

# CHAPTER 1

## INTRODUCTION

English is widely spoken in the world. According to Mueen (1992 p, 7-9) “English meets the tests of practical value. It is the language of the world in all fields of the arts, hard sciences, humanities and social sciences. International trade, commerce and diplomacy are conducted in English”. Pakistan is no exception. There English is taught and learnt as an important language second only to the National language i.e. Urdu. Mueen (1992) further says that English is used as an official language in Pakistan as 80% correspondence is carried out in English and it needs to be fostered as a means of education, communication and a practical tool. Pakistan and other non-English speaking countries throughout the world are realizing that if English language teaching is neglected, there will be decline in the field of science, technology and commerce. Keeping in view the importance of English in Pakistan, the achievement of the students in the subject is not up to the mark. Khamisani, Amena (1983) has analyzed the situation in Pakistan and noticed that there is a rapid and marked decline not only in the students’ knowledge of English literature and their response to it, but chiefly in the proper use of English syntax. Lack of knowledge mainly about the construction of sentences, the appropriate use of prepositions and the correct use of verbs and tenses is the main deficiency of students. The majority of them find themselves incapable of expressing their thoughts in English and that is why essay writing becomes the most difficult and challenging task for them.

This situation in Pakistan requires a change in attitude and practices as far as the teaching of English is concerned.

There may be many reasons for that but the discussion with the experts in English and the senior teachers of English reveals that the main reason of it is that English grammar is not given due importance in the classroom teaching. Even if given importance, its rules are taught in isolation and sufficient practice is not given in the use of different aspects of grammar in reading, writing, speaking etc. Functional grammar is not taught and practiced in the classroom. More importance is given to the teaching of English textbook and grammar is taught by the deductive method. In this method the definitions and rules of grammar are dictated to the students and then particular examples are given. Sufficient practice is not provided in the use of different aspects of grammar. This situation calls for a change in our teaching methods and the use of different techniques of teaching. Educationists are revising syllabi i.e. from for e.g. structural to the functional form and textbooks are rewritten (from Radiant Readers to the New Express way) to shift teaching paradigms from the teaching of literature and formal grammar to the teaching of communicative language (Mueen 1992).

The problem of teaching of English grammar can be solved by adopting and practicing the inductive method of teaching English grammar. Group work activities may play a positive role in providing practice to the students in the use of language and in improving the academic achievement. This study is undertaken to see whether the inductive teaching of English grammar by using the group work technique (inductive

thinking model) has a positive effect on the academic achievement of the elementary and secondary school students.

According to Joyce, and Weil (1996), the model has been used in a wide variety of curriculum areas and with students of all ages. It is not confined to sciences. Phonetic and structural analysis depend on concept learning, so do rules of grammar. The structure of literature is based on classification. The study of communities, nations and history requires concept learning. Even if concept learning were not so critical in the development of thought, the organization of information is so fundamental to curriculum areas that inductive thinking would be a very important model for learning and teaching school subjects.

So the need is to find the comparative effectiveness of teaching English grammar with the help of textbook (deductive model) and by using group work activities (inductive model).

## **STATEMENT OF THE PROBLEM**

The problem under study is to find the comparative effectiveness of teaching English grammar with the help of textbook (deductive method) and by using group work activities (inductive teaching model). The study also attempts to see which of these two methods has a positive effect on the academic achievement of the elementary and secondary school students in Pakistan.

## OBJECTIVES OF THE STUDY

The main objective of the study was to find the comparative effectiveness of teaching English grammar with the help of textbook (deductive method) and by using group work activities along with seeing whether these had a positive effect on the academic achievement of the elementary and secondary school students in Pakistan. The main objective was split into the following sub-objectives, which dealt with the effect of both the methods on:

1. The academic achievement of the students.
2. The reading comprehension of the students in the English language.
3. The writing ability of the students.
4. Their listening comprehension.
5. Their speaking ability.
6. The application of the rules of grammar by the students.
7. The recall of the students.
8. The use of structures by the students.

Some additional objectives of the study were:

9. To compute the proportionate amount of time given to the students of each group at both the elementary and secondary school level.
10. To find the attitude of those students towards the group work activities who were involved in these activities.

