how to string those sentence together.

Semantics tells something about the meaning of words and strings of words."

At the BAAL conference titled on "Grammar for the Second Language Classroom' held at the



university of Reading in July 1991(as cited in Tonkyn,1994, p.7) the presenters in their articles took the initiative to look at the question of what makes grammar pedagogical or in other words, how grammar can be made suitable with the needs of learners. Carl James in 1991(as cited in Tonkyn, 1994, p.7) acknowledges that there is a relationship between what is desirable and what is learnable and successful pedagogical description involves seeing grammar with the eyes of the learners.

Sylvia Chalker (as cited in Tonkyn, 1994, p.8) sees the learner's view of grammar as being grammar = rules. Once he supervised a research among the classroom teachers to define grammar where various definitions emerge. But the word 'rule' was frequently mentioned. The teachers raised the issue that how far do the learners need to be aware of the grammar rules. One group favors traditional grammar instruction through explicit learning through the presentation of rules, and another group advocates for implicit learning of grammar through exposure to and practice in, the language in use. Many teachers believe that there must be only one 'right' way of describing something. Larsen Freeman, 1991 (as cited in Lecch, 1994, p.25) has pointed out the following points about the use of grammatical explanation and technical terminology:

- (a) Keep your explanations brief and simple. Use the mother tongue if students cannot follow an explanation in English
- (b) Use charts and other visuals whenever possible to graphically depict grammatical relationships.
- (c) Illustrate with clear, unambiguous examples
- (d) Try to account for varying cognitive styles among your students
- (e) Do not get yourself (tied up) in knots over so called 'exceptions' of rules.

### **1.3 Significance of the Study:**

In the context of Bangladesh, the issue of English language teaching is of great national significance. It is a common assumption that the mastery over the English language is obtainable through the perfect practice and learning of grammar. Despite various efforts to improve the level of competence of grammar, the performance of the learners is not satisfactory. We have many shortcomings and weaknesses. One shortcoming could be the lack of effective use of the techniques of teaching grammar.

It is true that all types of techniques are not equally applicable for teaching all items of grammar.

So it is the teacher who can add variety in the class by using different types of techniques.

From this study, the teacher will be able to reshape their ideas and views about applying techniques in language classroom. It will also help them to understand what types of techniques are suitable to junior secondary level (Grade VI- VIII)

### **1.4 Methodology:**

The research methods employed for this study are:

- (a) library research to examine the various kinds of techniques
- (b) teachers' questionnaire survey
- (c) students' questionnaire survey

### **1.5 Limitation of the Study:**

As this research was done to fulfill the academics requirement of a Masters' thesis in English within a specified period of time, it was not possible for the researcher to cover a good number of schools across the country, which would have involved a lot of money, manpower and time.



The study was also limited in Dhaka city, so the researcher could not claim the study a more representative one.

### **1.6 Conclusion:**

In this chapter we have looked at the role and significance of teaching grammar. In the next chapter we will review the different techniques that have been suggested by renowned scholars and applicable in the existing context of Bangladesh.



## **Chapter 2: Literature Review**

### **2.1. Introduction:**

In the context of second or foreign language teaching, grammar has always been considered as one of the main components and the question of how to teach grammar is often one of the central issues. Anthony says, (as cited in Nagaraj, 1996, p.98) ‘A technique is ‘implementation- which actually takes place in a classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective.’ In fact, techniques are closely related to methods and approaches. According to Longman Dictionary of Applied Linguistics, 1985 (as cited in Nagaraj, 1996, p.98)

“Different theories about the nature of language and how languages are learnt (that approach) imply different ways of teaching a language (the method), and different methods make use of different kinds of classroom activity (techniques)”

The techniques of teaching grammar depend on certain key areas of focus (Nagaraj, 1996, p.98). This literature review sheds lights on different techniques of teaching grammar and their affectivity.

### **2.2. Grammar Explanation/Deductive Teaching:**

When students produce grammatically incorrect sentences, they expect their teacher not only to iron out the mistakes but also to help them form grammatically correct sentences. Explaining a grammatical point is the commonest way in which language teachers over the centuries have attempted to give students direct help with grammar (Stevick, 1986) .This is one of the core beliefs of Grammar Translation Method which proposes deductive teaching of grammar. Deductive teaching is an approach to language teaching in which learners are taught rules and given specific information about a language. They then apply these rules when they use the

language (Richards & Rodgers, 1986). In this style of teaching grammar, the teacher provides explanation to an item of grammar followed by a set of exercises. So students move from rules to examples expecting to achieve mastery over the various items of grammar while applying. The following lists enumerate some items of grammar that have been treated deductively in some of the text-books (as cited in Cuff.P 1956, p .77):

1. The inflection of adjectives and adverbs (Clough, pp. 24-26; Curme, pp. 183-193 and 341-344\*)
2. The distinctions among parts of speech (Clough, pp. 26-40; Curme, pp. 1-105\*)
3. The forms for tense, mood, person, number, and voice of verbs (Clough, pp. 74-92; Curme, pp. 241-333\*)
4. The number of principal parts of verbs (Clough, p. 74; Curme, pp. 272-296 and 304-319\*)
5. The distinction between regular and irregular verbs (Clough, p. 75)
6. The uses of the subjunctive mood (Clough, pp. 84-85; Curme, pp. 390-430 and 432-433t)
7. The use and meaning of the modal auxiliaries (Clough, pp. 86-88; Curme, pp. 409-414t)
8. The distinction between phrases and clauses (Clough, pp. 98-101; Curme, pp. 87-91 and 97-104\*)
9. The functions of phrases (Clough, pp. 103-105; Curme, pp. 87-91)
10. The functions of dependent clauses (Clough, pp. 117- 134; Curme, pp. 174-185t)
11. The relative frequencies of the three types of dependent clause (Clough, p. 137)
12. The relation of sentence patterns to student maturity or ability (Clough, pp. 148-149)
13. The uses of the nominative and objective case forms of pronouns (Clough, pp. 159-160; Curme, pp. 128- 131\*)



14. The functions of who and whom as relative and interrogative pronouns-the question of which form to use (Clough, pp. 163-165; Curme, pp. 21-22 and 162-163\*)
15. The functions of the demonstrative, reflexive, and in- definite pronouns (Clough, pp. 167-169; Curme, pp. 15-23 and 157-158\*)
16. The function of gerunds and infinitives as verbs and nouns (Clough, pp. 196-199; Curme, p. 483t)
17. The occasional need to give a modifier of a gerund the genitive case (Clough, p. 205; Curme, pp. 485-491t)
18. The function of participles as verbs and adjectives (Clough, pp. 215-216; Curme, 448-450t)
19. The remedies for the dangling participle and for the dangling infinitive (Clough, pp. 224 and 230)
20. The uses of the infinitive as adjective and adverb (Clough, pp. 227-230; Curme, pp. 478-481t)

Pawel Scheffler (2009) administrated a questionnaire survey on two groups of Polish adult learners to know what type of rules to give priority to language teaching. The results indicate that the students consider some grammatical items difficult but they also consider explanation might be successful to overcome the complexity of the particular items of grammar.

### **2.3. Memorization:**

Memorization is another technique which encourage to memorize rules and grammatical paradigms such as verb conjugations(Richards,1986) In the study discussed above done by Pawel Scheffler, the students also consider two categories namely 'prepositions' and 'ing-forms and infinitives' difficult, but these are the two areas where they think explanation is relatively ineffective. Pawel thinks 'in both cases learning with the help of traditional grammar materials to



a great extent involves committing to memory a large number of idiomatic or idiosyncratic combinations, a process in which explicit instruction is of limited value.’

#### **2.4. Inductive Teaching:**

According to Richards (1985) “Inductive learning or learning by induction in which learners are not taught grammatical or other types of rules directly but are left to discover or induce rules from their experience of using the language.” Learners learn the grammatical form through meaning not the other way round. According to a CLT author- Adrian Doff (1981), the teacher follows some typical procedures of a grammar lesson. Firstly; the teacher uses some visual aids to present the grammar structure which they are going to be learned. Then the students try to deduce the meaning Later, the teachers asks some yes/no questions focusing on form, meaning and use to check the students’ understanding. The students are also encouraged to practice the structure through repetition and substitution drills, word prompts and picture prompts. The teacher provides students with opportunities to use new language in a freer, more creative way. He creates activities in which students can integrate new language with the previously learnt language and apply what have learnt to talk about their real life activities. Some grammarians have cited the inductive method as suitable for giving instruction concerning certain designated materials. For instance, Otto Jespersen (as cited in Cuff.P,1956,p.78) has suggested that induction be used for teaching the distinction between singular and plural number, the devices utilized in forming the plural, and the distinction between regular and irregular plurals. Clough (as cited Cuff.P, 1956, p.78) has mentioned the need for inductive study of word order in English sentences. The following list enumerates some items of grammar that have been treated deductively in some of the textbooks (as cited in Cuff.P, 1956, p .77):

