

**The Role of Grammar Teaching in English Language Learning: A study of the Higher
Secondary level in Bangladesh**

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Secondary level in Bangladesh**

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Dedication

This thesis is dedicated to my parents and my husband, who have helped me to go beyond in my life.

Declaration

I, Mousumi Sultana, certify that this dissertation is the presentation of my original work, and it has not been submitted for any other degree in any other institution. Wherever, the contributions of other sources and data have been used, they have been acknowledged with due reference to the literature.

Signature:

Mousumi Sultana

August 2017

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Abstract

The role of grammar teaching in language learning has been a focal point of debate for many years (Richards & Renandya, 2002; Nan, 2015). Learning a language is not a conventional outcome and there does not have a perfect way in which every learner certainly can learn a language (Ellis, 1985). This paper studies the role of grammar teaching in English language learning and the probable best approaches to grammar teaching. Besides, it investigates on the students' frailty to achieve proficiency in the English language, even after twelve years of education. This research had been conducted by mixed methods where classroom observation, questionnaire and interview session were used. Data had been collected from eight government and non-government colleges located in Dhaka, Gazipur, Faridpur, Razbari, and Kurigram, Bangladesh. A total 30 English language teachers participated in the study. Thus, research findings show that grammar teaching has a positive role in language learning if grammar and communication can integrate in the second language classroom. Moreover, the traditional teaching approach should change into the current teaching trends and examination system needs to be reevaluated in which all the four basic language skills can be tested. Recommendations for future research are also suggested.

Key words: grammar teaching, CLT, proficiency, grammatical competence.

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Chapter 1

1.0 Introduction

Over the past two decades, there have been many developments in the field of language (Yule, 2010). Though a debate is still continuing in ELT advisors about grammar teaching and its effect on language learning, and by which method grammar should teach, such as, explicit grammar, implicit grammar or traditional grammar. As, Ur (2002) stated that the study of grammar is neither compulsory nor adequate for learning a language. On the other hand, Cook (2008) mentioned that grammar is considered to be the most essential and exceptional issue in the aspect of language. Regarding the grammar rules, Krashen (1993) describes the rules as unimportant and insubstantial and he also mentions that in order to get communicative competence the knowledge of rules may never turn into production. Then some linguists believe grammar plays a vital role because of its instruction which makes sense by putting words together. Language and language teaching can not even think without grammar teaching because learners will not be able to produce English well without knowing English grammar (Wang, 2010; Shen, 2012).

Thus, the study attempts to analyze the role of grammar teaching in language learning. It also focuses on the reason behind the frailty to achieve proficiency in English language at the level of higher secondary in Bangladesh.

1.1 Problem Statement

Grammar teaching is considered to be vital for learning a language. English is being taught by the Grammar Translation Method in the name of Communicative Language Teaching. In Bangladeshi academic setting, we studied English at least 12 years of education, but we

cannot achieve good skill in English language. This study addresses these problems and investigates the reasons behind.

1.2 Purpose of the study

The specific objective of this study is to analyze the role of grammar teaching in English language learning at higher secondary level in Bangladesh. Besides, it investigates on the students' frailty to achieve proficiency in the English language, even after twelve years of education

1.3 Research questions

This study attempts to find out answers to these questions:

1. Does grammar teaching facilitate language learning? What kinds of grammar teaching should be followed?
2. Why can Bangladeshi students not achieve good skill in English after ten to twelve years of education?

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Chapter 2

Literature Review

2.0 Introduction

This chapter explores the existing literature on grammar teaching. The researcher further describes the development of grammar teaching, benefits of grammar teaching, approaches to grammar teaching, disadvantages of grammar teaching, effective approach to teach grammar and the situation of English language learning in the educational context of Bangladesh.

2.1 Definition or Grammar:

Grammar is the representation of linguistic competence. In order to understand a language, we must understand the grammar of that language (Fromkin, Rodman & Hyams, 2003). Grammar illustrates the main function of language, such as, sounds, words, sentences, and all about the preferred meaning (Fromkin, Rodman & Hyams, 2003). Grammar is the system of language for altering the structure of words and combines them into language (Oxford Advanced learner's Dictionary, 2010). According to Brown (1994) Grammar is an arrangement of structures which governs the traditional system and connection of words in a sentence and smoothes the progress of the acquisition of a foreign language and is helpful for enlightening inclusive language competence (as cited in Deng & Lin, 2016). The *Longman Dictionary of Applied Linguistics* defines grammar as a narrative of the construction of a language and the way in which units such as words and phrases are mixed to create sentences in the language (as cited in Nunan, 2003). In other words, Grammar is a set of regulations in order to get correction at the sentence level (Nunan, 2003) and control the sentence structure (Shen, 2012).

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2.2 Types of Grammar:

2.2.1 Descriptive grammar: According to Stanley (2013), grammar is based on two forms, i.e. descriptive grammar and prescriptive grammar. Descriptive grammar presents the structure of a language as it is used by its speakers and writers (Stanley, 2013). On the other hand, a descriptive grammar sets about to describe the way that people actually use language (Nunan, 2003). It is not the description of how one should speak rather it describes the 'basic linguistic knowledge' (Fromkin, Rodman & Hyams, 2003, p. 14).

2.2.2 Prescriptive grammar: Prescriptive grammar refers to the structure as people believe how it should be used (Stanley, 2013). And it establishes the law, and saying what is right and what is wrong (Nunan, 2003). Prescriptive grammar can be followed in the written language, but spoken language can not follow it (Fromkin, Rodman & Hyams, 2003). Cook (2008) mentioned it as an inappropriate type of grammar of the language teaching room.

2.2.3 Universal grammar: According to Chomsky (1981) and Cook (1988) universal grammar is related to innate language service, which refers that the learner has the biological ability to acquire language and its function (as cited in Ellis, 1999). Basically, it refers the universal laws which are followed by all languages (Fromkin, Rodman & Hyams, 2003).

2.2.4 Functional Grammar: Halliday (1960) has developed the model of functional grammar which is based on systematic linguistics. Functional grammar controls different types of language in different contexts; it works beyond the sentence level and it also shows how the language changed by different context with different speakers (Feng, 2013).

