

CHAPTER 2

SURVEY OF THE RELATED LITERATURE

This chapter deals with the study of related literature and its relationship with the present research. The discussion has been divided into the three main parts:

1. Theoretical framework.
2. Review of the related studies.
3. Relationship of the findings of the present study with the findings of research studies already conducted in the field.

THEORETICAL FRAMEWORK

This part has further been sub-divided into four parts. Part-I deals with the nature and description of group work and the instruction related to cooperative learning (L_2) in small group activities. Part-II gives detailed description of the textbook method. Part-III deals with the definition of grammar, the methods of teaching grammar and the description of inductive teaching model. Part-IV describes the nature of attitude, preparing the attitude scale and validating it.

PART-I

1. Nature of Group Work

1.1 Group

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

1.2 Group Activity

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

2. Detailed Description of Group

2.1 The Logic Behind Grouping

Thomas (1986) describes that one popular way of suiting teaching to individual differences has been to divide the learners into groups. The logic behind this practice is that students usually must be taught in groups, since society cannot furnish a separate teacher for each learner. So the most convenient way to suit teaching to the individual characteristics of students is to divide the learners into homogeneous groups with each group composed of learners who are alike. Moreover, Calfee, and Pointkowski (1986), point out that research on grouping for instruction is motivated by the assumption that

grouping practices influence students' academic and social learning.

2.2 Factors Affecting Group Work

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

1. The learning goals of group work.
2. The task.
3. The way information is distributed.
4. The seating arrangement of the members of the group.
5. The social relationship between the members of the group.

2.3. The Goals of Group Work

Group work can promote language learning in the following ways:

2.3.1 Negotiation of in put

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

2.3.2. New Language Items

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

depth of processing and affective climate.

2.3.3. Fluency

The students attain fluency in the use of language item already learnt.

2.3.4. Communication Strategies

Students learn the following communication strategies:

- a) Negotiation strategies to control input (seeking clarification, seeking confirmation, checking comprehension, repetition),
- b) Strategies to keep a conversation going (Holmes; and Brown 1976, Nation, 1980),
- c) Strategies to make up for a lack of language items or a lack of fluency in the use of such items (Tarone 1980) and,
- d) Strategies for managing long turns in speaking (Brown et al. 1984)

2.3.5. Content

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

2.4 Arranging the Groups

McGreal (1989) suggests that groups of from four to seven students are efficient for the communicative use of language. Christison and Bassanos (1981) have recommended the following classroom arrangements based on both small and large groups:

2.4.1 Restructuring

In this case the groups are fluid and are changed according to various criteria.

2.4.2 One Centred

In this type of grouping, a single student is the Centre of focus and either tells a story or performs some other communicative language function.

2.4.3 Unified Group

In this case, every one is part of one large class group.

2.4.4 Dyads (Pairs)

In dyads two students participate in activities together.

2.5 Types of Group Work Activities

Group work activities are of the following types:

2.5.1. The Co-operating Arrangement

In this type of group work activities, learners have equal access to the same material or information and co-operate to do the task.

2.5.2. The Superior Inferior Arrangement

In the superior inferior arrangement one member of the group has

information that all the others need.

2.5.3. The Combining Arrangement

In this type of group work activities, each learner has a different piece of information that all the others need.

2.5.4. The Individual Arrangement

In the individual arrangement each learner has access to the same information but must perform or deal with a different part of it. The factors involved in the above-mentioned type of group work activities are presented in

Table-1. The factors involved in group work

	Combining	Cooperating	Superior Inferior	Individual
Distribution Of information	Each learner Has unique Essential Information	All learners Have equal Access to the Same Information And to each Other's view Of it	One or more Learners have Information That the Others do not Have	All learners Have the same Information But use a Different part
Seating Arrangement	Learners sit At an equal Distance from Each other, Facing each Other	Learners sit Beside each Other facing The Information	The knowers Face the Seekers	The learners Face each Other
Social Relationship	Equality, Mutual Dependency	Equality	Inequality, The knowers Are in a Superior Position	Equality, but With focus on Individual Performance
Most suitable Learning Goals	Negotiation Of input, Mastering Content, Fluency	New language Items, Fluency	New language Items, Mastering Content	Fluency, new Language items
Most suitable Tasks	Completion, Ordering Providing Directions, Matching, Classifying, Distinguishing	Ranking, Completion, Choosing, Finding Implications, Causes, uses	Data Gathering, Completion, Providing Directions	Solving Problems
A typical Example	A strip story	A ranking exercise	An interview	A chain story or role play

Source: Nation (1989, p.21)

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

2.5.5. Further Practice Activities

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

a) Dialogues

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

b) Situations

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

c) Grammar Exercises

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

2.5.6. Interviewing Activities

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

2.5.7. Jigsaw Activities

The class is divided into groups and each group is given written or recorded material to study. The topic is the same for each group but each piece of material contains one or two details, which are specific to that group. Questions are provided to guide the students through their listening or reading. When each group has found the answers to its questions, the class as a whole is regrouped with one student from each group and a new set of questions is issued which can only be answered with the help of information provided in the original groups.

2.5.8 Preparatory Activities

The following two types of activities can easily be used:

a) Question Preparation

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

b) Role Preparations

The class is divided into groups and each group represents one character in a role-play. In the groups, the students work out what sorts of personality they are, what sorts of things they

intend to say and the questions they think they may be asked.