1. The usual device for forming the plural of nouns (Jespersen, "The Teaching of Grammar," English Journal, XIII (March, 1924, pp. 173-174.)
2. The relative frequency of attributive and appositive adjectives and the conditions under which each of these types appears (Clough, Grammar of English Communication, p. 25)
4. The distinction between normal and inverted order (Clough, pp. 36-37)
5. The effect that beginning a sentence with an adverb may have upon the order of the subject and the predicate (Clough, p. 37)
6. The order of the subject and the predicate in interrogative sentences (Clough, p. 37)
7. The greater likelihood that some conjunctions will be followed by inverted order than others will be (Clough, p. 38)
8. The case and number and person forms for pronouns (Clough, pp. 155-156)

#### **2.5. Conversation Practice:**

This technique is basically useful for the learners as they come to the items of grammar through oral practice (Richards, 1986). Many conversation classes fail because-(a) The students are insufficiently motivated to speak (b) Too few students participate (c) The teacher does most of the talking (Langerfield, 1986). So to make the teaching successful the teacher asks students a number of questions in the target language and the question contains particular items of grammar structure. Later the students are able to ask each other their own questions using the same grammatical structures. This technique emerges with the belief that students should be encouraged to form their own generalizations about grammar through practice. Instead of memorizing the rules of grammar, they should learn to ask questions as well as answer (Larsen – Freeman, 2000)



## 2.6. Drills:

Another way of learning grammar is through drills. A drill is normally paced, cued and conducted by the teacher with the class responding either chorally or individually (Spratt, 1985, p. 9)). Drill is basically used in class when students face problem with the long line of dialog (Larsen–Freeman, 2000). The teacher breaks down the line into several parts for the convenience. Over the years, drills have received much criticism, especially for its lack of genuine communication that is inherent in the way they are conducted (Spratt, 1985). Recent emphases on cognition, comprehension, and communication led many practionioners to conclude that drilling has little or no place in enlightened language teaching, certainly drilling has been overdone in some methods. (Stevick, 1986). Stevick (1986) presents one of the experiences of a language learner:

“What made an even greater impression upon me were techniques of teaching grammar, specifically the dative and accusative prepositions and those infamous article and adjective endings. Her technique was based on drilling and memorization, both of which are often criticized. Her energetic style and persistence, however, made this an enjoyable way of learning. The charts and lists drilled into my head were most definitely of practical usage during my past year in Germany....For these points to have stuck with me for the past eight years, there’s something positive to be said for the daily drilling and memorization of Mrs.V \_\_\_\_\_’s eight grade German class.”

The technique drill strongly disagrees with the view of memorization of grammar rules rather it emphasizes that the learning of grammar should be the same as the acquisition of someone’s native language. A distinction has been made between mechanical and meaningful drills. A



mechanical drill focuses on the form of the new language by getting students to repeat or manipulate the form of the sample sentence provided by the teacher. For example:

T: The man is swimming

S: The man is swimming

T: walking

S: The man is walking

T: sleeping

S: The man is sleeping

On the other hand meaningful drill gives students an element of meaning based choice as to what they reply, as in the following examples:

T: I've got a headache

S1: You should take an aspirin

S2: You should lie down

S3: You should go for a walk

T: I'm starving

S1: You should eat something

S2: You should have a meal.

S3: You should think of something else.

T: I'm feeling hot

S1: You should have a drink

S2: you should take your jersey off

S3: you should open the window.

In the above drill, each student may respond in more than one way, provided the answer is appropriate to the teacher's cue sentence (Spratt, 1985)

Various kinds of drills are used as techniques in Audio-Lingual method such as backward build-up drill, repetition drill ,chain drill, single-slot substitution drill,transformation drill etc(Larsen-Freeman,2000).In 'Single-slot Substitution drill' one word in an utterance is replaced by another. As for example,

He bought *the house* cheap- he bought *it* cheap

*Helen* left early- *she* left early

Chain drill allows students to repeat the utterance aloud again and again.

I used to know him – I used to know him

I used to know him some years ago- I used to know him some years ago

From the above discussion, it can be said that ALM encourages listening and speaking skills in the form of dialogues and drills with a view to achieving mastery over the grammar of the foreign language.

### **2.7. The Use of Realia:**

Teaching with objects is probably as old as teaching itself. More than three hundred years ago, Comenius gave us a complete system of language learning based on the use of concrete objects. He says: "The object" we use in our teaching "must be a real, useful thing, capable of making an impression upon the senses. To this end it must be brought into communication with them."(as cited in Girard,1954,p 406)This technique is based upon the idea that the learners perceive much more in an environment than that to which they consciously attend Realia normally makes for a better learning environment. It is claimed that by putting posters map, photographs, posters, models, any object containing grammatical information about the target language on the



classroom walls, students will absorb the necessary facts effortlessly (Girard, 1954). The teacher may or may not call attention to the poster. They are changed from time to time to provide grammatical information that is appropriate to what the students are studying. The teachers present the grammar rules through poster, colorful chart paper, pictures etc. (Richards, 1986). Teachers always use pictures or graphics—whether drawn, taken from the books, newspapers, and magazines or photographs—to facilitate learning. Pictures can be in the form of flashcards, large wall pictures, cue cards, photographs, or illustrations (typically in a textbook). Some teachers also use projected slides, images from an overhead projector or projected computer images. Teacher also draws pictures on the board to help with explanation and language work. Flash cards are particularly useful for ‘drilling’ grammar items or for cueing different sentence (Girard, 1954). Carol J. Kreidler (1971, p.20-21) points out some pre-cautions to be followed in using realia. They are:

- (a) First, check for ambiguity. We should choose realistic, unambiguous pictures for our students to see as we choose realistic, conversational forms of language for our students to speak
- (b) Second, don't clutter pictures with nonessential details. A picture with too many details looks like a mass of color or lines to a student, and the students will have trouble deciding just what it is that the teacher wants him to see. If the idea behind the picture is to provide the context for language use, extraneous, nonrelevant material must be omitted and only the bare necessities included.
- (c) Third, be sure the picture is culturally recognizable. This point is one which is probably more pertinent for those working in specific areas overseas; a church in any foreign country is recognizable by a cross, and often a spire. In other countries this may not be



the symbol for the equivalent of "church." It may be that the crescent and star, or star of David, must substitute for the cross and another for the spire.

- (d) Lastly, be aware of differences in the interpretation of color, shape, and the direction of eye-movement. We assume that the color of mourning is black; in Viet Nam it is white. In China the color of mourning is white, and red is worn for marriage.

The point which is important to remember that the teacher must not believe that he must use realia at every turn. He must resist the tendency to use machines as a substitute for a lesson-plan. He must resist the urge to indulge in activity for activity's sake at the expense of substance. Realia must be a means to an end. Realia must not steal the show. It is not a matter how modern or numerous the realia, they cannot substitute for the teacher's command of subject matter, his understanding of his students' needs and his sound judgment in the use of his materials. (Girard, 1954)

## **2. 8 Use of Gestures:**

Gestures constitute a central feature of human development, knowing, learning, and communication across cultures (Kendon & Levinson 1997); even congenitally blind individuals gesture when they communicate (Iverson & Goldin-Meadow, 1998). According to Kendon (1996), 'It is sometimes used to refer to any of a variety of movements including movement of hands and arms, adjustment of posture, the touching of oneself (e.g., stroking one's hair), various (nervous) ticks, and other fiddling movements- that people use while talking ( as cited in Wolf-Michael, 2001) This technique falls under Total Physical Response which was developed by James J. Asher who reflects a grammar based view of language. According to him, first language acquisition of the infant takes place through physical movement and in a stress-free environment.

So Asher attempts to facilitate the language learning through physical or motor activity. The technique 'Action Sequence' follows some series of steps. The teacher chooses a topic and continues the commands according to the sequence. As the students learn more and more of the target language, a longer series of connected commands can be given, which together comprise a whole procedure (Larsen–Freeman, 2000) For example: the topic is 'writing letter'. So the teacher might receive the following sequence:

Take out a pen

Take out a piece of paper

Write a letter

Fold the letter

Put it an envelope

Seal the envelope

Write the address on the envelope

Put a stamp on the envelope

Mail the letter

### **2.9 Role Play:**

Livingstone (1983) says that role play is a classroom activity which gives the student the opportunity to practice the language, the aspects of role behavior and the actual roles he may need outside the classroom This type of activity is best achieved by two roles; one of teacher and another of student .The teacher makes decisions regarding the materials to be used, the language to be practiced and the classroom activity in which it will be practiced. It also provides variety of activity and of interaction and takes the focus of the learners into the particular item of grammar. The starting point is the language item that needs to be practiced. It is necessary to decide in



which context this is likely to occur naturally so that the students with actually need to produce what they have learnt. The students should not need to use the language item too frequently in this context otherwise the role play practice activity involving repetition of the same form. This is an example of a simple 'survival' role play; students visiting a foreign country always need to buy things at one time or another. The language that is used in this example can be used in many other survivals and shopping situations. He provides an example which could be used in the classroom.

**Breakdown of roles, functions:**

- (a) situation: in a shop
- (b) Formality: Formal
- (c) Attitudes: Neutral, polite
- (d) Language functions: Asking for goods, Asking for and giving prices,  
Asking for and giving amounts

**Class Participation:**

A: Good Morning, how can I help you?