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2.2.5 Structural Grammar: The study of language teaching has presented the structural grammar this is based on the concept of phrase structure. It also related to the function of words and presents where words can be used or cannot be used in the sentence level (Cook, 2008)

2.3 Background to the teaching of grammar:

About 40 years ago, the primary aim of teaching was to ensure that learners mastered the grammar, pronunciation, and vocabulary of the language. At that time the main methodology was Audiolingualism. In the early 1970s, there was a disagreement about the rules and communication. It was believed that if someone knows the rules then s/he will be able to use it for communication. Grammar teaching was neglected on that period (Richards & Renandya, 2010). In the 1970s, two developments were to have a great impact on language teaching. At first, the motive was in which order learners acquire the grammar of the language. It reveals that acquisition orders were determined by the nature of the language rather the contrast between first and second language. In the following developments, the focus of the course of language teaching rather than a set of linguistic systems (Nunan, 2003)

2.4 Definitions of Grammar Teaching

In generally grammar teaching is observed as an activity to practice grammatical rules. Actually, it makes some techniques by which learners attention is grabbed to some certain structures which helps them to understand, make comprehension and produce it beyond linguistically (Ellis, 2006). The study of Teaching grammar presents the rules of language,

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words, pronunciation, dialects and the direction which follows to learn a new language (Fromkin, Rodman & Hyams, 2003).

2.5 Different Methods and Approaches to Grammar Teaching:

In the field of language, the contribution of grammar teaching is questionable. So, linguists have discovered different types of grammar and approaches to teach grammar effectively (Nan, 2015).

2.5.1 Grammar Translation Method: Grammar Translation Method is the most traditional approach to teach second language. In this method, vocabulary lists, rules of grammar, memorization are encouraged in learning second language. Here written language is more important than spoken language, i.e. accuracy is greater than fluency (Yule, 2010; Larsen-Freeman, 2000).

2.5.2 The Audio-lingual method: In Audio-lingual method, spoken is more emphasized than written language. Yule (2010) called it “systematic presentation” (p. 190). This method is based on drills (move simple to complex), repetition and habit formation (Yule, 2010; Larsen-Freeman, 2000).

2.5.3 Communicative Approach: It is the contradictory approach of rules practice. Here the function of language is more emphasized than the rules of language. Classroom setting should be like a social setting where learner can sense daily life experience (Yule, 2010). CLT is considered to be made for developing learner’s communicative competence (Ho & Binh, 2014). In order to achieve communicative competence, the teaching approach should be communicated

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(Wang, 2010). Among all the methods CLT is one of the most recent and favorite in the field of language teaching (Ho & Binh, 2014).

2.5.4 Desuggestopedia: Desuggestopedia is a psychological technique which is accomplished by desuggesting learners' psychological barriers and activates para-conscious part of the mind (Larsen-Freeman, 2000).

2.5.5 Consciousness- raising Approach: Conscious-raising approach develops explicit knowledge of grammar and facilitates learner ability to communicate. It is determined to build up declarative rather than the procedural knowledge of grammar (Richards & Renandya, 2002; Ahmed & Alamin, 2012).

2.5.6 The prescriptive and Descriptive approach: The prescriptive approach was taken from influential English grammarians in the eighteenth century. Prescriptive approach presents the proper use of language or a set of rules for proper language. It is the description of how language should be used (Yule, 2010). The Descriptive Approach is the description of the regular structure of the language as it is used in daily life (Yule, 2010).

2.5.7 Computer assisted language learning: Nowadays, Computer based grammar teaching or web based learning is considered to be advantageous for new possibilities. Technology – supported approach can offer both teaching and practice through engagement and motivation, huge access of data, description of learning, awareness raising, getting feedback and opportunities for practice (Stanley, 2013; Beaudoin, 2004).

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2.5.8 ‘Focus on Form’ or ‘focus on Forms’: Long (1991) has proposed ‘focus on Form’ approach to teach grammar which is different from ‘focus on forms’ approach. The ‘focus on Forms approach’ refers separated grammatical structure on the other hand Focus on form approach make a connection between teacher and student's attention in the implementation of the grammatical forms of communication (as cited in Nassaji & Fotos, 2004; Larsen-Freeman, 2015). Ellis (2001) delineated Focus on form as an activity which has been made for encouraging learners to give attention on the structure of forms. Moreover, Spada and Lightbown (1999) asserted that focus on form helps learners to manufacture other structure which are related to target language (as cited in Ahmed & Alamin, 2012).

2.5.9 Processing Instruction: VanPatten (1993, 1996 & 2002) and Ellis (1995, 2003) have recommended teaching communicative grammar by input processing. In this approach, learners will develop their inner experience of explicit knowledge which will merge with their input processing (Ellis, 1999). It basically emphasizes the target structure rather than the production of that language (as cited in Nassaji & Fotos, 2004; Freeman, 2015).

2.5.10 Interactional Feedback: Linguists have emphasized on the interactional strategies for more accurate production. This approach is based on the interactional strategies which drive learners to acclimatize their output in order to achieve accuracy and communicative competence (Ellis, 1997, 2003; Nassaji & Fotos, 2004).

2.5.11 Task-Based Instruction: Task based instruction is determined to meaningful communication (Toth, 2011). This approach is not associated with a focus on forms approach.

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This approach has been widely promoted in the L2 classroom. Nunan (1989) defined it as communicative classroom tasks which push the learners to interact with each other in the classroom context and make them able to understand, control, and produce in the target language (Nassaji & Fotos, 2004).

2.5.12 Discourse-Based Approaches: Discourse-based approach considered to be an important approach in teaching grammar. In this approach, target language instruction has been implemented by the extensive use of basic authentic discourse which includes corpus analysis to supply different examples of the usage of different context (Nassaji & Fotos, 2004).

2.6 Effective Language Classroom:

2.6.0 Introduction

The classroom environment is considered important for learning. Gower, Philips & Walters (1995) believe that inside classroom teacher's most important job is to create the conditions in which learning can take place. According to Richards and Lockhart (2010), language teaching can be described by what teachers do and what they carry out in the classroom. Harmer (2011) has suggested that teacher's physical presence can play a great role in the management of the classroom environment.

2.6.1 Tolerance towards errors:

Yule (2010) asserted that in the L2 classroom, the most communicative purpose is the toleration of errors produced by the learners. Early studies showed that errors are often taken

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negatively, but now it achieved acceptance in the L2 classroom. By this step, the learners' affective filter becomes lower as a result, their learning develops fast.

2.6.2 Learner centered classroom:

Students should get much time or scope to express their knowledge of content. So for successful language learning classroom should be learner centered. Teaching and learning are related to each other. However, Scrivener (2011) considered learning as an intellectual movement which can make psychological relation with the learner. Learning can be different with different learners in different contexts.