At the end the class is organized for the actual role-play.

2.6. **Teacher's Role**

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

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

2.7 **The Effects of Recent Innovations on Grouping Practices**

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

- 1) Innovations in curricula i.e. individualization and mastery learning.
- 2) Changes in class assignment procedures.

- 3) New forms of school architecture.
- 4) New patterns of school organization.

2.8. Advantages of Group Work

Group work has the following advantages:

Holt; et al (1993) describes that

- 1) Cooperative learning used in group, is a valuable strategy for teaching secondary school students, especially useful with students from diverse linguistic and cultural backgrounds who are learning English as a second language.
- 2) It offers a method for managing diversity channeling peer influence into a positive force for improving school performance, and involving students in classroom communication and activity.
- 3) Secondary students with limited English language skills have less time to acquire the English essential to academic success, and need a low risk environment to practice English. Cooperative learning provides an appropriate method for these purposes, and in addition offers increased opportunities for student social development.
- 4) Cooperative learning strategies can be used in a variety of ways and time periods. Team building and oral language activities can be used to familiarize students with the approach and build language skills. Such collaborative activities include games for exchanging personal information, problem solving exercises, brainstorming, group discussion, cooperative review of

information, and story sequencing.

- 5) Jacobs; and Ratmanida (1996), describe that group activities developed in western countries have been advocated for use in foreign and second language learning internationally and the South Asian second language educators feel that group activities are appropriate to their contexts.
- 6) Long (1975, 1977), describes that the potential benefits of the use of group work are: more learner language production, more varied talk, the adoption by students of a wider range of roles, more individualization, less boredom among students, more opportunity for communicative language use, more creative, risk taking language use, greater variety in learner talk, increased learner independence, and more opportunity to develop social interaction skills and learning-to-learn skills.
- 7) Long; and Porter (1985) find: provided careful attention is paid to the structure of tasks students work on together, the negotiation work possible in group activity makes it an attractive alternative to the teacher-led, 'lockstep' mode and a viable classroom substitute for individual conversations with native speakers.
- 8) Martinez (1996), describes group work as a means of organizing more advanced students to tutor their lower proficiency classmates: The teacher acts as a facilitator, only intervening when a group is unable to solve a problem on its own.
- 9) Northcote (1996) describes that collaborative group work can be

used to cater for mixed abilities by building listening and decision, making skills, encouraging students to state opinions and disagree politely, beginning with pairs and short, structured tasks before students work in larger groups on longer, less defined projects, giving students a voice in choosing their group projects and providing students with responsibilities through the use of well-defined group roles.

10) According to Rutter et al (1979), the real art here (in grouping) is keeping all students actively engaged and on task.

11) Cross (1995), describes that group work activities are frequently used in large classes because the use of groups minimizes the time and expense that would otherwise be needed to produce materials for large classes.

12) Some other advantages of group work are

- a. Increased frequency; opportunities to integrate language with content instruction; freedom for language teachers to master new professional skills particularly those emphasizing communication; and opportunities for students to act as resources for each other, and, thus assume a more active role in learning.

2.9. Some Potential Dangers in Group Work

Kelly (1974), suggests that some dangers should be avoided in group work.

- 1) Sometimes all the potential trouble makers gather together in one group which becomes a gang. Such problem should be avoided by the intervention of the teacher.
- 2) The students form themselves into natural-ability groups. The teacher should note that no group is seen to be inferior.
- 3) Isolates should not be left out. Teachers should try to integrate them into groups at the out set.

Jacob; and Ratmanida (1996), find that the key problems cited in using groups in second language teaching are: low motivation, significant variation in proficiency levels and large classes.

3. Instruction Related to Co-operative Learning (CL) in Small Group Activities.

Co-operative learning (CL) arose in general education. The use of student--student collaboration to enhance learning has a history going back thousands of years (Johnson, and Hohmson, 1994), the 1970s marked a great increase, that continues to this day in efforts of a theoretical, research and practical nature, attempting to better understand and enhance the process of student-student collaboration. Traditionally, the term 'group' includes pairs i.e., groups of two.

A variety of approaches exist within the co-operative learning tradition. Sharan; and Sharan (1991) and Sharan (1992), have suggested some concepts, which are integral to these approaches.

3.1. Positive Interdependence

It is the feeling among group members due to which group members realize that each member's efforts benefit not only himself/herself but all other group members as well. Positive interdependence provides a feeling of support within the group.

3.2. Individual Accountability

It exists when each individual member feels responsible to learn, to demonstrate his/her learning and to contribute to the learning of group members. The success of the group is not measured by a particular group product, but by the individual progress of each group member. Individual accountability provides a feeling of pressure within the group, which mixes well with the feeling of support offered by positive interdependence.

These two concepts i.e. positive interdependence and individual accountability are common to most approaches to CL.

3.3. Collaborative Skills

Students need to develop collaborative skills to work successfully with others such as asking for help, making suggestions and dis-agreeing politely.

3.4. Heterogeneous Grouping

It is based on the view that often learning and other educational goals are best promoted by the teacher establishing heterogeneous groups on the

basis of such factors as ethnic group, past achievement or proficiency level, sex and on task behavior.

3.5. Equal Participation

In equal participation, all group members are encouraged to participate to a roughly equal degree. This can be done by providing each member with a turn to speak or particular information that they need to contribute to the group.