B: I'd like a pound a cup of tea and half a pound of coffee, please.

A: Here you are, anything else?

B: No, thank you. How much is that?

A: £2.25, please.

B: Here you are.

A: Thank you, goodbye

B: Goodbye



### **2.10. Task -based Activity:**

According to Richards and Rodgers (1986), "Task based Language Teaching refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching". As learners are required to complete a task, they get abundant opportunity to interact between themselves which is thought to facilitate language acquisition. Formal instruction and communicative language teaching can be integrated through the use of grammar tasks designed to promote communication about grammar. These grammar tasks have two primary aims: to develop explicit knowledge of L2 grammatical features and to provide opportunities for interaction focused on an exchange of information. They can be completed in teacher- directed lessons or they can be used in pair/group work in order to increase opportunities for negotiating meaning. Grammar tasks will need to aim at raising the learner's consciousness about the grammatical properties of the L2. The tasks will not be designed to provide multiple opportunities for producing sentences containing the target features. Any production that occurs will be incidental and not directed at "acquiring" the target features, only at "learning" them. Also, the grammar tasks will need to incorporate a multiway information gap which requires the exchange of information in order to reach an agreed solution to a problem. The tasks will be designed so that they are closed, i.e., there is a single solution. (Fotos & Ellis, 1991)As for example, the task could be visiting the doctor, conducting the interview or calling customer services for help. These kinds of task put students in real life situation so that they focus on the task with complete freedom. For the successful completion, Jane Willis (1986) broke this method into three sections which consist of pre-task, the task cycle and the language focus. Compared with the traditional grammar classroom, the teaching activities designed according to the theory of task-based approach could arouse students' interest in the group work. The adoption of a task-

based approach in language pedagogy is closely linked to the use of pair/group work (Nunan, 1989). A survey of research on pair/group work conducted by Long and Porter (1985) indicate that learners produce more in pair/group work, use longer sentences, and do not speak any less grammatically than they do in teacher-fronted lessons. Learners also negotiate meaning more, provided that the task requires information exchange. One disadvantage, though, is that the input they receive from other learners may be less grammatical than what they obtain from the teacher. During the whole process, students feel very excited, and they can remember the grammar more clearly and easily. For them, grammar is no longer difficult and boring. Group work makes the tasks more interesting and much easier. The application of tasks enabled students to create more ideas and they could express their opinions freely on the topics. It also provides them enough opportunities and language environments to speak English. This also allows them to use all the language they know and learning, rather than just the target language of the lesson which motivate them in their language learning (Harmer, 1996)

### **2.11. Contextualized Clues:**

In this type of technique the context provides the clue to the type of grammatical item to be used. Spratt (1985) says that in a situational context, the situation occurs in or with reference to the presentation stage, the situation the teacher chooses to allow the new language to occur in. In a well chosen situational context, the elements of that situation bring out the meaning of the new language and capture the students' attention by being relevant to their world. The teacher chooses some words which is very much related to the particular item of grammar. The students repeatedly use the item of grammar which helps them to use in real situation. For example,



Example	Situation	Language
1	Buying quantities of food	countable and uncountable nouns
2	Talking with a bank manager for advice on financial problems	exponents of advice
3	A husband and wife arguing about a minor car accident he has just had	Should/shouldn't have + past participle

The context the teacher chooses for the presentation of a new item includes the following order:

-The teacher builds up the situational context. This can be done through the use of pictures, a dialogue, a tape, a board story etc.

-Elicit the new language from the students or tell it to them. Elicitation involves trying to encourage students to produce language they have never been taught; they may well not be able to produce it correctly, but can nevertheless make guesses or call outside knowledge. If they can do so successfully, they will be pleased.

-Focus the students' attention on the marker sentence. A marker sentence is the first sentence of the new language that students focus on and use as a model for producing other similar sentences using the new language.

- Check the students' understanding of the concepts behind the new language. A teacher does concept checking to find out whether the students have really grasped the meaning and form of the new item.

### **2.12 Conclusion:**

This chapter discusses the various techniques of teaching grammar and their application. In the next chapter, the questionnaire for the teachers' and students' will be developed based on these techniques.



## **Chapter 3: Research Methodology**

### **3.1 Introduction:**

This chapter discusses the research methodologies that were used in this research. The data is basically collected through questionnaire survey both on the students and teachers. The research tools (questionnaire) and their implications, sampling, administering the study and the process of data analysis in the present study have also been discussed in detail.

### **3.2 Methods of Data Collection:**

The methodology used for this study include: (1) students' questionnaire survey (2) teachers' questionnaire survey.

A questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic. Questionnaires are a valuable method of collecting a wide range of information from a large number of individuals, often referred to as respondents. Good questionnaire construction is critical to the success of a survey. Inappropriate questions, incorrect ordering of questions, incorrect scaling, or bad questionnaire format can make the survey valueless. A useful method for checking a questionnaire and making sure it is accurately capturing the intended information is to pretest among a smaller subset of target respondents.

Seliger and Shohamy (1989:172) have stated a number of advantages of using a questionnaire for data collection. They are:

(a) They are self-administered and can be given to large groups of subjects at the same time.

They are, therefore, less expensive to administer than other procedures such as interviews.

(b) When anonymity is assured, subjects tend to share information of a sensitive nature more easily.

(c) Since the same questionnaire is given to all subjects, the data are more uniform and standard.

(d) Since they are usually be given to all subjects of the research at exactly the same time, the data are more accurate.

### **2.3 The Principles followed for Designing Questionnaire:**

As already stated above the methods of data collection used for this study were students and teachers' questionnaire survey, these are the principles that need to follow in designing the questionnaire:

(a)The research objectives and frame of reference should be defined beforehand, including the questionnaire's context of time, budget, manpower, intrusion and privacy.

(b)The nature of the expected responses should be defined and retained for interpretation of the responses, be it preferences (of products or services), facts, beliefs, feelings, descriptions of past behavior, or standards of action.

(c) All questions should contribute to the objective(s) of the research.

(d)The topics should fit the respondents' frame of reference. Their background may affect their interpretation of the questions. Respondents should have enough information or expertise to answer the questions truthfully.

(e)The type of scale, index, or typology to be used shall be determined.

(f)The types of questions (closed, multiple-choice, open) should fit the statistical data analysis techniques available.

(g)Questions and prepared responses to choose from should be neutral as to intended outcome. A biased question or questionnaire encourages respondents to answer one way rather than another. Even questions without bias may leave respondents with expectations.



(h)The order or “natural” grouping of questions is often relevant. Prior previous questions may bias later questions.

(i)The wording should be kept simple: no technical or specialized words.

(j)The meaning should be clear. Ambiguous words, equivocal sentence structures and negatives may cause misunderstanding, possibly invalidating questionnaire results. Double negatives should be reworded as positives.

(k)If a survey question actually contains more than one issue, the researcher will not know which one the respondent is answering. Care should be taken to ask one question at a time.

(l)The list of possible responses should be inclusive. Respondents should not find themselves with no category that fits their situation. One solution is to use a final category for “other \_\_\_\_\_”.

(m)The possible responses should be mutually exclusive. Categories should not overlap. Respondents should not find themselves in more than one category, for example in both the “married” category and the “single” category - there may be need for a “not living with spouse” category.

(n)Writing style should be conversational, yet concise and accurate and appropriate to the target audience.

(o)“Loaded” questions evoke emotional responses and may skew results.

(p) Presentation of the questions on the page (or computer screen) and use of white space, colors, pictures, charts, or other graphics may affect respondent's interest or distract from the questions.

(q) Numbering of questions may be helpful.

(s) Questionnaires can be administered by research staff, by volunteers or self-administered by the respondents. Clear, detailed instructions are needed in either case, matching the needs of each audience.

A number of ways are used to collect the data through questionnaire. The Likert scale (Likert, 1932) is one of the most widely used itemized scales. The end-points of a Likert scale are typically strongly disagree and strongly agree. The respondents are asked to indicate their degree of agreement by checking one of five response categories: strongly disagree, disagree, neither agree nor disagree, agree, and strongly agree and provides 5 different points for each item on the questionnaire: 'Strongly agree' may get 5 points, 'agree' 4 points, 'neither agree nor disagree' 3 points, 'disagree' 2 points and 'strongly disagree' may get a score of 1. But Seliger and Shohamy (1989:173) have suggested that in an attitude questionnaire the sequence of attitudes or responses should be the reverse suggested by Likert (1932) i.e. the favorable attitudes should be reflected in higher scores. Therefore, in this present study attitudes or responses have been assigned value in the following way: entirely disagree = 1, disagree = 2, not sure = 3, agree = 4 and entirely agree = 5

The Likert-type scale has several advantages.

(a) It is easy for the researcher to construct and administer this scale, and it is easy for the respondent to understand..



(b) Likert-type scale can be easily used in respondent-centred and stimulus-centred studies i.e. through it we can study how respondents differ between people and how responses differ between stimuli.

© Likert type scale takes much less time to construct, it is frequently used by the students of opinions research. (Kothari 1985 :106,107)

(d) Therefore, it is suitable for mail, telephone, personal, or electronic surveys.