2.6.3 Inductive and Deductive classroom

According to Nunan (2003), a language teacher should implement both *inductive and deductive methods* in his or her classroom. *Deductive classroom* implies a classroom in which a teacher gives a grammatical explanation followed by a set of exercises designed to help the learners clarify the grammatical points. In *inductive teaching*, teacher presents the learners with samples of the language, and through a guideline he or she instructs them to work on the principles. Freeman (2015) asserted that students learn more simply in deductive approach.

2.7 Issues related to language Learning

In the field of second language, the most fundamental area in the recent years has been a shift from concern with the teacher with an interest in the learner (Yule, 2010). Lightbown and Spada (2006) noted that learner belief is one of the most effective factors in the L2 classroom.

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Every learner is considered to be individual in their way of learning. Every learner demands a specific way of learning. As Rod Ellis (1985) stated that in second language learning, different learners learn in different ways in different situations. So, learning has a deep connection with learner and learner's belief. If a learner's belief can localize to the right direction than his or her goal of language learning will be succeed. Because a learner handles his or her input data as well as utilizes the second language resources in the production of second languages (Ellis, 1985).

In language learning, the learner has two types of L2 (Second Language) knowledge: *declarative* and *procedural*. Declarative knowledge presents learners' of internalized L2 rules and memorized data of language. On the other hand, procedural knowledge presents the strategies and records employed by the learner. Having this knowledge, learner will be able to use the knowledge for communication. (Ellis, 1985; Nunan, 2003). In the viewpoint of Learner's Belief, Lightbown and Spada (2006) described that second language learners are not always conscious of their individual learning style, but the older learners have strong beliefs and opinions about how their teaching and instructions should be delivered. These beliefs may be based on their previous learning experiences. Yule (2010) has pointed out some characteristics of a successful L2 learner, those are: interlanguage, motivation, input and output, and communicative competence. That means the learner should have the ability to transfer, have the flexibility of interlanguage, integrated motivation, and ability to receive and produce.

According to Richards and Lockhart (2010), for successful learning students must have to believe on their teacher. It perhaps depends on teachers' personality, delivery of the lesson and most probably his ability to catch the students' motivation. According to Gower, Philips & Walters (1995), use of eye contact and gestures are integral part of any communication. Acknowledge or give feedback to each answer with gestures or short comments.

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2.8 Disadvantages of grammar teaching

In the late 1970s, the role of grammar teaching was abbreviated and considered to be disadvantageous because of the rise of communicative methodology. Many ELT advisors made confrontational statements, whether grammar should be taught at all and the debate was epitomized by the base of Krashen's (1981) distinction between conscious learning and unconscious acquisition of language. Skehan (1996) has pointed that the current research does not approve the PPP (presentation, practice & production) form because it does not embrace reliability in linguistics and psychology. In the early 1970s, there was a disagreement about the rules and communication. It was believed that if someone knows the rules then s/he will be able to use it for communication. Grammar teaching was neglected on that period (Richards & Renandya, 2010). Though, the need of teaching grammar has not really been a greater challenge than the difficulty in approaching it. The trend has been away from prescriptive and towards descriptive grammars. In other words communication comes first, and, a focus on form comes second (Nunan, 2003).

2.9 Necessity of grammar teaching in language learning:

Nassaji & Fotos (2004) pointed out the necessity of grammar teaching which are mentioned below:

- The role of attention is necessary to notice target form in input otherwise learners will fail to acquire it (Ellis, 2001; Tomasello, 1998)
- For any developmental sequence in language learning, second language grammar instruction is beneficial (Long, 1983).

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- Communicative language teaching without addressing grammar found to be inadequate (Ellis, 1997; Mitchell, 2000)
- (Norris & Ortega, 2000) pointed that explicit instruction has more significant results in comparison to implicit instruction and these results are stronger in excess of time.
- Actually language learning is implicit in nature because of the slow skill of the form-function (Ellis, 2002)
- Thus, grammar structure is still helpful for learners if they get enough opportunities for practice, process and pertain until it becomes their inner language (Freeman, 2003). Besides, Swan (2008) has pointed two good reasons for teaching grammar:

1. **Comprehensibility:** learner can communicate meaningfully with the knowledge of grammar rules and sometimes it becomes difficult to make a comprehensible sentence without grammatical structure.
2. **Acceptability:** people who know less grammar rules and produce poor English often considered being uneducated and uncivilized. In order to diminish this idea grammar should teach.

In previous generations, grammar teaching was over valued as well as those people were overvalued who knew grammar. In this situational context, grammar can be a safety or confronting issues. Thus, recent research has shown in order to get an accurate fluency grammar teaching is essential (Nassaji & Fotos, 2004).

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2.10 Communicative Language Teaching in Bangladesh

In the mid 90s the Ministry of Bangladesh has brought a great change in the area of English language teaching and testing system by shifting standard from Grammar translation Method to Communicative Language Teaching. Unfortunately, after two decades the purpose of shifting pattern has not yet been achieved (Rasul, 2016). It is noted that many teachers are still uninterested to apply new methods in their teaching.

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Chapter 3

Research Methodology

3.0 Introduction

The main research questions of this study are: whether grammar teaching facilitates language learning, what kinds of grammar teaching should be followed and why Bangladeshi students cannot achieve good skill in English after twelve years of education. This chapter explores the methods which have been used for conducting the research. The researcher explains the data collection procedures which were collected through questionnaire, interviews and classroom observation. Besides, this chapter demonstrates the research design, participants and settings, instrumentation, data collection procedure, data analysis procedure and encountered obstacles.

3.1 Research Design

This research has focused on the role of grammar teaching in English language learning. For this research, the researcher has used mixed method- 30 English teachers from higher secondary were involved in this research. For the purpose of data collection, the researcher has arranged two types of survey research, such as; an interview session and questionnaire session; and classroom observation. This survey has been conducted with 30 teachers from eight colleges among the five districts of Bangladesh. All the questions have been made on the basis of the role (effective or ineffective) of grammar teaching in language learning. The researcher tries to gather information towards grammar teaching, effective English language learning and point out the reason of frailty to achieve good skill in English among the students of higher secondary level in Bangladesh.

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3.2 Participants

This research has selected in eight colleges from the five districts of Bangladesh, wherein, four colleges from Dhaka, and another four from- Faridpur, Gazipur, Razbari and Kurigram. All the participants are English language teachers. Participants and their organization's identity have been kept unspecified to make the study impartial and reliable. The participants are English language teachers of higher secondary level and the medium of their colleges is Bengali. General information about the English language teachers are given in the following table 2 and 3 (see in Chapter 4).