3.6. Simultaneous Instruction

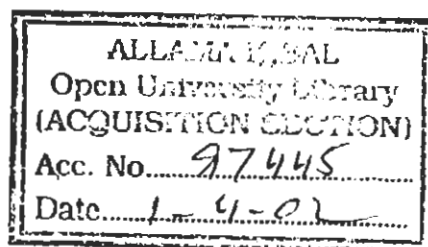
It contrasts with teacher-fronted instruction in which one person i.e. after the teacher-speaks at a time, i.e., sequential interaction. In the case of group work activities, one person per group may be speaking, e.g., if a class of 40 students are working in groups of four, ten people may be talking simultaneously.

3.7. Processing Group Interaction

Students regularly analyze and discuss how well their group is working and how their group might function better in the future.

3.8. Class building and Teambuilding

It involves efforts to create a feeling of respect, trust, co-operation and understanding within classes and groups.



3.9. Face-to-Face promotive interaction

It is based on the idea that groups succeed only when members engage in dialogue with each other to explain, debate, encourage and question one another.

PART-II

4. The Textbook Method

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

- 1) All reading material
- 2) Rules of grammar
- 3) Each lesson with some new words.

According to oxford Universal Dictionary (1974, p.2273), the term textbook refers to: "A book used as a standard work for the study of a particular subject; a manual of instruction in a subject of study".

The view of Hussain; and Sarwar (1980 pp.9-10) about the textbooks of English taught in Pakistani schools is: "The material is based on the grammar transaction method. The reading passages are writing by Pakistani authors with a few poems by British/U.S poets... the mechanical exercises, the literary bias, the unattractive getup combine to make the book difficult and

literary bias, the unattractive getup combine to make the book difficult and irrelevant”.

According to Siddiqui (1990), most of the teachers are engaged in teaching as they were taught by their teachers i.e. Grammar Translation method where:

Every difficult word is explained; every line is read aloud by the teacher followed by its translation into the mother tongue. The whole classroom time is consumed in teaching all textbooks from cover to cover and explaining them. The students in fact do nothing except listen to the teacher's monologue and later learn the 'notes' from the 'helping books' to pass the examination. p. 176

Similar situation is prevalent in India, China and other non-English speaking countries.

Zhenhu (1999), describe the condition of teaching English in China as:

Although the grammar translation method is out of favor, the students accustomed to this method may still derive benefit from it. According to him; Chinese students generally show great interest in language structures and linguistic details when they are learning a language. So the appropriate grammar analysis is essential, especially for beginners. Limited use of translation from or to the target language is necessary part of teaching. Vocabulary work and patterns drills are also ways of familiarizing the student with sentence structure.

Sylvester (1986), reviewing the situation in India, describes that the teacher of English generally resorts to the grammar translation method. He writes or indicates the rules of grammar and selects a few discrete item

exercises. As the learners are used to the usage of English, they do these exercises without any mistakes. Paragraphs, essays and letters they learn by rote. So the learners know the usage and not the use of English.

4.1 Procedure of Teaching English Through Textbook Method

4.1.1. Introduction

The teacher introduces the lesson to be taught with the help of a few sentences. This introduction is usually done in Urdu language.

4.1.2 Relating the Content of the Present Lesson with the Previous Knowledge of the Students on the Given Topic

This aspect of the procedure may not be practiced by all the teachers. If practiced, this takes the form of questions and answers, asked and answered orally in the classroom.

4.1.3. Translation of the Text

The term 'text, refers to one or more paragraphs of the textbook, selected for reading purpose, each and every paragraph is translated by the teacher during which every line is read aloud by the teacher followed by its translation (Siddiqui, 1990).

According to Tahir (1988) the teacher translates the paragraph sentences into the child's mother tongue.

Rehman (1980) finds that translation is done by the teacher and students during reading the textbook. In the first stage, a student nearly always translates word for word. This is all right for simple sentences but becomes difficult in the case of complex sentences. During speaking and writing, a beginner thinks in his own language and then translates his thoughts into English. Students face difficulties in translation because of the following reasons:

- 1) Limited vocabulary
- 2) Little knowledge of the basic elements of vocabulary such as relative pronouns or irregular verbs.
- 3) Limited knowledge of syntax or word order.

Describing the nature of translation, Richardson (1989) states that translation emphasized lexical and syntactic meaning. A translation approach concentrates upon individual words or phrases. Overall meaning is only examined, after the meaning of all major words and structures have been found.

During translation, teacher explains grammatical points and rules (Shahid, 1999).

4.1.4. Explanation of the Difficult Words and Phrases

Tahir (1988), describes this step as:

The meanings of a few important English words/phrases in the mother tongue are written on the blackboard. The students copy these words/phrases in their exercise books: The students are asked to learn the meaning of a few

selected words and phrases.

4.1.5. Reading of the Text by the Students

Some of the students are encouraged to read the selected paragraphs along with their translation.

4.1.6. Comprehension/Working on the Exercise

Some of the teachers test the power of comprehension of the students through questions asked and answered orally. Most of the teachers only help the students in solving the exercises given at the end of the lesson. Even answers to the questions are dictated by the teacher.

4.1.7. Home assignment

A lot home assignment based on the text is given to the students.