There must be clear and straight forward instructions in the questionnaire for the respondents for answering the questions. In this regard Kothari(1985:147) states that 'questionnaire must contain simple but straight forward directions for the respondents so that they may not feel any difficulty in answering the questions.'

Therefore, these above steps were followed very carefully as guidelines in constructing the questionnaire for the study. The questionnaire was designed in keeping in mind the object of the study. In the designing of the questionnaire, the researcher adapted a well-organized pattern, so that the informants felt easy and comfortable in answering the questions and to express their opinions.

### **3.4 Format of the Questionnaire:**

Both the questionnaires for the students and teachers are structured. Structured questions help the researcher to elicit data easily and quickly because the answers which the respondents provide are easy to compare. The questionnaire comprises 10 statements.

### **3.5 Description of the Questionnaire for Students and Teachers:**

The questionnaire for students and teachers are based on different techniques that have been used in secondary levels.

The first statement is 'Your teacher explains the structure and rules of grammar'. This statement emerges with the belief that the items of grammar would be taught deductively. The teacher provides structures and rules first before he provides examples.

The second statement is 'Your teacher asks you to memorize the rules of grammar'. This statement lies in the belief that the mastery over grammar could be acquired better by the memorization of rules and grammar.

The third statement is 'Your teacher provides examples focusing one item of grammar followed by rules'. This technique holds the opposite idea of deductive teaching. Here the teacher first provides some examples related to the particular item of grammar followed by rules.

The fourth statement is 'your teacher teaches you an item of grammar by putting it in a meaningful context'. This is the idea of teaching grammar where the students gain efficiency on the particular item of grammar through oral practice.

The fifth statement is 'Your teacher gives you an example of an item of grammar and you repeat it with your teacher. This question is purely based on the belief that language acquisition is best acquired through the practice of dialogues and drills.



The sixth statement is 'Your teacher use pictures, chart papers or flashcards to practice the item of grammar'. This technique is based on the idea that use of realia like pictures, chart papers and flashcards engage the students to learn and understand the item better.

The seventh statement is 'your teacher uses gestures or engages you physically while teaching, for example, imperatives'. This technique encourages the idea of using gestures that means physical movement of the students in the class. The idea is that the more engages them in physical activity, the more they will learn.

The eighth statement is 'your teacher assigns you a role and teaches an item of grammar you have to use. Then either he or another student plays a role and you are asked to play the other role. In this technique the students actively take part in the language class by being one of the part of the role and use some item of grammar.

The ninth statement is 'Your teacher wants to teach you how to do shopping'. He discusses the particular item of grammar to complete the task. This techniques has emerged from Task Based language teaching which based on task outcome (i.e.: the appropriate completion of tasks) rather than simple accuracy of language forms.

The tenth statement is 'You have to fill up the spaces of a passage with some clue words. Your teacher discusses the context and you complete the passage.' In this technique the teachers provides a situation and some clue words of an item of grammar that is related to that situation.

### **3.6 Validity and Reliability of the Questionnaires:**

.Seliger and Shohamy (1989:188) state that 'validity refers to the extent to which the data collection procedure measures what it intends to measure'. Both the content and construct validity of an instrument ensures that the data collected through them is purposeful and correct.

Reliability refers to the consistency and accuracy of the data collection procedure (Seliger and Shohamy, 1989). The following aspects were taken into consideration in designing the questionnaires in order to ensure the content validity and reliability.

- Literature Review on research method
- Pilot study on some respondents
- Consultation with the supervisor of this research and the fellow students

### **3.7 Universe of the Study:**

Taking into consideration time money and other limitations, to collect data, the researcher used deliberate sampling because it involved purposive or deliberate selection of particular units of the universe for constituting the samples of the study. It was so done for the convenience of data collection.

Two types of schools are basically chosen for this empirical research: Bengali medium school and English medium school

The Bengali medium schools were: 1) Govt. Laboratory High school (2) Mohammadpur Preparatory Girls' High School (3) Faizur Rahman Ideal Institute, Lalmatia

The English medium schools were : (1) Sunbeams (2) Lakehead Grammar School and (3) Academia

### **3.8 Sampling for the Study:**

Borg and Gall (1989) define the sampling as 'selecting a given number of subjects from a definite population as representative of that population' To do the survey 3 private and 3



Government schools are chosen .60 students and 6 teachers from English medium school and 87 students and 6 teachers form the Bengali medium school participated in the survey. The respondents were co-operative in filling the questionnaire especially the students.

Samples selected for the survey are shown in the following table

Type	number
Students' questionnaire	130
Teachers' questionnaire	12

Institution wise numbers of students and teacher respondents are given below:

**English Mediums School:**

Institution	Teachers No	Students No
Academia	3	16
Lakehead Grammar School	3	20
Sunbeams	3	24

**Bengali Medium School:**

Institution	Teachers No	Students No
Government Laboratory High School	3	24
Faizur Rahman Ideal Institute,Lalmatia	3	26
Mohammadpur Preparatory Girls' High School, Dhaka	3	20

### **3.9 Administering the Students' Questionnaire:**

The researcher administered the empirical study in six schools by herself. The study was a comparative study and the researcher first started with Bengali medium school. The first school was Govt. Laboratory High School in Dhaka It is one of the famous schools in Dhaka city. The researcher met the principal early in the morning and he asked the senior English teacher Mr Solaimen Hague of his institute to cooperate the researcher. The English teacher was himself a student of ELT and Applied Linguistics from Dhaka University. He took a lot of interest and took the researcher to class Six. He introduced her to the class and explained the purpose of the study. The questionnaires were distributed among the students. The students were very friendly and co operative. They completed the questionnaire enthusiastically.

The researcher went to Mohammadpur Preparatory Girls high School in the same day. The researcher herself met to the Principal and explained to her the purposes of this research and sought her permission to do the questionnaire survey in junior secondary class ranges form 6 to 8. She asked the researcher to do the survey in class 8 because at that time Mr. Ehsanul Haque the English teacher was taking English Language class. The researcher went to class, introduced herself to the students and explained the purpose of the study Mr. Ehsanul Haque himself went through the questionnaire and made himself clear about it. Then the researcher distributed the questionnaire among the students and roamed around in the class to motivate the students to answer the question.

Then the researcher went to Faizur Rahman Ideal Institute located at Lalmatia in Dhaka. She explained the purpose of the research to the principal in the same way as he did in the other schools. The students were very cooperative to help the researcher.



After having finished the survey in Bengali medium school, the researcher moved on to English medium school. The first school was researcher's own school so she did not face any problem. The second school was Lakehead Grammar School. The researcher got all kinds of cooperation from the students. They were very enthusiastic and friendly in completing the questionnaire. The third school was Sunbeams. It is situated at Uttara, Sector- 10. The students of Sunbeams were also show the same enthusiasm and friendly attitude to the researcher.

### **3.10 Administering the Teachers' Questionnaires:**

The researcher carried out the questionnaire survey on the teachers first in Govt. Laboratory High School. She did the survey with the teachers of the institute in the same day as he did with the students in that school. Among the five English teachers three teachers participated in filling up the questionnaires because they teach grammar in junior secondary level ranging from class six to class eight.

The same procedure was followed with the other 15 teachers of five remaining Bengali and English medium schools. They were also very cooperative in filling up the questionnaire

### **3.11 Process of Data Analysis:**

The data collection by using the instruments from the samples described in this chapter were hand tabulated and analyzed in terms of Frequency Counts and Mean Scores. Frequencies are used to indicate how often a phenomenon occurs and they are based on counting the number of occurrences. According to Seliger and Shohamy (1989:211) there are a number of advantages in using the Frequency Counts for data analysis:

- (a) Frequencies provide information about the data collected (responses of the subjects) through questionnaire before the results are used for analyzing the data of the whole study
- (b) Frequencies can also be the useful for obtaining insight into the data of the research.

(c) Frequency counts is a useful way of condensing, organizing and summarizing the data when the score range is large.

(d) Frequencies can provide the researcher with meaningful information on the measures used in the research even before the results are compared. This can help the researcher obtain insight into an understanding of the data and the results.

The mean is the sum of all scores of all subjects in a group divided by the number of subjects,  $(X = \Sigma X/n)$  (Seliger and Shohamy, 1989:215). The mean of each items therefore is the average score for each item and it is the summation of all the scores divided by the number of subjects.

The mean provides information on the average performances or behavior of a group on given tasks, and helps the researcher obtain insight by condensing large amounts of data. The mean tells the researcher how the group as a whole performed and that does provide more significant information.

### **3.11 Conclusion:**

The results found from the students' questionnaire and teachers' questionnaire surveys have been analyzed and presented in the next chapter. The results have also been discussed there using an interpretation key.



## Chapter 4: Results and Discussion

### 4.1 Introduction:

The data collected from students' questionnaire and teachers' questionnaire surveys was hand tabulated and analyzed in terms of frequency counts and means. The results are presented in this chapter.