3.3 Instrumentation

For accomplishing the survey research the researcher has used mixed research method, i.e., questionnaires, interviews and classroom observation. Nunan (1992) noted that questionnaires helps researcher to gather information from the field, participants feel more willing to respond and the information remains intact. The researcher has offered 15 questions composed of both closed and open ended questionnaire items and they are based on a 5 point Likert scale (Likert, 1932). The participants were willing to respond to the closed ended questions because they maintain a busy schedule.

Interviews are essential for presenting any individual's ideas, faith and experiences and it make the researcher more creative to go into the depth of an issue (The National University). The researcher has arranged 6 questions for the interview, which include the research topic in detail. In classroom observation, the researcher has chosen the 'interaction analysis' for observing the language classes. Nunan (1992) has stated that, by interaction analysis, the researcher can

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observe and understand the classroom environment, language, and relationships between teachers and students.

3.4 Data Collection Procedure

In conducting the survey research, the researcher has selected eight colleges from the five districts of Bangladesh, four colleges from Dhaka and the other four colleges from- Faridpur, Razbari, Gazipur, and Kurigram. All the colleges are based on Bengali medium. In variety of college and district selection has been possible for the cooperation of the respective teachers. The interviews were taken in a semi-structured setting. Only 5 classroom observations were possible and for this purpose recommendation letter was submitted to the college authorities. The data collection procedure has given in the Table: 1.

Table 1

Data collection procedure

Number of participants	Places	Instruments	Source
15	Dhaka	Questionnaire, interviews and Classroom observation (2)	Field visits
10	Faridpur	Questionnaire, interviews and Classroom observation (1)	Field visits
3	Gazipur	Questionnaire, interviews and Classroom observation (2)	Field visits
1	Razbari	Interview	Over phone
1	Kurigram	Interview	Over phone

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3.5 Data Analysis Procedure

This research has been conducted on the basis of primary and secondary data. The primary data collected through a set of questionnaire, interview session and classroom observation checklists. Total 30 teachers were involved in the questionnaire session, 30 teachers were interviewed from different places and only 5 classroom observation had been possible for the data collection. Some secondary data also needed for conducting the research were collected from journals, books, research papers and some other online sources. The mixed method has been used in this research. The qualitative and quantitative methods have been mingled to conduct the procedure. Quantitative data has been analyzed by percentages by the form of a table; qualitative data has been described in a narrative form and observation data also described by percentages.

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Chapter 4**Findings and Analysis****4.0 Introduction**

This chapter will represent the findings and analysis of the survey research- questionnaire and interviews, and classroom observations. This research has been determined to find the role of grammar teaching in language learning and the reason of the frailty of the Bengali medium students in acquiring good skill in English language.

4.1 Findings from the Teachers' Questionnaire**4.1.1 Part A***Table 2**Academic qualification of the English teachers*

Academic qualification	No	Percentages
B.A. Honors in English	14	46.7%
M.A. in English	13	43.3%
Bachelor degree in Education	2	6.7%
Others (ELT)	1	3.3%

Referring to Table 2, we can see that majority of the teachers (46.7%) have a Bachelor degree and 43.3% teachers have a Masters Degree in English, whereas, few teachers (6.7%) have a

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Bachelor degree of education and only 3.3% have Bachelor of other training degree, such as: ELT. Thus, most of the English Teachers have graduated from the faculty of English.

Table 3

Teachers' years of experience of teaching English

Experiences	No	Percentages
1-5 years	10	33.3%
5-10 years	9	30%
10-15 years	6	20%
More than 15 years	5	16.7%

Table 3 shows that 33.3% teachers' have 1-5 years of teaching experience, whereas 30% have 5-10 years of experience. Only 20% teachers have 10-15 years experience and more than 15 years of teaching experienced teachers are 16.7%.

4.1.2 Part B

Response to question 1.

Table 4

Grammar is the first step for language learning

Responses (Likert items)	Number of teachers	Percentage (%)
Strongly agree	18	60%

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Agree	7	23.3%
Not sure	0	0%
Disagree	5	16.6%
Strongly Disagree	0	0%

From the table 4, it can be seen that the majority of the teachers (83.3%) is agreed on that grammar is the first step to learn a language whereas only 16.7% teachers are disagreed with it.

Response to question 2.

Table 5

The Method uses in Grammar Teaching

Responses	Number of teachers	Percentage (%)
GTM	2	6.7%
Desuggestopedia	0	0%
Task Based	4	13.3%
CLT	24	80%
Others	0	0%

The survey shows (table 5) that maximum teachers (80%) use CLT while they are teaching grammar, whereas very few teachers apply GTM and Task based method. Thus, it implies that CLT is very much favorable for teaching grammar.

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Response to question 3.*Table 6**Languages can learn without learning the grammatical rules.*

Responses (Likert items)	Number of teachers	Percentage (%)
Strongly agree	7	23.3%
Agree	12	40%
Not sure	0	0%
Disagree	5	16.6%
Strongly Disagree	6	20%

In this Table 5, it can be seen that most of the teachers (about 63.3%) agreed on that grammar can learn without learning the grammatical rules. On the hand, 20% of the teachers have strongly disagreed and 16.6% of the teachers diverge on this issue.

Response to question 4.*Table 7**Grammar can learn for sure by communicative approach.*

Responses (Likert items)	Number of teachers	Percentage (%)
Strongly agree	18	60%
Agree	0	0%

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Not sure	0	0%
Disagree	12	40%
Strongly Disagree	0	0%

Referring to the table 6, it can be said that there is a controversy about grammar teaching approach. Because, 60% of the teachers strongly agreed that CLT is the best approach to learn grammar, whereas, another 40% of the teachers disagreed with this statement.

Response to question 5.*Table 8*

Teachers' main role is to explain grammatical structure.

Responses (Likert items)	Number of teachers	Percentage (%)
Strongly agree	18	60%
Agree	7	23.3%
Not sure	0	0%
Disagree	5	16.7%
Strongly Disagree	0	0%

Table 8 shows that the majority of the teachers (83.3%) believed that their main role is to explain grammatical structure and very few of them (16.7%) thinks it cannot be their main role.