Mueen (1992) has summarized the textbook method as:

The lesson is conducted mostly in lockstep (all students locked into the same activity), with the teacher in full command, standing before the students and very seldom moving from her place. She asks one of the students (usually a good one) to read the first paragraph. The students listen. The teacher then explains the paragraph in simple English supplemented by L1. the difficult words are translated in L1. student participation is limited while the teacher plays an active role. There is no student interaction. Students take turns in reading each paragraph. Comprehension questions at the end of the lesson are usually direct. The teacher gives the answers orally or may even mark them from the text. The students have to reproduce answers so that understanding is

at the minimum. Such a method encourages rote learning and memorizing. Vocabulary items/fill in the blanks/MCQS (Multiple choice questions) may be given for homework. It may be noted that pair/group work is almost nil. The teacher does not allow any communication between the students as, according to her, class discipline would be at stake.

Such a teaching plan reflects monopoly and boredom. Comprehension is very limited. The student's creative thinking is sapped. The entire lesson is conducted under the vigilant eye of the teacher, so that writing is mostly controlled or guided. The students hardly get a chance of free writing.

4.2 Teaching of Grammar Through Textbook Method

The deductive method) as given in the second chapter under the heading methods of teaching grammar) is adopted for the teaching of different aspects of grammar to the students.

4.3 Merits of the Textbook Method

The textbook method is an adaptation of grammar translation method. So the following merits of the grammar translation method are also applicable to this method (Nazir Ahmad (1987 and Tahir (1988):

1. Translation can best interpret English words, phrases and sentences.
2. The English words, phrases and sentences are best assimilated in the process of translation.

3. The structure of English is quite difficult. By comparing and contrasting the English structure with that of the mother tongue, the child can best understand the former.

4.4. **Limitations of the Textbook Method**

Tahir (1988); Nazir Ahmad (1987); and Larik (1987) have noted the following limitations of the method:

1. Excessive use of translation hinders in creating an atmosphere, which is favorable to the teaching of English. The too frequent use of mother tongue does not help in establishing direct bond between experience and expression i.e. between English word/phrase and its meaning. So the child does not acquire fluency in speaking.
2. Language learning is a skill, which needs a lot of practice. Only learning the rules of grammar or mere memorizing the meanings of words and phrases would not help learning the foreign language.
3. English is learnt through the medium of the mother tongue. So the children lose free expression in English. They first think in the mother tongue and then translate these ideas into English.
4. It makes the students passive learners.
5. Due to the neglect of Audio Visuals Aids, the teaching and learning of English becomes dull and boring. It gives no place to any activity on the part of the teacher or the pupils.

6. The pupils get to know about the language but they are unable to use it.
7. The child acquires the habit of literal translation i.e. work for word translation. Larik (1987) has aptly found:

It is due to the literal translation of some of the structures of our mother tongue into English that we have such odd expressions as: 'He is not sitting in his seat', 'I told him five times, but he did not listen to me', 'may I know your good name' and 'Whatever you are writing, I am not giving' etc. p.57
8. It ignores the natural way of learning a language i.e. listening, speaking, reading and writing.

4.5 Suggestions for the Improvement of Textbook Method

Shahid (1999), suggests that:

1. Large classes be divided into smaller groups.
2. Questions should be distributed equally in the class.
3. Teachers should put more emphasis on those points in which Urdu differs from English.
4. Students should be assigned much written work.
5. Chorus work such as singing poems be undertaken.

The view of Khamisani (1983), is: At the early stage, books with workbooks, multicolored illustrations and an attractive appearance may be used. The books also should have many exercises for language skills, which involve plenty of class work, oral as well as written and a lot of practice in conversation. Moreover, the matter contained in these books should be suited

visual aids may be available in schools and the training of the teachers, pre-service as well as in-service, may include not only methods of teaching English but also of handling audio-visual aids.

Sarwar (1984) suggests that instead of dealing with language as a set of rules to be learnt, it is now considered more realistic to deal with language as a means of communication.

Mucen (1992) suggests that inductive method of teaching grammar should be used.

PART-III

5. Grammar

According to Nazir Ahmad (1987, p.90) grammar is the: "Practical analysis of a language. It classifies a language under different categories and formulates a few general laws and principles of usage for the guidance of the learner".

5.1 Methods of Teaching Grammar

Nazir Ahmad (1987), has described two methods of teaching grammar:

1. The inductive method.
2. The deductive method.

5.1.1. The Inductive Method

In this method the students proceed from the particular to the general.

They are presented with a set of concrete examples. They examine them and isolate the common element in them. They are encouraged to draw their own conclusion and formulate a rule or a definition. The teacher helps them by a process of questioning and discussion, to arrive at a rule or a generalization.

5.1.2. The Deductive Method

The deductive method is the old method of teaching grammar which is based on the belief that a knowledge of the rules and principles of grammar is a necessary condition for gaining command over the language.

According to this method the rules and definitions are taught first and then applied to particular examples. These rules are given by the teacher. The children are not given an opportunity to arrive at the rules after examining the concrete examples themselves.

5.2. The Inductive Teaching Model

Hilda Taba developed a series of teaching strategies designed to help students in developing inductive mental processes especially the ability to categorize and to use categories. The ability to analyze information and create concepts is regarded as the fundamental thinking skill. "Inductive thinking model" is an adaptation from the work of Taba (1966) and of many others (Schwab, 1965, Tennyson; and Cocchiarella, 1986) who have studied how to teach students to find and organize information and to create and test hypotheses describing relationship among sets of data Joyce; and Weil 1996, pp.148-59) have described the inductive thinking model in detail.

