



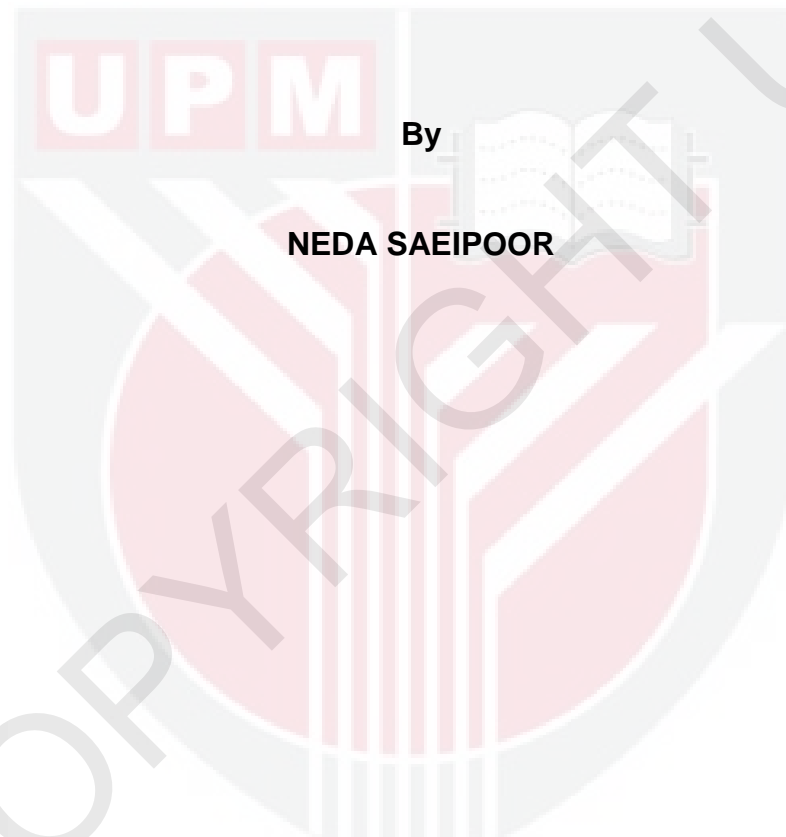
UNIVERSITI PUTRA MALAYSIA

**DEVELOPING GRAMMAR TEACHING APPROACH
BASED ON THE X-BAR THEORY**

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FPP 2011 51

**DEVELOPING GRAMMAR TEACHING APPROACH
BASED ON THE X-BAR THEORY**



By

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**Thesis Submitted to the School of Graduate Studies, Universiti Putra
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Doctor of Philosophy**

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**DEVELOPING GRAMMAR TEACHING APPROACH
BASED ON THE X-BAR THEORY**

By

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August 2011

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The availability of X-bar theory to adult second language learners has been discussed since the 1990s. This study attempted to investigate the effectiveness of presenting X-bar parameters in their order of availability in the X-bar tree hierarchy. The research was conducted to study the possible effects of presenting the syntax rules to the participants following the order of the X-bar parameters' availability and triggering the target language parameter resetting by emphasizing on the input. The major objective of this research was to devise and apply an approach for teaching English grammar based on the X-bar theory and to test the efficiency of this approach on improving English grammar proficiency and general language proficiency in UPM non-TESL students speaking Farsi as their first language.

This study was based on a mixed method design to develop and test the efficiency of a teaching approach for facilitating syntax acquisition in adult second language learners. It was assumed that the use of both quantitative and qualitative methods,

in combination, would provide a better understanding of the research problem and questions. The research was conducted through a course of 20 sessions attended by 25 participants chosen based on the results of the Oxford Placement Test to ensure homogeneous grammar proficiency. Teaching methods, practices and course content were developed during the course by considering the participants' responses with regard to syntax awareness, interests and progress. Each session's content and activities were chosen based on the previous sessions' qualitative data analysis.