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Response to question 6.*Table 9**Grammar teaching is not natural.*

Responses (Likert items)	Number of teachers	Percentage (%)
Strongly agree	0	0%
Agree	13	43.3%
Not sure	0	0%
Disagree	11	36.7%
Strongly Disagree	6	20%

As can be seen in table 9, majority of the teachers 56.7%, agree that grammar teaching is natural in language learning, whereas, 43.3% teachers believe is unnatural for language acquisition.

Response to question 7.*Table 10**Grammar teaching should be PPP based.*

Responses (Likert items)	Number of teachers	Percentage (%)
Strongly agree	13	43.3%
Agree	11	36.7%
Not sure	0	0%

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Disagree	4	13.3%
Strongly Disagree	2	6.7%

Table 10 indicates that most of the teachers believe that grammar teaching should be PPP mode based, i.e. practice, production and presentation and few teachers are opposed to this view.

Response to question 8.*Table 11*

GTM is more suitable than CLT.

Responses (Likert items)	Number of teachers	Percentage (%)
Strongly agree	1	3.3%
Agree	5	16.7%
Not sure	0	0%
Disagree	11	36.7%
Strongly Disagree	13	43.3%

As Table 11 shows that very few teachers use Grammar Translation Method and they think it is more suitable than CLT but most of the teachers are opposed to this view.

Response to question 9.*Table 12*

Authentic Material is helpful in grammar teaching.

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Responses (Likert items)	Number of teachers	Percentage (%)
Strongly agree	17	56.7%
Agree	11	36.7%
Not sure	2	6.7%
Disagree	0	0%
Strongly Disagree	0	0%

In table 12, we can see that most of the teachers believe that authentic material is effective in grammar teaching and very few teachers do not know it for sure whether it is effective or not.

Response to question 10.*Table 13*

Students expect the teacher to present a grammar point explicitly.

Responses (Likert items)	Number of teachers	Percentage (%)
Strongly agree	3	10%
Agree	25	83.3%
Not sure	2	6.7%
Disagree	0	0%
Strongly Disagree	0	0%

Table 13 shows that 93.3% students expect that their language teacher will present a grammatical point explicitly.

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Response to question 11.*Table 14**Students face difficulty to transfer grammatical knowledge into communicative.*

Responses (Likert items)	Number of teachers	Percentage (%)
Strongly agree	6	20%
Agree	19	63.3%
Not sure	0	0%
Disagree	5	16.6%
Strongly Disagree	0	0%

In table 14, it can be seen that most of the teachers have found that their students face difficulty when they are asked to produce grammatical knowledge into communicative perspective.

Response to question 12.*Table 15**Authentic material is too time-consuming.*

Responses (Likert items)	Number of teachers	Percentage (%)
Strongly agree	7	23.3%
Agree	5	16.6%
Not sure	0	0%
Disagree	18	60%
Strongly Disagree	0	0%

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Table 15 shows that most of the teachers believe authentic material is not time-consuming, whereas the rest of the teacher mentions their class time is sufficient for authentic material.

Response to question 13.

Table 16

Students are taught to translate English to Bengali.

Responses (Likert items)	Number of teachers	Percentage (%)
Strongly agree	16	53.3%
Agree	11	36.7%
Not sure	0	0%
Disagree	2	6.7%
Strongly Disagree	1	3.3%

Table 16 refers that a majority of teachers believe that they are teaching grammar for the purpose of translating English to Bengali.

Response to question 14.

Table 17

Students' goal is to achieve marks not acquire language.

Responses (Likert items)	Number of teachers	Percentage (%)
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Strongly agree	7	23.3%
Agree	18	60%
Not sure	0	0%
Disagree	5	16.6%
Strongly Disagree	0	0%

Table 17, demonstrates that the majority of the students are longing for achieving marks not to acquire the language.

Response to question 15.*Table 18*

Students' proficiency will develop with regular practice of grammatical structure.

Responses (Likert items)	Number of teachers	Percentage (%)
Strongly agree	6	20%
Agree	12	40%
Not sure	0	0%
Disagree	5	16.6%
Strongly Disagree	7	23.3%

Table 18 shows that 60% of the teachers believe that by practicing grammatical rules students can acquire the language and their language proficiency will develop, whereas, another 40% of the teachers are distinctive with this view.

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4.2 Findings from the Teachers' Interview

Response to question 1. Most of the teachers do not support regarding grammar for being the main component of learning a language. Some of them stated that listening and speaking should be the first component. One of them asserted that in order to learn a language, the learner should immerse in that language. Some of the teachers claim that second language learning is also a natural process like the mother tongue. As many language researchers suggested that the learning of L1 and L2 should not be distinguished (Nassaji & Fotos, 2004). Some teachers also advised that grammar should be the first and foremost component of learning a language. Then another teacher asserted for achieving good writing skill grammar is mostly needed.

Response to question 2. The majority of the teachers suggested that CLT is the best approach to teach grammar. Because of the focus of CLT is to develop learners' communicative competence. That means it has been created on the base of real life knowledge but not on the set of grammar rules (Rasul, 2016). Some teachers suggested that a learner should adapt the speaking first, and then s/he should try to memorize the rules of grammar. They also declared that there is no way without practice and quoted, 'practice makes a man perfect'.

Response to question 3. According to the teachers most of the students like CLT but they feel shy to speak in English in the classroom. As a result the goal of CLT can never be fulfilled. Regarding the difficulties, most of the teachers mention about the pronunciation, subject- verb agreement, connectors and modifiers.

Response to question 4. Most of the teachers said after learning the first language adequately, second language should start to learn. But grammar should teach after teaching them communication. That refers the meaning that when a learner will able to listen and speak, then

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s/he should learn the grammar. According to Ellis (2006), grammar should be taught in the first phase of second language acquisition.

Response to question 5. Most of the teachers are satisfied about the facilities they got from the authorities, whereas, some of them said their authority can not provide enough teaching materials. Most of the teachers said they want to speak in English all the time in the class, but it is the students who make him or her speak in Bengali. Farooqui (2014) described students could not understand teachers' lectures in English. As a result, the teacher left the habit of teaching in English.

Response to question 6. Most of the teachers said students are not so motivated towards learning English rather they are interested to achieve great marks in exams by memorizing rules. Some teachers pointed out some reasons behind the frailty of the students' good proficiency in English, such as,

- They think English is a difficult subject so they carry a psychological barrier,
- They do not practice it as they practice Mathematics,
- They do not get the language exposure from the environment as they get it in the first language,
- Some learners may not have the language receiver,
- And especially they immerse in the language of Hindi (nowadays, Hindi is considered to be the third language of Bangladesh).