### 4.2. Results as Found from Students' Questionnaire Survey (English Medium School):

In students' questionnaire, respondents had to tick an appropriate box from five options for each item. For analysis the responses were converted into mathematical figures as follows:

Entirely disagree= 1

Disagree= 2

Not sure = 3

Agree= 4

Entirely agree= 5

The results are presented in the table below:

(In each box the number on top indicates the number of scores and the number at the bottom indicates the score after conversion into mathematical figures. The bottom ones are calculated for means)

Table 1  
English Medium School

Statement	Entirely disagree	Disagree	Not Sure	Agree	Entirely agree	Mean Score
(a) Your teacher explains the structure and rules of grammar	1 1	0 0	2 6	31 124	26 130	4.35
(b) Your teacher asks you to memorize the rules of grammar	14 14	31 62	11 33	1 4	0 0	1.88
(c) Your teacher provides examples focusing one item of grammar followed by rules.	0 0	6 12	2 6	17 68	35 175	4.35
(d) Your teacher teaches an item of grammar by putting it in a meaningful context.	9 9	31 62	7 21	7 28	6 30	2.5
(e) Your teacher gives you an example of an item of grammar and you repeat it with your teacher.	17 17	22 44	20 60	1 4	0 0	2.08
(f) Your teacher use pictures, chart papers or flashcards to practice the item of grammar	0 0	10 20	.3 9	39 156	8 40	3.75
(g) Your teacher uses gestures or engages you physically while teaching, for example, imperatives.	15 15	10 20	16 48	13 52	6 30	2.75



(h) Your teacher assigns you a role and teaches an item of grammar you have to use. Then either he or another student plays a role and you are asked to play the other role	5	5	0	0	0	1.08
(i) Your teacher wants to teach you 'how to do shopping'. He discusses the particular item of grammar to complete the task.	0	4	23	32	1	3.5
(j) You have to fill up the blank spaces of a passage with some clue words. Your teacher discusses the context and you complete the passage.	2	0	1	21	35	4.48

The details of the results of students' questionnaire survey are given below:

(For each item the number of total respondents was 60)

For statement 1 (Your teacher explains the structure and rules of grammar) 1 student ticked 'strongly disagree', 2 students ticked 'not sure', 31 students ticked 'agree' and 26 students ticked 'entirely agree'. The mean score is 4.35.

For statement 2 (Your teacher asks you to memorize the rules of grammar) 14 students answered 'strongly disagree', 31 students answered 'disagree', 11 students answered 'not sure', 1 students 'agree'. The mean score is 1.88

For statement 3 (Your teacher provides examples focusing one item of grammar followed by rules) 6 students ticked 'disagree', 2 students 'not sure', 17 students ticked 'agree' and 35 students ticked 'entirely agree'. The mean score is 4.35



For statement 4 (Your teacher teaches an item of grammar by putting it in a meaningful context) 9 students answered 'strongly disagree', 31 students answered 'disagree', 7 students answered 'not sure', 7 students 'agree' and 6 students 'entirely agree'. The mean score is 2.5

For statement 5 (Your teacher gives you an example of an item of grammar and you repeat it with your teacher) 17 students ticked 'entirely disagree', 22 students ticked 'disagree', 20 students 'not sure' and 1 students ticked 'agree'. The mean score is 2.08

For statement 6 (Your teacher use pictures, chart papers or flashcards to practice the item of grammar) 10 students answered 'disagree', 3 students answered 'not sure', 39 students answered 'agree', 8 'entirely agree'. The mean score is 3.75

For statement 7 (Your teacher uses gestures or engages you physically while teaching, for example, imperatives 15 students answered 'entirely disagree', 10 students answered 'disagree', 16 students answered 'not sure', 13 students 'agree' and 6 students 'entirely agree'. The mean score is 1.08.

For statement 8 (Your teacher assigns you a role and teaches an item of grammar you have to use. Then either he or another student plays a role and you are asked to play the other role) 10 students answered 'disagree', 3 students answered 'not sure', 39 students answered 'agree', 8 students answered 'entirely agree'. The mean score is 1.08

For statement 9 (Your teacher wants to teach you 'how to do shopping'. He discusses the particular item of grammar to complete the task.) 4 students answered 'disagree', 23 students answered 'not sure', 32 students 'agree' and 1 student 'entirely agree'. The mean score is 3.5

For statement 10 (You have to fill up the blank spaces of a passage with some clue words. Your teacher discusses the context and you complete the passage) 2 students answered 'entirely



disagree', 1 student answered 'not sure', 21 students answered 'agree', 36 students answered 'entirely agree'. The mean score is 4.48

#### 4.3. Results as Found from Students' Questionnaire Survey (Bengali Medium School):

Table 2

Bengali Medium School

Statement	Entirely disagree	Disagree	Not Sure	Agree	Entirely agree	Mean Score
(a) Your teacher explains the structure and rules of grammar	0	7	13	34	14	3.98
(b) Your teacher asks you to memorize the rules of grammar	2	5	19	36	7	3.68
(c) Your teacher provides examples focusing one item of grammar followed by rules.	5	6	4	38	17	3.8
(d) Your teacher teaches an item of grammar by putting it in a meaningful context.	13	26	17	12	2	2.67
(e) Your teacher gives you an example of an item of grammar and you repeat it with your teacher.	5	20	9	36	0	3.08
(f) Your teacher use pictures, chart papers or flashcards to practice the item of grammar	19	19	20	11	0	2.3



(g) Your teacher uses gestures or engages you physically while teaching, for example, imperatives.	23	19	12	15	0	2.24
(h) Your teacher assigns you a role and teaches an item of grammar you have to use. Then either he or another student plays a role and you are asked to play the other role	31	26	13	0	0	1.74
(i) Your teacher wants to teach you 'how to do shopping'. He discusses the particular item of grammar to complete the task.	14	14	23	18	0	2.61
(j) You have to fill up the blank spaces of a passage with some clue words. Your teacher discusses the context and you complete the passage.	7	17	20	26	3	3.14

The details of the results of students' questionnaire survey (Bengali medium school) are given below:

(For each item the number of total respondents was 70)

For statement 1 (Your teacher explains the structure and rules of grammar) 7 students ticked 'disagree' 13 students ticked 'not sure', 34 students ticked 'agree' and 14 students ticked 'entirely agree'. The mean score is 3.98



For statement 2 (Your teacher asks you to memorize the rules of grammar) 2 students answered 'strongly disagree', 5 students answered 'disagree', 19 students answered 'not sure', 36 students answered 'agree' and 7 students answered 'entirely agree'. The mean score is 3.68

For statement 3 (Your teacher provides examples focusing one item of grammar followed by rules) 5 students ticked 'entirely disagree', 6 students ticked 'disagree', 4 students ticked 'not sure', 38 students ticked 'agree' and 17 students ticked 'entirely agree'. The mean score is 3.8

For statement 4 (Your teacher teaches an item of grammar by putting it in a meaningful context) 13 students answered 'entirely disagree', 26 students answered 'disagree', 17 students answered 'not sure', 12 students 'agree' and 2 students answered 'entirely agree'. The mean score is 2.67

For statement 5 (Your teacher gives you an example of an item of grammar and you repeat it with your teacher) 5 students ticked 'entirely disagree', 20 students ticked 'disagree', 9 students ticked 'not sure' and 36 students ticked 'agree'. The mean score is 3.08

For statement 6 (Your teacher use pictures, chart papers or flashcards to practice the item of grammar) 19 students answered 'entirely disagree', 19 students answered 'disagree' 20 students answered 'not sure' and 11 students answered 'agree'. The mean score is 2.3

For statement 7 (Your teacher uses gestures or engages you physically while teaching, for example, imperatives) 23 students answered 'entirely disagree', 19 students answered 'disagree', 12 students answered 'not sure' and 15 students 'agree'. The mean score is 2.24

For statement 8 (Your teacher assigns you a role and teaches an item of grammar you have to use. Then either he or another student plays a role and you are asked to play the other role) 31 students answered 'entirely disagree', 26 students answered 'disagree' and 13 students answered 'not sure'. The mean score is 1.74



For statement 9 (Your teacher wants to teach you 'how to do shopping'. He discusses the particular item of grammar to complete the task.) 14 students answered 'entirely disagree', 14 students answered 'disagree', 23 students answered 'not sure' and 18 students 'agree'. The mean score is 2.61

For statement 10 (You have to fill up the blank spaces of a passage with some clue words. Your teacher discusses the context and you complete the passage) 7 students answered 'entirely disagree', 17 students answered 'disagree', 20 students answered 'not sure' and 26 students answered 'agree' and 3 students answered 'entirely agree'. The mean score is 3.14

#### 4.4. Results as Found from Teachers' Questionnaire Survey (English Medium School):

Table 3

English Medium School

Statement	Entirely disagree	Disagree	Not Sure	Agree	Entirely agree	Mean Score
(a) You explain the structure and rules of grammar	0 0	0 0	0 0	6 24	3 15	4.33
(b) You ask your student to memorize the rules of grammar	2 2	4 8	1 3	2 8	0 0	2.33
(c) You provide examples focusing one item of grammar followed by rules.	0 0	0 0	0 0	2 8	7 35	4.77
(d) You teach an item of grammar by putting it in a meaningful context.	1 1	2 4	1 3	5 20	0 0	3.11
(e) You give your student an example of an	0	1	3	5	0	



item of grammar and your student repeats with you.	0	2	9	20	0	3.44
(f) You use pictures, chart papers or flashcards to practice the item of grammar	2	0	1	6	0	4.11
(g) You use gestures or engage your student physically while teaching, for example, imperatives.	1	0	2	6	0	3.44
(h) You assign a role and teaches an item of grammar. Then either you or one student or another two students are asked to play the role.	2	5	2	0	0	2
(i) You want your student to teach 'how to do shopping'. You discuss the particular item of grammar to complete the task.	0	0	1	8	0	3.88
(j) The students have to fill up the blank spaces of a passage with some clue words. You discuss the context and the students complete the passage.	0	0	0	3	6	4.66