The efficiency of this approach was assessed both through quantitative tests (Pre-test, Post-test and two grammar tests conducted during the course) and qualitative analysis (following the participants progress during the course based on the class observations, field notes and interview). Both quantitative and qualitative assessments indicated significantly positive improvement in the participants' general language proficiency and English grammar proficiency. It can be concluded that presenting and practicing the grammatical rules of a second language based on the order of the availability of the X-bar theory parameters positively affects the learners' language proficiency.

Abstrak tesis untuk dibentangkan kepada Senat Universiti Putra Malaysia sebagai memenuhi syarat ijazah Doktor Falsafah.

**MEMPERKEMBANGKAN CARA PENGAJARAN TATABAHASA
BERDASARKAN X-BAR THEORY**

Oleh

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Sejak tahun 1990an, telah ada perbincangan tentang tersedia adanya teori X-bar untuk kegunaan pelajar dewasa bahasa kedua. Kajian ini berusaha mengkaji keberkesanan memperkenalkan parameter X-bar mengikut urutan tersedia ada dalam hierarki pokok X-bar. Adalah dianggap bahawa dengan memperkenalkan dan menekan parameter parameter mengikut urutan kemunculan di pokok X-bar dan mencetus penempatan yang sesuai parameter dalam bahasa sasaran mungkin akan menambahkan kemahiran sintaksis. Tujuan utama kajian ini adalah untuk reka dan guna satu pendekatan untuk mengajar tatabahasa Inggeris berdasarkan teori X-bar dan menguji kecekapan pendekatan ini untuk membaiki kemahiran tatabahasa Inggeris serta kemahiran secara am bahasa dikalangan pelajar bukan TESL diUPM yang bercakap Farsi sebagai bahasa pertamanya.

Kajian ini berdasarkan reka kaedah campuran untuk membangun dan menguji kecekapan pendekatan pengajaran untuk memudahkan perolehan sintaksis dikalangan pelajar dewasa bahasa kedua. Adalah di anggap penggunaan kedua dua

kaedah kualitatif dan kuantitatif, secara bergabung, akan memberi kefahaman yang lebih tentang masalah penyelidikan dan soalan. Kajian ini dijalankan melalui kursus selama 20 sesi yang dihadiri oleh 30 peserta yang dipilih berasaskan keputusan Ujian Penempatan Oxford bagi menentukan kemahiran tatabahasa yang sejenis. Kaedah pengajaran, amalan dan kandungan kursus dibangunkan semasa kursus dengan mengambil kira maklumbalas peserta tentang kesedaran sintaksis, kegemaran dan kemajuan. Kandungan setiap sesi dan kegiatan direka berdasarkan analisa data kualitatif sesi sebelumnya.

Kecekapan pendekatan ini di nilai dari segi kedua-dua ujian kuantitatif (ujian pra, ujian selepas dan dua ujian tatabahasa yang dijalankan semasa kursus) dan analisa kualitatif (mengikut kemajuan peserta semasa kursus berdasarkan pemerhatian dikelas, nota kerja amali dan temuduga). Kedua-dua penilaian kuantitatif dan kualitatif menunjukkan perbaikkan yang signifikan dan positif dalam kemahiran bahasa secara am peserta dan kemahiran tatabahasa Inggeris. Pada kesimpulannya, pengenalan dan pengamalan peraturan tatabahasa bahasa kedua berdasarkan urutan asal teori X mempunyai kesan yang positif keatas kemajuan kemahiran bahasa pelajar.

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I certify that a Thesis Examination Committee has met on date of viva voce to conduct the final examination of Neda Saeipoor on his Degree of Doctor of Philosophy thesis entitled “DEVELOPING A GRAMMAR TEACHING APPROACH BASED ON THE SYNTATIC COMPONENT OF THE UNIVERSAL GRAMMAR” in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U. (A) 106] 15 March 1998. The Committee recommends that the student be awarded the Degree of Doctor of Philosophy.

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DECLARATION

I declare that the thesis is original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously, and it is not concurrently, submitted for any other degree at Universiti Putra Malaysia or at any institutions.



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Date: 16 / August/ 2011



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