In this model the students are taught to classify data and thus form categories because it is generally believed that concept formation is the basic higher-order thinking skill and that all other analytic and synthetic skills depend on the development of the distinctions that result in categories.

5.2.1. Teaching Strategies

Taba (1966) identified the following three inductive thinking skills:

1. Thinking can be taught.
2. Thinking is an active transaction between the individual and data.
2. Processes of thought evolve by a sequence that is lawful.

Taba then described three teaching strategies to develop the above three inductive thinking skills, which are:

1. Concept formation
2. Interpretation of data
3. Application of principles

5.2.2 The Model of Teaching

Joyce; and Weil (1996), has described the model as:

Syntax

The three teaching strategies described by Taba form the basis of the model. In each case, the strategy involves overt activities that assume student must go through certain covert operations to perform the activities. Thus the

sequence of activities forms the syntax of the teaching strategies and is accompanied by underlying mental processes. The following are the phases of activities.

- 1) Strategy one: Concept formation
 - phase one: Enumeration and listing
 - phase two: Grouping
 - Phase three: Labeling, categorizing
- 2) Strategy Two: Interpretation of data
 - phase four: Identifying critical relationships
 - phase five: Exploring relationships
 - Phase six: Making inferences
- 3) Strategy Three: Application of Principles
 - phase seven: Predicting consequence, explaining unfamiliar phenomena, hypothesizing.
 - phase eight: Explaining and /or supporting the predictions and hypotheses.
 - phase nine: Verifying the prediction.

Social system

The model has high to moderate structure. It is co-operative, but the teacher is the initiator and controller of activities.

Principles of Reaction

Teacher matches tasks to students level of cognitive activity, determines students' readiness.

Support System

Students need raw data to organize and analyze.

Instructional and Nurturant Effects

The inductive-thinking model (Figure 1) is designed to instruct students in concept formation and, simultaneously, to teach concepts. It nurtures attention to logic, to language and the meaning of words, and to the nature of knowledge.

Instructional _____
 Nurturant - - - - -

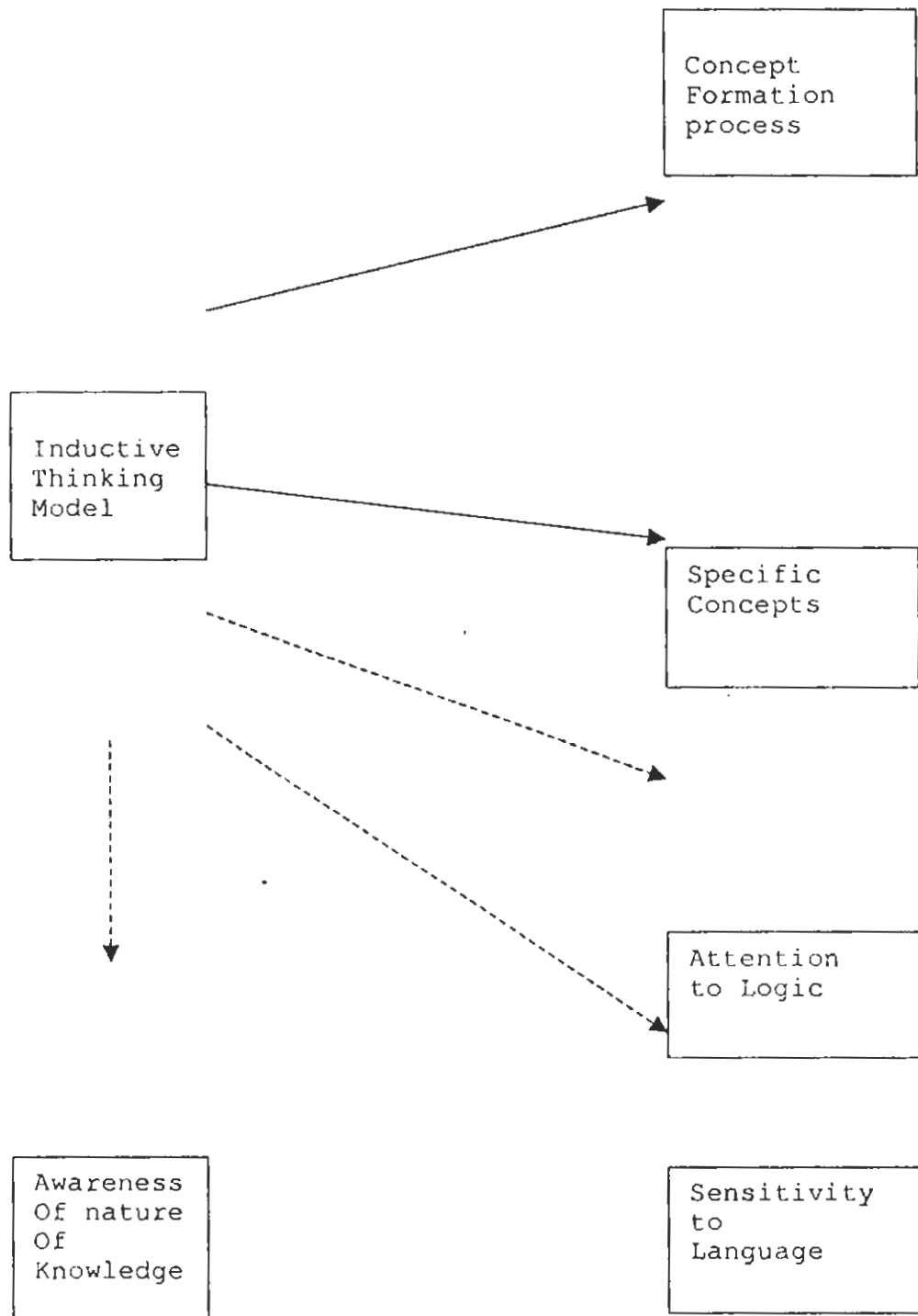


Fig: 1 Instructional and Nurturant Effects:

Inductive Thinking Model

Source: Joyce; and Weil (1996. p.159)

PART-IV

6. Attitude

According to Thorndike and Hagen (1977, p.395), "Attitudes relate to tendencies to favor or reject particular groups of individuals, sets of ideas or social institutions".

The attitudes are assessed with respect to some group, social institution, social concept or proposed action.

Thorndike and Hagen (1977), have described the attitude scales, their preparation and validation as:

Two techniques are used for attitude assessment:

6.1 Attitude Mapping

In attitude mapping one sinks many separate shafts into an attitude domain to see what the range and scope of attitude is in some group or groups.

Attitude mapping is used in the various public opinion surveys.

The surveyor attempts to identify some current issues within an attitude domain and to get a response with respect to each.

6.2 Attitude Measurement

In attitude measurement, one is interested primarily in getting a score having adequate reliability that can represent the intensity of each person's

sentiments toward or against the attitude object e.g. the attitude of the students towards group work activities used for English language teaching. Different forms of scales can be used such as Lickert scale, semantic differential etc.

6.3. Preparation and Validation of Attitude Scale

6.3.1 Preparation

For the preparation of attitude scale, one starts by assembling a catalogue of statements covering possible views on the target concept. These statements are selected from reading, from associates and from the recesses a person's own consciousness.

These statements should range from the most positive and favourable to the most negative and unfavourable and may cover various subjects of the attitude domain. Each statement should be clear and brief, present a single idea and be focused on feeling rather than fact, attitude rather than information.

6.3.2. Validation of the Attitude Scale

The total pool of selected items is usually too long to use as a measuring instrument, so it is necessary to select a subset of items. This selection is done by having the items reviewed and rated by a corp of judges. The judges' function is not to indicate agreement or disagreement with the item but rather to assess where the statement falls on a pro-anti scale in relation to the target concept. Usually a 7 or 9point scale is used. The scale point might range from 9 = very strongly favorable (agree) through 5 = neutral, to 1 = very strongly hostile (disagree)

The purpose of rating is to find:

1. Where on the pro-anti dimension a given statement falls
2. How well a group of judges can agree as to the statements, meaning.

Finally a set of statements are selected that represent all degrees of favourableness and unfavourableness, and statements that can very nearly have the same meaning to everyone. The position of an item on the scale of favourableness-unfavourableness is indicated by the median rating that it receives from the judges; its ambiguity by the spread of ratings as given by the semi-interquartile range.

On the basis of judges' rating, a reasonably brief set of statements are selected which have clear meaning that represent all degrees of intensity of pro and anti views and that cover the main facets of the domain being studied.

The responses can be scored 4,3,2,1,0 where

4 = Strongly agree

3 = Agree

2 = Undecided

1 = Disagree

0 = Strongly disagree

6.3.3. Limitation

The main limitation of the attitude scales is that they involve solely a verbal response. They communicate what the person is willing to say he

believes or feels.

The survey of the related literature provides theoretical framework for the present research. But, it is necessary to review the studies already conducted in the field and to relate them to the findings of the present study.

REVIEW OF THE RELATED STUDIES

This part deals with the review of the studies already conducted in the field.

According to Shran (1980, 1999), Simultaneous interaction in a group contrasts with teacher-fronted instruction in which one person-often the teacher-speaks at a time i.e. sequential interaction. When group activities are used, one person per group may be. Speaking e.g. if a class of 40 students are working in groups of four, ten people may be talking simultaneously.

The research studies conducted by Bossert, (1988-1989); Cohen, (1994b); Johnson and Johnson, (1989); Sharan (1980); Slavin, (1994); conclude that group work activities produce superior results on a host of variables, including achievement, thinking skills, interethnic relations, liking for school and self esteem.

Davies (1982) finds that group work allows learners to develop fluency in the use of language features that they have already learnt. The learners also develop proficiency in the use of new items.

According to Calderon et al (1997), the effects of a cooperation learning program, Bilingual Cooperative Integrated Reading and Composition (BCIRC), on the Spanish and English reading, writing, and language achievement of second and third graders of limited English proficiency in Spanish bilingual programs in EL Paso (Texas) were studied. BCIRC improved the achievement of the students and also their reading and writing skills, (Calderon, Hertz; Ivory; and Slavin, 1997),

Carson; and Nelson (1994) find that writing groups more often function for the benefit of the individual writer.

According to Chang; and Smith (1991) recent research in learning and in foreign language teaching has shown that both cooperative learning defined as those instructional settings that encourage collaborative, interactive, peer teaching and learning and mediated activities (computer-assisted instruction/ computer assisted language learning- CAL/CALL) can have independent and significant positive effects on student achievement and attitude. Researchers attribute these learning outcomes primarily to the amount of student-student instruction and to the learners' active, purposeful, task oriented participation in associated learning events. The main aim of the research study by Cheng and Warren (1996), was to determine the feasibility and implications of incorporating peer assessment into the English language programs at Hong Kong Polytechnic University within this study, students' attitudes towards peer assessment were established. Major findings included a positive shift in students' attitudes and confidence as a result of the peer assessment exercise,

and a less positive attitude towards those categories of assessment criteria, which were related to assessing the effort or contribution of group members and the language proficiency of their peers.