The details of the results of teachers' questionnaire survey (English medium school) are given below:

(For each item the number of total respondents was 9)

For statement 1 (You explain the structure and rules of grammar) 6 teachers ticked 'agree' and 13 teachers ticked 'entirely agree'. The mean score is 4.33

For statement 2 (You ask your student to memorize the rules of grammar) 2 teachers answered 'strongly disagree', 4 teachers answered 'disagree', 1 teacher answered 'not sure' and 2 teachers answered 'agree' and . The mean score is 2.33

For statement 3 (You provide examples focusing one item of grammar followed by rules) 2 teachers ticked 'agree' and 7 teachers ticked 'entirely agree'. The mean score is 4.77

For statement 4 (You teach an item of grammar by putting it in a meaningful context ) 1 teacher answered 'entirely disagree', 2 teachers answered 'disagree', 1 teacher answered 'not sure' and 5 teachers answered 'agree' The mean score is 3.11

For statement 5 (You give your student an example of an item of grammar and your student repeats with you.) 1 teacher ticked 'disagree', 3 teachers ticked 'not sure' and 5 teachers ticked 'agree'. The mean score is 3.44

For statement 6 (You use pictures, chart papers or flashcards to practice the item of grammar) 2 teachers answered 'entirely disagree', 1 teacher answered 'not sure' and 6 teachers answered 'agree'. The mean score is 4.11

For statement 7 (You use gestures or engage your student physically while teaching, for example, imperatives.) 1 teacher answered 'entirely disagree', 2 teachers answered 'not sure' and 6 teachers answered 'agree'. The mean score is 3.44

For statement 8 (You assign a role and teaches an item of grammar. Then either you or one student or another two students are asked to play the other role) 2 teachers answered 'entirely disagree', 5 teachers answered 'disagree' and 2 teachers answered 'not sure'. The mean score is



For statement 9 (You want your student to teach 'how to do shopping'. You discuss the particular item of grammar to complete the task) 1 teacher ticked 'not sure' and 8 teachers ticked 'agree'. The mean score is 3.88

For statement 10 (The students have to fill up the blank spaces of a passage with some clue words. You discuss the context and the students complete the passage) 3 teachers answered 'agree' and 6 teachers answered 'entirely agree'. The mean score is 4.66

#### 4.4. Results as Found from Teachers' Questionnaire Survey (Bengali Medium School):

Table 4

## Bengali Medium School

Statement	Entirely	disagree	Disagree	Not Sure	Agree	Entirely	Mean Score
	agree					agree	
(a) You explain the structure and rules of grammar	1	1	0	2	5		
	1	2	0	8	20		4.55
(b) You ask your student to memorize the rules of grammar	1	1	0	5	2		
	1	2	0	20	10		3.66
(c) You provide examples focusing one item of grammar followed by rules.	0	0	0	2	7		
	0	0	0	8	35		4.77
(d) You teach an item of grammar by putting it in a meaningful context.	1	2	1	5	0		
	1	4	3	4	0		3.44
(e) You give your student an example of an item of grammar and your student repeats with you.	0	3	0	6	0		
	0	6	0	24	0		3.33



(f) You use pictures, chart papers or flashcards to practice the item of grammar	0	7	0	2	0	
	0	14	0	8	0	2.44
(g) You use gestures or engage your student physically while teaching, for example, imperatives.	0	5	0	4	0	
	0	10	0	16	0	2.88
(h) You assign a role and teach an item of grammar. Then either you or one student or another two students are asked to play the role.	0	7	1	1	0	
	0	14	3	4	0	2.33
(i) You want your student to teach you 'how to do shopping'. You discuss the particular item of grammar to complete the task.	0	2	0	6	1	
	0	4	0	24	5	4.11
(j) The students have to fill up the blank spaces of a passage with some clue words. You discuss the context and the students complete the passage.	0	2	0	4	3	
	0	2	0	16	15	3.88

The details of the results of teachers' questionnaire survey (English medium school) are given below:

(For each item the number of total respondents was 9)



For statement 1 (You explain the structure and rules of grammar) 1 teacher ticked 'entirely disagree', 1 teacher ticked 'disagree', 2 teachers ticked 'agree' and 6 teachers ticked 'entirely agree'. The mean score is 4.55

For statement 2 (You ask your student you to memorize the rules of grammar) 1 teacher answered 'strongly disagree', 1 teacher answered 'disagree', 5 teachers answered 'agree' and 2 teachers answered 'entirely agree'. The mean score is 3.66

For statement 3 (You provide examples focusing one item of grammar followed by rules) 2 teachers ticked 'agree' and 7 teachers ticked 'entirely agree'. The mean score is 4.77

For statement 4 (You teach an item of grammar by putting it in a meaningful context) 1 teacher answered 'entirely disagree', 2 teachers answered 'disagree', 2 teachers answered 'not sure' and 4 teachers answered 'agree' The mean score is 3.44

For statement 5 (You give you an example of an item of grammar and your student repeats with you) 3 teachers ticked 'disagree' and 6 teachers ticked 'agree'. The mean score is 3.33

For statement 6 (You use pictures, chart papers or flashcards to practice the item of grammar) 7 teachers answered 'disagree' and 2 teachers answered 'agree'. The mean score is 2.44

For statement 7 (You use gestures or engages you physically while teaching, for example, imperatives) 5 teachers answered 'disagree' and 4 teachers answered 'agree'. The mean score is 2.88

For statement 8 (You assign a role and teach an item of grammar. Then either you or one student or another two students are asked to play the role) 7 teachers answered 'disagree', 1 teacher answered 'not sure' and 1 teacher answered 'agree' The mean score is 2.33

For statement 9 (You want to teach your student 'how to do shopping'. You discuss the particular item of grammar to complete the task.) 2 teachers ticked 'disagree', 6 teachers ticked 'agree' and 1 teacher ticked 'entirely agree'. The mean score is 4.11

For statement 10 (The students have to fill up the blank spaces of a passage with some clue words. You discuss the context and the students complete the passage) 2 teachers answered 'disagree', 4 teachers answered 'agree' and 3 teachers answered 'entirely agree'. The mean score is 3.66

#### **4.5. Discussion of the Students' Questionnaire Survey Results:**

This section discusses the results presented in Table 1 and Table 2 in this chapter.

\*\* (The interpretation key used for discussion of the results is: 1.00-2.25 = negative attitude, 2.26-3.00 = unsatisfactory, 3.01-3.75 = satisfactory and 3.76 – 5.00 = very satisfactory)

For statement 1 (Your teacher explains the structure and rules of grammar) the attitude of both English and Bengali medium school is very satisfactory.

For statement 2 (You ask your student to memorize the rules of grammar Your teacher asks you to memorize the rules of grammar) the students of English medium show 'negative attitude' whereas the students of Bengali medium school show a 'very satisfactory' result.

For statement 3 (Your teacher provides examples focusing one item of grammar followed by rules) the learners of both English and Bengali medium school show a very satisfactory result though the range in the second one a little bit higher than the ranking.

For statement 4 (Your teacher teaches an item of grammar by putting it in a meaningful context) the learners of first one show 'not satisfactory' result on the other hand the students of the one show a satisfactory result.



For statement 5 (Your teacher gives you an example of an item of grammar and you repeat it with your teacher) the students of English medium school show a very negative attitude whereas the students of Bengali medium school express satisfactory result.

For statement 6 (Your teacher use pictures, chart papers or flashcards to practice the item of grammar) the students of English medium school show a 'very satisfactory' result but the students show the opposite result .The result was 'not satisfactory'.

For statement 7(Your teacher uses gestures or engages you physically while teaching, for example, imperatives) the result in both the medium is unsatisfactory. The students of English medium school show a 'unsatisfactory' result, on the other hand the students of Bengali medium school show a negative attitude.

For statement 8 (Your teacher assigns you a role and teaches an item of grammar you have to use. Then either he or another student plays a role and you are asked to play the other role) the result is poor in both the mediums.

For statement 9 (Your teacher wants to teach you 'how to do shopping'. He discusses the particular item of grammar to complete the task.) the result in English medium is 'very satisfactory' and in Bengali medium School it is satisfactory.

For statement 10 (You have to fill up the blank spaces of a passage with some clue words. Your teacher discusses the context and you complete the passage) the mean score in English medium school is 'very satisfactory' and in Bengali medium school the result is 'satisfactory'

#### **4.6 Discussion of the Teachers' Questionnaire Survey Results:**

This section discusses the results presented in Table 1 and Table 2 in this chapter.