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4.3 Findings from classroom observation (interaction analysis)

Table 19: Classroom observation checklist

Report	Excellent	Good	Average	Bellow	Unable
Objective	0	2	2	0	1
Preparation	1	2	1	1	0
Language use	0	2	2	1	0
Teaching Technique	0	1	3	1	0
Classroom management	0	1	2	1	1
Class room atmosphere	0	2	2	1	0
Use of Technology	0	0	3	1	1
Students' motivation /participation	1	1	2	1	0
Technique of evaluation/ feedback	1	1	2	1	0
Time Management	2	2	1	0	0

Source: Field visit

From the observation of the classroom, it was found that 40% teachers are good, 40% teachers are average and 20% are unable in terms of the objective of the lesson. For the purpose of lesson preparation, it was found that 20% teachers are excellent, 40% are good, 20% are average and another 20% of the teachers are in below to the average. About 40 % of the teachers are good in language use, whereas, 40 % are in average and another 10% of the teachers are

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below to the average in language production. Only 20% are good in the use of teaching technique, wherein 60% are in average and 20% are in below average means they hardly use the current techniques of teaching. In terms of classroom management, 20% were good, 40% are, on average, 20% are in below to average and unfortunately 20% are unsuccessful to maintain the management because most of the classrooms are overcrowded. In the terms of classroom atmosphere, 40% are in good position, 40% are in average and 20% are below the average. About 90-100 students accommodate in one class. On the points of use technology the higher secondary institutions, 60% are, on average, 20% below to the average and 20% are in unable state. This statement does not identify that those institutions cannot afford it rather they do have the facility, but they do not use it in the language classroom. The ICT based classrooms are only used in the computer classes. By this observation, it was found that 20% students are excellent in participation as well as motivated, 20% are as good, 40% are average and 20% are below the average. 20% teachers are excellent in terms of giving feedback, 20% are good, 40% are average and rests of the 20% teachers are below to the average. In the focus of time management, 40% teachers are excellent, 40% are good and 20% teachers belong to the average place. Thus, teachers are punctual and cautious to maintain their schedule.

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Chapter 5

Discussion

This chapter deals with the interpretation of the findings of this study. Addressing the central question no 1, it can be said that grammar teaching facilitates language learning. Regarding the best approach to teach grammar, the point is still not settled. Linguists have investigated in this field for many years, but still the best and exact approach has not been discovered. Though for the purpose of language teaching, grammar teaching is essential because mastering the grammar can develop the foundation of proficiency (Wang, 2010). There are many differences between how something is taught with how it is learned. One way of teaching grammar is to use an explanation and a practice procedure. If a language teacher uses a discovery approach to teaching grammar, then the lesson series will look different. It depicts that instead of teacher, learner will discover and explain a point and get a solution (Harmer, 2011). Some linguists have proposed a meaning based grammar instruction where learners' main goal would be a clear understanding of language in order to make it as a tool for the purpose of meaning through language (Liamkina & Pankova, 2012). Knowing too little grammar is considered to be miss-guiding in language teaching (Richards & Renandya, 2002). So, Grammar should not be forbidden (Larsen-Freeman, 2015). Some teachers avoid grammar because of their inadequate knowledge of grammar (Nazari & Allahyar, 2012). The research findings showed that one needs to know not only the rules of grammar, but also know how rules are used in real communication (Richards & Renandya, 2010). Research findings showed that most of the English teachers of Bangladesh practice GTM in the language classroom, though they were instructed to utilize the CLT. So language classroom remains the traditional unproductive classroom where TTT is 85% and STT is 15%. So, how can CLT can implement in Bangladesh?

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In the education policy of Bangladesh English is the compulsory second language. As a result, students who study at least graduate level have to study English for fourteen years. Our students' proficiency in English is consistently negative (Rasheed, 2012). Regarding the central question no 2, it can be said that in order to make learners competent, at first teachers should be competent. The successful English class depends on many factors, such as, teachers' academic qualification which influence their English proficiency in class. The academic qualifications of teachers themselves also varied greatly and this influenced their use of English in the class. The low proficiency of Bangladeshi students and teachers in English language, notably formed an obstacle in using English as a medium of instruction in classrooms. Though the teacher training programs guide them that English will be the only language of instruction in class. Unfortunately, teachers have to talk in Bengali due to the low proficiency of the students (Farooqui, 2014). The proficiency level of English students is still inadequate (Rasul, 2016). Teaching and learning is not the same thing so they should not be leveled on the same equation. It is not necessary that learning only depends on teaching. Students' brain should not be considered as a blank slate (Scrivener, 2011). Kalam (1999) believed that a good student can learn more from a worse teacher than a poor student from even a skilled teacher. It can be said that learning is not fully conditioned. In Bangladesh Higher secondary level students are mainly teenagers. According to Yule (2010) teenagers are more language conscious than younger children. So there may have an acquisition barrier.

Research findings from the questionnaire session that most of the teachers teach grammar as a separated piece, but grammar and its different function are a whole system. In a language class, most of the teacher becomes authoritative and they feel the power of the knowledge of

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grammar (Richards & Renandya, 2002). Moreover, our classroom is ineffective for language learning. Teachers' lectures are still not in the CLT approach because most of the teachers are not well trained in CLT. They still use GTM of the name of CLT. So it messed up the whole teaching system. 80% teachers and students are interested not speaking in English. Students do not practice English outside the class (Rasul, 2016). So, CLT exists by its name but not its functional purpose.

From the interview session, the researcher has noted that the main goal of our students is to get great marks in an examination because of the pattern of our education system. Though the curriculum gives attention to the four skills, but public English examinations deal with mainly grammar, reading and writing and there is no marks remain for communicative competence. Weir (1990) believed that in order to make the communicative approach successfully implemented the route of teaching and testing should be communicated (cited in Rasul, 2016). From the *Appendix-D*, it can be seen that the traditional public exam questions are not set out to test all the skills of the English language. Their exams are related with some notebooks by which they get good marks easily (Mitu, 2014). Stanley (2013) has rightly said grammar is important to learners who want to pass exams!

Authentic materials can develop learners' grammatical concepts and make them able to use their own language, and make them feel that the grammatical rules are not illogical but useful (Aarts, Clayton & Wallis, 2012). Most of the teachers said it is useful, but after the classroom observation, it found that they never used it in the class. Here less time would be the main problem. Some researchers believed that CLT method has failed to bring gigantic change in

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the field of English language teaching. Savignon (2003) argued that the method is itself not ineffective rather the ineffectiveness lies in the application and exposition. She suggests that a CLT based classroom should be learner centered (Rasul, 2016). But most of the classrooms are teacher oriented and teachers' authoritative attitude does not nourish the CLT method.