## SIGNIFICANCE OF THE STUDY

This study is significant on account of the following reasons: -

1. In Pakistan, the traditional methods of teaching English are being practiced at the elementary and secondary school level. More time and importance is given to the teaching of English textbook. English grammar is mainly taught by deductive method in which the principles and rules of different aspects of grammar are first taught and then particular examples are given to the students. No practice is provided to the students in the use of different aspects of grammar. Only casual reference is made to them during teaching the prescribed textbook. The study may prove helpful in bringing a positive change in the classroom. The English teachers working in the field can utilize the group work activities by using the inductive teaching model at the elementary and secondary school level. It may bring positive results because the students may be practically involved in the lesson.
2. The study may prove helpful to the students. Working in groups and practicing the different aspects of grammar during reading, writing, speaking listening practice, and during different activities this process will help in making their concepts clear and in applying the rules of grammar during reading, writing, speaking etc.
3. The significance of the study is enhanced many fold owing to the lack of any such study in Pakistan. The coming researchers can conduct further

research in this field by extending it to other levels, other sex, other subjects and to different areas of the country.

4. According to Green (1993), teachers, curriculum planners and others who want to be sensitive to the needs of the students they serve, cannot always rely on their own unaided intuition. They rely on the findings of the relevant researchers.

So the findings of the study may be used by curriculum planners and curriculum developers in suggesting the given method for effective teaching in English language.

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

### **HYPOTHESES OF THE STUDY**

The main research problem was to find the comparative effectiveness of teaching English grammar with the help of textbook (deductive method) and by using group work activities (inductive teaching model) and to see which of these two methods had a positive effect on the academic achievement of the elementary and secondary school students in Pakistan. In order to investigate the various dimensions of the general research problem, the following null hypotheses were tested at both the elementary and secondary school level:

1. There is no significant difference between the mean post-test scores of the achievement test (academic achievement) of the elementary and secondary school students taught English grammar with the help of text-book (deductive method) and those taught by using group work activities (inductive teaching model).
2. There is no significant difference between the mean post-test scores of the two groups on the reading comprehension test at the elementary and secondary level.
3. There is no significant difference between the mean post-test scores of the writing ability test of the two groups at both the levels.
4. There is no significant difference between the mean post-test scores of the listening comprehension test of the two groups at the elementary as well as secondary level.
5. There is no significant difference between the mean post-test scores of the speaking ability test of the two groups at both the given levels.
6. There is no significant difference between the mean post-test scores (applying the rules of grammar) of the two groups at both the levels.
7. There is no significant difference between the mean post- test scores (recall) of the two groups at both the given levels.
8. There is no significant difference between the mean post-test scores (use of structures) of the two groups at the secondary as well as elementary school level.

9. There is no positive effect of the group work activities on the attitude of those elementary and secondary stage students who have been involved in group work activities.
10. The proportionate amount of time given to the students has no significant effect on the academic achievement of the elementary and secondary stage students.

### **LIMITATION OF THE STUDY**

Due to the non-availability of standardized achievement tests, teacher made validated achievement tests and attitude scale were used to measure the achievement and attitude of the students.

### **DELIMITATIONS OF THE STUDY**

The study was delimited to:

1. Only Government Girls High Schools No-1, Dera Ismail Khan City.
2. Only 9<sup>th</sup> grade female students of the secondary school level.
3. Only 6<sup>th</sup> grade female students of the elementary school level.
4. Only five lessons of "A text-book of English for class IX.
5. Only six lessons of a "A text-book of English for class VI.

## DEFINITION OF TERMS

1. **Academic Achievement**  
Knowledge attained or skills developed in the school subjects usually designated by test scores or by marks assigned by teachers or by both.
2. **Structure**  
Any word, phrase or idiom.
3. **Reading Comprehension**  
Reading comprehension involves visual mechanical skills of recognition, remembering the meaning of words, integrating grammatical and semantic clues and relating this to the reader's own general knowledge and the knowledge of the subject being read.
4. **Recall**  
The reproduction of former knowledge or experience.
5. **Writing Ability**  
Using a complete sentence in the written form.
6. **Speaking Ability**  
Using the complete sentence in speaking and understanding it.
7. **Group Work**  
Two or more persons working together and interacting with one another.
8. **Listening Comprehension**  
The understanding of material heard, with respect to the listener's grasp of the meaning of words and phrases, of main ideas and of supporting or illustrating

details.

9. Application of the Rules of Grammar

The use of rules of grammar in reading, writing, speaking and listening comprehension e.g. recognizing the different aspects of grammar and their correct use and applying the rules for changing sentences from one form to the other.

10. Secondary Stage

9th and 10th class students.

11. Elementary Stage

The students upto 8th class.

12. AIOU

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