\*\* (The interpretation key used for discussion of the results is: 1.00-2.25 = negative attitude, 2.26-3.00 = unsatisfactory, 3.01-3.75 = satisfactory and 3.76 – 5.00 = very satisfactory)

For statement 1 (You explain the structure and rules of grammar) the range of the attitude of the teachers in both English and Bengali medium school is good. For Bengali medium teachers the mean score is 3.33 which is “satisfactory” and for English medium teachers the mean score is 4.33 that is ‘very satisfactory’

For statement 2 (You ask your student to memorize the rules of grammar) the range of English medium teachers is ‘unsatisfactory’. The mean score is 2.33 that mean they do not encourage their students to memorize the rules of grammar. On the other hand, the mean score for Bengali medium teachers is 3.66 which is ‘satisfactory’.

For statement 3 (You provide examples focusing one item of grammar followed by rules) the range of attitude for the teachers of both the mediums is same .The score is 4.77. The score shows that the teacher first provide examples of a particular item of grammar followed by rules.

For statement 4 (You teach an item of grammar by putting it in a meaningful context) the results is same for the teachers of both the mediums which is ‘satisfactory’.

For statement 5 (You give your student an example of an item of grammar and your student repeats with you.) the mean score shows ‘satisfactory’ result for the teachers of both the mediums. For English medium the mean score is 3.44 and for Bengali medium teachers the mean score is 3.33.

In statement 6 (You use pictures, chart papers or flashcards to practice the item of grammar)for English medium teachers the mean score is 4.11 which is a ‘very satisfactory’attitude.On the other hand, for Bengali medium teachers the mean score is 2.44 which shows an ‘unsatisfactory’ result.

In statement 7 (You use gestures or engage your student physically while teaching, for example, imperatives) the mean score shows an opposite result. English medium teacher show a



'satisfactory' attitude because the mean score is 3.44 but the response of Bengali medium teachers is 'unsatisfactory' as the mean score is 2.88.

For statement 8 (Your assign you a role and teaches an item of grammar. Then either you or one student or another two students are asked to play the other role) the result is unsatisfactory for the teachers of both the mediums.

For statement 9 (Your want your student to teach you 'how to do shopping'. You discuss the particular item of grammar to complete the task) the mean score for English medium teachers is 3.88 and for Bengali medium teachers is 3.66. It shows a 'very satisfactory' result.

For statement 10 (The students have to fill up the blank spaces of a passage with some clue words. You discuss the context and the students complete the passage) the result is 'very satisfactory' for the teachers of both the mediums. But it is also noticeable that the mean score for Bengali medium teachers is 3.66 which is not that much high.

#### **4.6 Conclusion:**

From the results, we saw that the responses of Bengali and English medium students vary from each other, for example, the mean scores of Bengali and English medium students' responses suggest that English medium kids are hardly familiar with memorization of the rules of grammar whereas Bengali medium kids have to memorize the rules to some extent. Teachers in English medium schools are taught grammar through pictures whereas Bengali medium kids are scarcely taught through pictures. The results clearly show that there is a significant difference in the teaching method between Bengali and English medium students.

## **Chapter 5: Conclusion and Recommendation**

### **5.1 Introduction:**

The chapter actually draws conclusion based on the findings and makes a few recommendations.

### **5.2 Conclusion:**

The chapter reviews the results and makes comments on the techniques of teaching grammar used in Bengali and English medium schools.

### **Grammar Explanation/Deductive Teaching:**

According to the survey results, explaining an item of grammar is a very popular technique to both the teachers as well to the students. Both the results show a 'very satisfactory' result.

### **Memorization:**

This is an unpopular technique in English medium schools. The average mean scores in both teachers and students' surveys are higher in Bengali medium than English medium schools.

### **Inductive Teaching:**

Survey results show that inductive teaching is a very popular technique in both English and Bengali medium school. The teachers believe that it helps the learners to get engaged in activities and learn better. Though the mean score of the students in Bengali medium school is lower than the English medium school, it is still within the range of 'very satisfactory' result.

### **Conversation Practice:**

Though this technique is not widely used like the other techniques, it receives a satisfactory result in Bengali medium schools. This technique is not a popular one in English medium school. The average mean score of English medium schools is lower than Bengali medium school.



**Drills:**

Drill is also very popular in English medium school. Though the mean score is comparatively low in Bengali medium school, it is still 'satisfactory'.

**The Use of Realia:**

In English medium school, this technique gets a highly positive response. On the other hand, the survey results in Bengali medium schools show a very unsatisfactory result.

**Use of Gestures:**

The technique 'Use of Gestures' receives a poor response in both the mediums. The result is unsatisfactory.

**Role Play:**

Like 'use of gestures' 'role play' also receives a poor result in both English and Bengali medium schools.

**Task based Activity:**

Survey reports and results about this technique is almost same in both English and Bengali medium school. The rate of using this technique is comparatively higher in English medium school than Bengali medium school. The curriculum and examination system in both the mediums may be responsible for the difference. .

**Contextualized Clues:**

This technique receives a good response from both the mediums. .

### **5.3 Recommendations:**

To ensure effective teaching of grammar, the researcher makes some suggestions. They are:

- (a) The school authority may ensure enough supply of materials and visual aids so that the teachers can use them in teaching the item of grammar.
- (b) In traditional classroom, students are not allowed to leave their seats. If the teacher allows them to move and take part in the activity, they will learn grammar actively and enthusiastically.
- (c) Some times the students could be placed in real life situation .As for example, they could be taken to the post office, supermarket so that they can integrate their knowledge of grammar by being a part of it.
- (d) School authority may introduce in-house training for teachers to improve their teaching skill.



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## Appendices

### Appendix:I

#### Questionnaire for the Students

##### **A. Note for the students:**

This questionnaire is meant for a study on “Techniques of Teaching Grammar’ for a master’s thesis in English. Your answers will be kept confidential and used only for the purpose of my research. Your co-operation is highly confidential.

##### **Section B: Instruction:**

Each of the item has 5 points scale where 1= entirely disagree, 2=disagree, 3= Not Sure, 4= Agree and 5= entirely agree. Tick the appropriate number for your opinion about each statement.

No	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree
(a)	Your teacher explains the structure and rules of grammar and then provides examples.	1	2	3	4	5
(b)	Your teacher asks you to memorize the rules of grammar	1	2	3	4	5
(c)	Your teacher provides examples focusing one item of grammar followed by rules.	1	2	3	4	5
(d)	Your teacher teaches you an item of grammar by putting it in a meaningful context.	1	2	3	4	5
(e)	Your teacher gives you examples of an item of grammar and you repeat it with your teacher.	1	2	3	4	5

(f)	Your teacher use pictures, chart papers or flashcards to practice the item of grammar.	1	2	3	4	5
(g)	Your teacher uses gestures or engages you physically while teaching, for example, imperatives.	1	2	3	4	5
(h)	Your teacher assigns you a role and teaches what item of grammar you have to use. Then either he or another student plays a role and you are asked to play the other role.	1	2	3	4	5
(i)	Your teacher wants to teach you “how to do shopping”. He discusses the particular item of grammar to complete the task.	1	2	3	4	5
(j)	You have to fill up the blank spaces of a passage with some clue words. Your teacher discusses the context and you complete the passage.	1	2	3	4	5



### Questionnaire for the Teachers

#### A. Note for the Teachers:

This questionnaire is meant for a study on “Techniques of Teaching Grammar’ for a master’s thesis in English. Your answers will be kept confidential and used only for the purpose of my research. Your co-operation is highly confidential.

#### Section B: Instruction:

Each of the item has 5 points scale where 1= entirely disagree, 2=disagree, 3= Not Sure, 4= Agree and 5= entirely agree. Tick the appropriate number for your opinion about each statement.