Bangladeshi teachers still use prescriptive approach because they think language is governed by some sorts of rules. Though the Bangladesh government has arranged a different training session for the teachers to teach the new curriculum effectively, the result is still negative because there is no connection between the curriculum and the pedagogical reality. As a result, their teaching approach becomes unproductive and unsuccessful (Farooqui, 2014).

Bangladesh is an overpopulated country so does its classroom is also crowded. After the classroom observation, the researcher has found that 90% classroom is overpopulated. In one class, the accommodation of the students is about 90-100. Most of the linguists suggest for an ideal language classroom, the students' number should be within 15 to 20. In a large class, it is difficult to remain attentive and motivated for the language students. In the field of education, the large class issue needs further investigation (Haque, 2009). We hope that the government of Bangladesh will take the necessary steps to minimize this problem.

From the classroom observation findings, it has been found that teachers teach grammar because their goal is to complete the syllabus. Grammar becomes their syllabus topic instead of language component. It is more important to analyze the students' need than cover the syllabus.

Vocabulary is unlimited whereas grammar is limited and can present in the boxes. So teachers find it simple to teach grammar. Most of the students like tests and exams which bring their result and a new stage of education. Moreover, grammar is easy to test so teachers also like it

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((Richards & Renandya, 2002). In most of the classroom, it is found that students' interest knows the word meaning and teachers also transfer the language learning classroom into a translation learning classroom. From the questionnaire session, it is found that about 60% of the teachers believe that the aim of English language learning is to be able to translate it into Bengali language.

It has been examined by language students that in inductive approach grammar have become more difficult for them rather than in deductive method, they have been seemed to be more attentive and confident. (Nazari & Allahyar, 2012). 50% of the teachers teach grammar deductively though they think they are teaching inductively. As a result, students can memorize a rule of grammar, but cannot apply it in other skills of language (Ezzi, 2012). Teachers teach only grammatical rules neither the grammar nor the language. A teacher emphasizes grammar just as a lesson of grammar, but they should appreciate it as a main component of English language course (Ezzi, 2012).

Chapter 6

Conclusion

6.0 Introduction:

The aim of this research is to find out the role of grammar teaching in language learning and best approach to teach grammar. It also attempts to investigate the reason of frailty to achieve proficiency in English language among the students of higher secondary level of Bangladesh.

6.1 Summary of the findings:

Probably, there will never be a result of the debate about the value of teaching grammar because language learning and teaching contexts contrast to a great extent. Grammar is considered to be as one of communicative competence and essential elements of language learning and teaching. Much research has been done on the field of grammar teaching and it is approved that grammar teaching has a positive role in language learning and teaching (Nan, 2015). Therefore, it may be possible that a hybrid type of teaching or curriculum, which integrates CLT with grammar translation as suggested by (Jin & Cortazzi, 2011; Li, 1998; Pham, 2007; Rao, 1996), needs to be considered in government school and college (as cited in Muhammad, 2016). The current trend of world English education is to develop communicative competence (Farooqui, 2014). As other communicative competencies, grammatical competence can be taught separately (Beaudoin, 2004). If the goal of second language learning is to develop communicative competence, then grammar and communication should be incorporated. But the

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challenge will remain unsettled for the identification towards the best ways to integrate grammar and communication in L2 classroom (Nassaji & Fotos, 2004). We expect that the traditional attitude towards English language teaching and learning would be changed. We hope our students will not learn English to use it rather they will use language to learn it (Rasul, 2016).

6.3 Recommendations:

From the research findings, this study recommends:

- To facilitate language learning, the study suggests the large classrooms should divide into small classrooms.
- Government should provide more trainings and workshop for the language teachers to keep them updated so that they can know and apply the new methods and techniques in language teaching.
- The government should change the exam system and should apply such type of tests where all the four basic language skills can be justified.

6.4 Limitations:

This study has some limitations too. This research only focused on the higher secondary level. Besides, most of the interviews were taken over the phone because of the teachers' busy schedule. Only five classroom observation has been possible. Furthermore the data were collected only from the English language teachers. This research could have been more authentic if the data could collect from linguists, students and English language researchers from different countries.

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6.5 Further studies:

There is no exact method of teaching grammar so we have to do more research to investigate the effectiveness of many different techniques in language learning. For the further research, it can be the research project that why language trainers' focus on CLT and how Bangladeshi formal instruction can be incorporated with the communicative activities.

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Appendix A

Questionnaire for the English language Teachers

Message to the teachers:

Dear honorable teachers,

The purpose of this questionnaire is to get information about the role of grammar teaching in language learning. I assure you that this information will be used only for the sake of this research and will be kept confidential.

General Information:

Gender:

Age:

Academic Qualifications:

Experience:

Instruction:

Please give a tick mark (√) according to your opinion and you are welcome to write any comments.

1. Grammar teaching should be the first step to learn a language

a) Strongly agree

b) Agree

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- c) Not sure
 - d) Disagree
 - e) Strongly disagree
-

2. Which method do you use in grammar teaching?

- a) Grammar Translation method
 - b) Desuggestopedia
 - c) Task based teaching
 - d) Communicative language teaching
 - e) Others.
-

3. Students can learn a language without learning the grammar rules.

- a) Strongly agree
 - b) Agree
 - c) Not sure
 - d) Disagree
 - e) Strongly disagree
-

4. Grammar is best learned by communicative learning approach.

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- a) Strongly agree
 - b) Agree
 - c) Not sure
 - d) Disagree
 - e) Strongly disagree
-

5. The main role of a language teacher is to explain grammar structure.

- a) Strongly agree
 - b) Agree
 - c) Not sure
 - d) Disagree
 - e) Strongly disagree
-

6. In order to learn a language, grammar teaching is considered to be unnatural.

- a) Strongly agree
- b) Agree
- c) Not sure
- d) Disagree
- e) Strongly disagree

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7. Grammar teaching should be based on PPP mode which describes the steps of practice, production, and presentation.