Ghaith (1998), reports the results of an experimental investigation of the effect of cooperative learning on the acquisition of English as a second language rules and mechanics. Results of a two way analysis of covariance indicated that there was no overall significant interaction between participants' aptitude and their subsequent linguistic achievement similarly there was no significant difference between the control and experimental groups on the post-tests that measured content covered during the period of investigation. However, low achievers in the experimental' classes made more relative gains than their high-achieving counterparts in the same classes though not at the expense of the latter.

A study by Gooden Jones; & Cariasquillo (1998), followed ten limited - English- proficient community college students who were taught English largely using a cooperative learning approach. Results indicate that the cooperative learning approach improved the students' English writing skills.

Grant (1991) examined the extent to which gains made in group work were internalized and retained or built upon by individual students, and the potential of the cloze procedure, or group/cooperative work, and of repetition/repeated exposure to a problem in promoting learning in the absence of teacher input. Results suggest a very productive, though not always easy to define, role played by the group work in fostering improved performance. at

both the group and later individual stages, among the strongest as well as the less able students.

The article by Gunderson; & Johnson (1980), describes the teacher's role in using cooperative learning groups to teach junior high school introductory French classes. It also describes the results of an evaluation of how cooperative learning experiences affect:

- 1) The students' attitudes towards the language,
- 2) Their relationships with peers and the teacher,
- 3) The perceived impact of the cooperative learning experiences on their motivation to learn the language, the personal benefits they received from the group experiences, and their attitudes towards learning in groups.

Cooperative learning experiences promoted positive attitudes among students towards all of these aspects of language learning.

According to Jacob; and Mattson, theory and research indicate that cooperative learning methods may provide a way to help limited English proficient students achieve academically and develop the English language skills necessary for successful classroom functioning. The method involves small groups of two to six students in tasks that require cooperation and positive interdependence within the groups. It provides opportunities for face-to-face interaction on school tasks, raises academic achievement levels, and improves inter group relations and self esteem

The empirical research by Kasanga (2006), (On L₂ Zairean multilingual students of foreign language. English) was part of ongoing efforts to uncover some of the correlates and components of learner interaction and its possible impact on acquisition. The results showed a significant effect on second language learning of oral peer interaction and a significant learning potential of mixed ability participation patterns.

According to Leki (1990), many native speaker composition classes and increasing numbers of ESL composition classes use small group work and peer responding to improve writing. Teachers who have used peer responding are generally convinced of its usefulness.

The study by Lokhart and Ng (1995), entitled. "Analyzing Talk in ESL Peer Response Groups: Stances, Functions and content" analyzes the interaction during peer response as it occurs in an authentic writing class. The researchers identified four categories of reader stances authoritative interpretive, probing, and collaborative. They conclude that interactive peer response offers benefits to the students (in writing).

The study conducted by Long, Adams; Mclea; and Castanos (1976) was designed to contrast lockstep teaching with group work and the results showed enhanced quantity and variety of student speech in groups, as compared to lockstep instruction.

The study by Ney (1989) examined the effectiveness of a collaboration learning model for the teaching of a modern English Grammar class at the

college level. According to the author the collaborative learning resulted in a more adequate mastery of the subject matter and in better classroom attendance.

Stallings (1975), finds that reading achievement is related to grouping arrangements. His research study concluded that in the first grade (Age: 6), classrooms, reading level was higher when there was a great deal of small group (three to eight students) instruction; by third grade (age:8), achievement was higher in classrooms where the typical group was some what larger.

In a large field study in California, McDonald; and Elias (1976), observed a clear relation between grouping practices and academic outcomes.

According to Cross (1995), group work activities are frequently used in large classes because the use of groups minimizes the time and expense that would otherwise be needed to produce materials for large classes.

Christensen (1994), discusses the nature and implications of problems which are faced by the English language teachers in excessively large classes. Christensen has discussed three categories of problems: pedagogical, management and affective. Pedagogical problems include; difficulties with speaking, reading and writing tasks; difficulties with monitoring and providing feedback; problems in individualizing work; avoidance of tasks that are demanding to implement; difficulty in getting around the classroom and poor attention of students. Management problems include: Correction of large number of essays in writing classes; high noise levels; difficulties in attending

to all students, discipline problems and difficulties in returning home work and examination in time. Affective concerns include: difficulty in learning student names; difficulty in establishing good rapport with students, difficulty in attending to weaker students; difficulties in assessing student interests and moods.

The teacher can tackle these difficulties by introducing group work activities and by providing teacher provided listening practice upon which other activities can be built.

Courtney 1996 discusses research findings in relation to oral communication tasks and concludes that although direct linkage between task type, language output and language acquisition has not been established, and probably could not be, informed pedagogic choices can still be made, particularly using the concepts of control of information and communication goal.

Davidheiser, (1996) in his research paper explores a successful student-centered method of grammar instruction in second language classes. He finds that by applying pair and group work teachers can increase the quality of grammar instruction that can aid retention (which may improve the recall). By being responsible for practising and integrating, students internalize, even at the elementary level, challenging grammatical points.