Statement	Entirely disagree	Disagree	Not Sure	Agree	Entirely agree
(a) You explain the structure and rules of grammar	1	2	3	4	5
(b) You ask your student to memorize the rules of grammar	1	2	3	4	5
(c) You provide examples focusing one item of grammar followed by rules.	1	2	3	4	5
(d) You teach an item of grammar by putting it in a meaningful context.	1	2	3	4	5
(e) You give your student an example of an item of grammar and your student repeats with you.	1	2	3	4	5

(f) You use pictures, chart papers or flashcards to practice the item of grammar	1	2	3	4	5
(g) You use gestures or engage your student physically while teaching, for example, imperatives.	1	2	3	4	5
(h) You assign a role and teach an item of grammar. Then either you or one student or another two students are asked to play the other role.	1	2	3	4	5
(i) You want your student to teach you 'how to do shopping'. You discuss the particular item of grammar to complete the task.	1	2	3	4	5
(j) The students have to fill up the blank spaces of a passage with some clue words. You discuss the context and the students complete the passage.	1	2	3	4	5



**Tabulation sheet 1**  
**Academia**

**Total student -16(Class-VI)**

Students No	Items									
	1	2	3	4	5	6	7	8	9	10
1	4	2	4	3	2	4	4	1	3	4
2	3	1	5	3	4	5	4	1	4	5
3	3	1	5	3	3	4	4	1	4	5
4	1	1	4	3	4	4	5	1	4	5
5	4	1	3	3	4	4	4	2	4	3
6	5	2	5	3	2	4	4	1	4	5
7	5	4	5	3	2	5	2	1	4	5
8	5	2	4	3	2	5	4	1	2	1
9	5	1	4	3	2	5	2	1	2	1
10	5	3	3	3	2	5	2	1	4	5
11	5	3	5	3	4	5	2	1	4	5
12	4	1	5	3	2	3	4	1	5	4
13	4	1	4	3	4	3	3	1	4	5
14	4	1	4	3	2	3	3	2	2	4
15	5	2	2	3	2	4	2	1	3	4
16	5	1	4	3	2	3	4	1	3	5

**Tabulation sheet 2**  
**Lakehead Grammar School**

**Total Student- Class- 20 (Class-VII)**

Students No	Items									
	1	2	3	4	5	6	7	8	9	10
1	4	2	2	2	5	3	5	1	3	4
2	5	2	1	2	5	4	5	1	4	4
3	5	2	2	2	4	3	5	1	3	5
4	4	2	2	2	5	3	5	1	3	4
5	4	2	2	2	5	4	4	1	4	5
6	5	2	2	1	4	4	5	2	4	4
7	4	2	2	2	5	3	5	1	4	4
8	4	2	2	2	4	3	5	1	3	5
9	5	1	2	1	4	3	5	1	3	5
10	4	2	1	1	5	3	5	1	3	5
11	4	2	2	3	5	3	5	1	3	5
12	4	1	2	2	4	3	5	1	4	
13	4	1	1	2	4	3	4	1	4	5
14	4	1	2	2	4	3	5	2	3	4
15	5	2	2	3	4	4	2	1	3	5
16	5	1	2	3	4	3	5	1	3	4
17	4	1	3	2	4	4	5	1	4	4
18	4	3	5	2	4	2	4	3	2	4
19	5	2	4	2	4	4	4	2	3	5



20	4	4	4	2	2	1	2	2	3	4
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**Tabulation Sheet 3**  
**Sunbeams**

**Total Student –24 (Class VIII)**

Students No	Items									
	1	2	3	4	5	6	7	8	9	10
1	4	2	2	1	4	1	5	1	4	4
2	4	2	2	1	4	2	5	1	3	5
3	4	3	2	2	3	2	5	1	4	5
4	5	2	1	1	4	1	4	1	3	5
5	5	3	1	2	3	1	5	1	4	5
6	4	3	2	2	4	2	4	1	4	5
7	5	2	2	1	4	1	5	1	3	5
8	5	3	2	1	4	1	4	1	4	5
9	5	3	2	2	4	1	5	1	4	4
10	4	3	1	1	4	2	5	1	4	5
11	5	3	2	2	4	1	5	1	3	5
12	4	2	2	2	4	2	5	1	4	4
13	5	2	1	1	4	1	4	1	4	4
14	5	3	2	2	4	2	5	1	4	5
15	4	3	2	1	4	1	5	1	3	5
16	4	2	3	2	4	2	5	1	4	5

17	5	2	2	1	4	1	5	1	3	5
18	5	2	1	1	4	1	5	1	4	4
19	4	2	1	2	4	2	4	1	4	4
20	4	2	2	2	4	2	5	1	3	5
21	5	3	2	1	4	2	5	1	4	5
22	4	2	2	1	4	1	5	1	3	5
23	5	3	1	1	4	1	5	1	3	5
24	4	3	2	1	4	1	4	1	4	5

**Tabulation Sheet 4**  
**Govt. Laboratory High School**

**Total Student – 24 (Class VI)**

Students No	Items									
	1	2	3	4	5	6	7	8	9	10
1	2	4	4	1	3	4	3	1	2	4
2	5	4	4	2	3	4	4	2	3	4
3	3	3	4	2	2	4	3	1	3	5
4	4	4	5	3	4	3	4	1	3	4
5	4	3	4	4	4	3	4	1	2	4
6	2	4	4	3	3	4	3	2	4	2
7	5	4	4	4	2	4	3	2	4	3
8	4	4	2	3	4	3	2	1	3	4



9	5	3	4	4	2	2	1	2	4	4
10	4	4	4	4	3	2	1	1	3	3
11	5	3	4	3	4	3	1	1	4	4
12	4	4	5	2	4	2	2	1	3	5
13	3	3	4	4	2	3	1	2	4	3
14	5	4	4	4	3	4	3	1	3	4
15	4	3	5	4	4	2	2	2	1	3
16	4	4	4	2	4	3	2	2	3	4
17	5	3	5	4	4	2	1	2	3	3
18	4	4	4	4	3	2	3	3	4	4
19	5	3	4	3	4	1	1	2	1	4
20	4	4	5	3	4	2	3	1	3	3
21	5	3	5	3	4	3	2	2	4	5
22	3	4	5	4	3	2	1	3	4	3
23	4	4	4	3	2	1	3	2	4	4
24	4	4		3	4	3	3	2	3	5

**Tabulation Sheet 5**  
**Mohammadpur Preparatory Girls' High School**

**Total Student – 26 (Class VII)**

Student No	Items									
	1	2	3	4	5	6	7	8	9	10
1	4	4	4	2	1	4	2	1	2	4

2	4	4	5	2	1	2	2	1	4	4
3	4	4	4	2	2	1	1	2	2	2
4	4	2	4	1	2	2	2	1	4	4
5	2	1	5	3	2	3	1	3	3	3
6	4	4	3	2	4	2	3	2	1	4
7	3	3	4	2	4	1	4	1	3	2
8		4	4	1	4	3	4	2	1	4
9	2	3	4	3	4	3	1	1	1	3
10	3	2	4	2	4	3	2	2	4	4
11	4	4	4	1	2	2	2	1	1	2
12	5	3	3	1	3	1	3	2	2	1
13	5	4	5	2	4	2	1	2	4	3
14	4	2	4	2	4	3	4	3	1	4
15	4	4	5	2	2	4	2	1	3	4
16	5	3	4	1	4	1	1	3	2	3
17	2	4	4	2	2	3	4	2	3	3
18	4	5	4	3	4	4	1	1	1	2
19	3	2	4	4	4	1	4	3	4	4
20	4	1	5	1	2	2	1	1	2	3
21	4	2	5	2	4	4	4	1	1	2
22	4	2	5	3	4	1	1	3	3	4
23	5	3	4	1	3	3	2	1	2	2
24	4	3	5	2	4	2	4	3	2	4



25	5	2	4	2	4	4	4	2	3	1
26	4	4	4	2	2	1	2	2	3	4

**Tabulation Sheet 6**  
**Faizur Rahman Ideal Institute**

Total Student – 20 (Class- VIII)

Student No	Items									
	1	2	3	4	5	6	7	8	9	10
1	3	4	3	2	1	1	1	1	2	1
2	4	4	4	2	1	1	1	1	4	1
3	3	4	4	2	2	1	1	2	2	2
4	2	5	2	1	2	1	1	1	4	2
5	3	4	1	3	2	2	2	3	3	3
6	4	5	3	2	4	1	3	2	1	1
7	4	4	1	2	4	3	4	2	1	4
8	2	3	2	1	4	3	4	2	1	1
9	4	5	4	3	4	3	1	1	1	1
10	5	4	4	2	4	1	2	2	4	2
11	5	3	5	1	2	2	2	1	1	2
12	4	4	1	3	1	3	2	2	3	1
13	3	4	1	2	4	1	1	2	4	2
14	4	4	2	2	4	2	4	3	1	4
15	5	5	2	2	2	1	2	1	3	2
16	4	4	1	1	4	1	1	3	2	3

17	3	5	4	2	2	3	4	2	3	3
18	4	4	4	3	4	3	1	1	1	2
19	4	5	2	4	4	1	4	3	4	4
20	3	3	5	1	2	2	1	1	2	3

**Tabulation Sheet 7**  
**English medium Teachers**

Teachers no	Items									
	1	2	3	4	5	6	7	8	9	10
1	4	2	5	4	4	4	4	2	4	5
2	4	4	5	4	3	3	4	3	4	5
3	4	1	5	2	4	4	1	1	2	4
4	4	2	4	4	4	4	3	2	4	5
5	5	4	5	3	3	4	4	2	4	4
6	5	2	5	4	4	4	3	2	4	5
7	5	1	5	4	3	4	4	2	4	4
8	4	2	4	2	2	4	4	1	4	5
9	4	3	5	1	4	4	4	3	4	5



**Tabulation Sheet 8**  
**Bengali medium Teachers**

Teachers No	Items									
	1	2	3	4	5	6	7	8	9	10
1	4	4	5	2	4	2	4	2	4	4
2	4	4	5	2	4	2	4	3	4	4
3	5	4	5	3	4	2	4	2	5	5
4	5	2	5	4	2	2	2	2	4	5
5	5	1	5	4	4	2	2	2	4	5
6	5	4	5	2	4	2	2	4	4	4
7	5	5	5	4	4	2	2	2	4	5
8	5	5	5	4	2	4	2	2	4	5
9	4	4	5	1	2	4	4	2	4	5