- a) Strongly agree
- b) Agree
- c) Not sure
- d) Disagree
- e) Strongly disagree

8. Grammar Translation Method is more suitable than Communicative Language Teaching for teaching grammar.

- a) Strongly agree
- b) Agree
- c) Not sure
- d) Disagree
- e) Strongly disagree

9. Authentic material is helpful in grammar teaching.

- a) Strongly agree
- b) Agree

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- c) Not sure
 - d) Disagree
 - e) Strongly disagree
-

10. Students expect teachers to present grammar points explicitly.

- a) Strongly agree
 - b) Agree
 - c) Not sure
 - d) Disagree
 - e) Strongly disagree
-

11. Students find it difficult to transfer their grammatical knowledge into communicative approach.

- a) Strongly agree
 - b) Agree
 - c) Not sure
 - d) Disagree
 - e) Strongly disagree
-

12. Teachers find the use of authentic material too time-consuming.

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- a) Strongly agree
 - b) Agree
 - c) Not sure
 - d) Disagree
 - e) Strongly disagree
-

13. Your students are taught to translate from one language to another?

- a) Strongly agree
 - b) Agree
 - c) Not sure
 - d) Disagree
 - e) Strongly disagree
-

14. Students are motivated to achieve great marks in English, but not to learn this language.

- a) Strongly agree
- b) Agree
- c) Not sure
- d) Disagree
- e) Strongly disagree

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15. Students can improve language proficiency through regular practice of grammatical structure.

- a) Strongly agree
- b) Agree
- c) Not sure
- d) Disagree
- e) Strongly disagree

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Appendix B

Interview Questions for the English language Teachers

1. Do you think grammar teaching is the main component of learning a language? Why?
2. What is the best approach to teach grammar and why? How much grammar one need is to develop communicative competence?
3. What are students' attitudes towards CLT and GTM? What are the difficulties of students with regard to grammar?
4. When should we teach grammar? Is it best when learners first start to learn a second language?
5. Does your authority provide enough teaching material according to your lesson plan? Do you speak in English in the classroom?
6. Do you think students are motivated towards learning English? What is your suggestion regarding students frailty in achieving proficiency in English?

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Appendix- C

Report	Excellent	Good	Average	Bellow	Unable
Objective					
preparation					
Language use					
Lesson presentation					
Class room management					
Class room atmosphere					
Use of Technology					
Students' motivation /participation					
Technique of evaluation/ feedback					
Time Management					

Table: Classroom observation Checklist

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Appendix - D

Part I Reading Test (Marks 40)

1. Read the passage and answer the questions A and B. Hercules was the son of Zeus and Alcmene, daughter of the King of Mycenae and his cousin. He made his mother's name famous and became known to all as the 'royal labourer of Hercules'. The first exploit he achieved was to slay the Nemean lion which was being disturbed by a terrible lion and so the village of Nemea was being burnt by his skin. As soon as Hercules had slain the lion, he was told to bring him his skin. At first, Hercules tried to fight the lion with his club and arrows but did not kill him. Then Hercules discovered a different way to slay the lion. He then managed to slay the animal on his own, using only his immense strength. Various tales are told of Mycenae carrying the lion's skin around a wide flat, around the King. His final task was to slay a woman called Hydra that was ravaging the country of Argos. Hydra had nine heads of which the middle one was said to be immortal. Our hero struck off its head with his club, but whenever he knocked off a head, two new ones sprang in its place. Eventually with the help of his devoted servant Iolaus, Hercules succeeded in burning all the heads of the Hydra except the ninth or immortal one, which he decided to bury under a huge rock. In other words, Hercules triumphed again, as he would never find his way across an impossible task by himself! And this is how he began to acquire the reputation of a hero possessing immense strength throughout the world.

2. Choose the correct answer from the alternatives. 1x5=5

a) The word 'myth' in the passage refers to ---
 (i) a fairy tale (ii) a story (iii) a legend (iv) a novel

b) What could be the closest meaning for 'undergo'?
 (i) Go up (ii) Go down (iii) Go in (iv) Go through

c) The word 'immense' in the last line could be best replaced by ---
 (i) desperate (ii) terrific (iii) fearful (iv) horrible

d) Iolaus was --- of Hercules.
 (i) devotee (ii) a loyal servant (iii) a good friend (iv) a minister

3. The first synonym of reputation is ---
 (i) fame (ii) recognition (iii) decoration (iv) game 2x5=10

4. Answer the following questions. 2x5=10

a) Explain the word 'Myth'.
 b) Which might terrified the King of Mycenae? Narrate in brief.
 c) What are known as 'twelve labours of Hercules'?
 d) Did Hercules alone kill Hydra? If yes/no write in favour of the following passage.
 e) Do you think 'he began to acquire the reputation of a hero'? Explain in your own words.

5. Read the following text and make a flow chart showing the causes and aspects of conflict. (One is done for you).

Conflict can be described as a disagreement among groups or individuals characterized by antagonism and hostility. This is usually fuelled by the opposition of one party to another in an attempt to reach an objective different from that of the other party. The elements involved in conflict have varied sets of principles and values, thus allowing a conflict to arise. Conflict can be defined in many ways but one of the simplest is that it pertains to the opposing ideas and actions of different entities, resulting in an antagonistic state. Conflict is an inevitable part of life. All of us possess our own opinions, ideas and sets of beliefs. We have our own set of looking at things and we are according to what we think is proper. Hence, we often find

Part II Writing Test (Marks 40)

1. Write a paragraph on "Global Warming" in about 200 words based on the answers to the following questions. 10

a) What is global warming? b) How is it caused? c) What is the result? d) Is it harmful to us all?
 e) What measures should be taken? 7

2. Complete the following story. 5

One day a crow was flying over a jungle. At that time he was quite thirsty and looking for some water. Suddenly

3. Write an email to your father about your preparation for the HSC examination. 5

4. The following is a graph on population growth in Bangladesh over the past few years. Examine it and write a paragraph on it. 10

Growth Rate %

Year	Growth Rate %
2003	2.5%
2010	2.0%
2011	2.2%
2012	2.4%
2013	2.1%

5. Write down the theme of the following poem. (Not more than 50 words). 8

Fair Dafodils we weep to see
 You haste away so soon;
 As yet the early-rising sun
 Has not attain'd his noon.
 Stay, stay,
 Lend us the hastening day,
 Has run
 But to the even-song,
 And, hasting, pray'd together, we
 Will sit with you alone.
 We have short time to stay, as you,
 We have as short a spring.
 As quick a growth to meet decay,
 As you, or anything.
 We die
 As your hours do, and dry
 Away,
 Like to the summer's rain,
 Or as the pearls of morning's dew,
 Ne'er to be found again.

Figure: Exam paper of higher secondary level