Davies, and Omberg (1987), find that writing is a valuable communicative skill which fosters the clear expression of thought and feeling.

Moreover they find that peer groups have been found to be valuable at various stages in the writing process.

Diaz (1991), discusses how collaborative learning helps English as a second language students in acquiring language and becoming part of the academic community.

Donato (1994) finds that L₂ learners can provide guided support to their peers during collaborative L₂ interactions and that collective scaffolding occurs, when students work together on language learning tasks. According to the author, collective scaffolding may lead to linguistic development within the learners, because during peer scaffolding, learners can extend their own L₂ knowledge as well as promote the linguistic development of their peers.

According to Dornyei (1997), cooperative learning has been found to be a highly effective instructional approach in education in general and this has been confirmed with regard to second language (L₂) learning Dornyei investigates reasons for the success of cooperative learning from a psychological perspective, focusing on two interrelated processes: the unique group dynamics of cooperative learning classes and the motivational system generated by peer cooperation.

The project was undertaken by Dwyer and Heller (1996) to investigate possible causes of and solutions to the reticence of many of the Japanese students attending General English Courses at the Institute for Applied Language Studies of the University of Edinburgh. Results suggest that certain

socio-cultural factors are significant cause of reticence and as result of these factors, activities involving an element of duty to others may encourage Japanese learners to speak.

EL. Koumy (1997) has reviewed theory and research on techniques for second language classrooms, in five areas the scaffolding technique, questioning technique, cooperative learning, techniques for promoting student instruction with text (reading instruction); and error correction. The majority of studies find that reciprocal teaching improves reading and listening skills and fosters positive student attitudes toward reading. Studies of questioning show that teacher questions promote classroom interaction. Allowing students to interact freely in cooperative learning without close monitoring improves language skills. Heterogeneous grouping promotes interaction of low ability students. Task differences influence interaction among group members. Interaction with prior knowledge and student-generated questions improve reading comprehension. Error correction, even computer-generated, improves learning.

Based on the result of pilot cross-age tutoring project using observations, achievement tests and attitude measures, Fitz; & Reay (1982), suggest that peer tutoring in foreign language may have a great deal to offer especially in difficult situations facing teachers in depressed urban areas. Through peer tutoring students may persevere with language studies and reach higher standards, since the methods adopted involve experiences that they enjoy.

A case study by Freeman (1993), demonstrates a way in which second language teachers can use analysis of student discourse to understand how small group interaction defines students' roles relative to each other. It concluded that the interaction between students can either limit or enhance students' opportunities to participate and negotiate meaning and the teacher is in a position to intervene to change the limiting organization of the pair or group.

Bueno (1995) describes how he used collaborative small group tasks to replace total reliance on teacher-fronted means of grammar practice. The author finds that such tasks enable students to recycle vocabulary, review difficult areas of grammar, express their own opinions and take part in more natural language interactions.

According to Burhoe (1989), A program at Lincoln High School in Stockton, California paired mainstream English classes with English as a second language (ESL) classes to improve communication and understanding among students. Both groups found the program worthwhile. Some ESL students gained in English skills and confidence as a result.

**RELATIONSHIP OF THE FINDINGS OF THE PRESENT
STUDY WITH THE FINDINGS OF RESEARCH
STUDIES ALREADY CONDUCTED
IN THE FIELD**

The study is much significant and interesting as it is supported by many researches already conducted in the field of teaching of English grammar through group work activities. Following is the brief discussion of the findings of the study and their relationship with the findings of the research studies already conducted in the field:

1. Teaching of English grammar through group work activities has positive effect on the academic achievement of the Elementary and Secondary Stage Students. This finding is supported by the research studies conducted by: Bossert (1988, 1999); Cohen (1994b); John Son; & Johnson (1989); Shran (1980); Slavin (1994); Diaz (1991); Donato (1994); Ney (1989); McDonald (1976);
2. The research finding: the positive effect of group work activities on reading comprehension of the elementary and secondary stage students is supported by the research studies conducted by: Stallings (1975); El-Koumy (1997);
3. The research finding: the group work activities significantly improve the writing ability of the elementary and secondary stage students is supported by the research findings of: Davies; & Omberg (1987);
4. The research findings: the group work activities significantly

- improve the listening comprehension of the elementary and secondary stage students is supported by the research findings of El-Koumy (1997);
5. The research finding: the academic achievement of the students; the development of different language skills; and the different aspects of grammar is directly proportional to the time consumed by the elementary and secondary stage students is supported by the research findings of Shran (1980, 1999);
 6. The research finding: group work activities has positive effect on the ability of both the elementary and secondary stage students to apply the rules of grammar is supported by the research findings of Davidheiser (1996); Bueno (1995);
 7. The research finding: group work activities have positive effect on the recall of the elementary and secondary stage students is supported by research findings of Davidheiser (1996);
 8. The research finding: through group work activities, both the elementary and secondary stage students, use the English structures effectively is supported by the research findings of Bueno (1995):
 9. The research finding: the students of both the elementary and secondary stage using group work activities group work activities is supported by the research findings of Dornyci (1997); Nation (1989);
 10. The research finding: the academic achievement of the

students; the development of different language skills; and the different aspects of grammar is directly proportional to the time consumed by the elementary and secondary stage students, is supported by the research findings of Shran (1980).