Grammar Teaching Techniques at Primary Level in Urban and Rural Areas of Bangladesh

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This thesis is dedicated to my parents and elder brother who have never failed to give me financial and moral support. Without their love, encouragement, motivation and prayers I would have been nothing close to who I am today

DECLARATION

This thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgement of collaborative research and discussions.

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Abstract

English language teaching and learning is still very much challenging for the teachers' and students' in Bangladesh. This paper shows the comparative study of how the grammar teaching techniques influence in rural and urban ESL classroom.

The researcher conducted the study on randomly selected 75 students and 6 teachers of 8 ESL classrooms at the primary level in the both urban and rural areas of Bangladesh. Likert scale has been employed to collect the data from the participants. Quantitative method of analysis has been applied by the researcher with shows that teachers of urban and rural areas differ in grammar teaching techniques. This paper will have important role in guiding teachers to use different teaching techniques to enables language learning in both areas.

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Chapter 1: Introduction

Introduction:

Grammar is one of the key subdivisions of language teaching and learning in the EFL or ESL countries those have English as a second language. It played a central role in language teaching by its different uses and practices. However, teaching grammar is still very much challenging for the language teachers' and students' because most of the grammar rules are difficult to memorize for the learners and for the teachers to apply different types of techniques. For that reason, different grammar teaching techniques has developed by various institutions. Although there are so many techniques of grammar teaching based on the methods, no one technique can be considered as the most accurate or effective. Different techniques have different roles and effects in grammar teaching. Considering this fact it varies from different teaching contexts where teachers' have sufficient expertise to teach with varieties of techniques and strategies for the effective classroom teaching and learning.

The main objective of this paper is to draw a comparative picture of the grammar teaching techniques used at the primary level (class five) in urban and rural areas of Bangladesh. This research will try to help the teachers to reshape their ideas about implementing different types of techniques which is suitable for their learners.

Chapter 2: Literature Review

2.1. Definition of Grammar:

Grammar is one of the important subdivisions of language which helps everyone to learn a different language. Sometimes grammar is described as the rules of a language. According to Leech (1982) Grammar used to communicate with the other people in reference to the context or language which used in that particular place. We can see this method concretely because it is represented rather theoretically inhuman mind. One way it can be called as a set of rules which allow putting words together in certain ways but it does not allow others. Moreover, some other researchers (Richards, Platt and Platt, 1992) noted that grammar is the description of the structure of language where a set of words or phrases are combined to produce sentences. It holds the idea that the meaning and functions of the sentences are the overall system of language. In addition to this definition Brown (1994) describes that, Grammar is a system of rules which governs the usual arrangement and the relationship of words in a sentence. Following on this is very important for grammar teaching and learning which will enable the learners learning and using capacity through the practices. Considering this fact, of learning grammar Larsen-Freeman (2003) states "Grammar is one of the dynamic linguistic processes of pattern formulation in language, which can be used by humans for making meaning in context-appropriate ways." (p.142). However, grammar has inter-relationship among form, meaning and context including the semantics and pragmatics into the scope of grammar.

2.2. Renowned Grammar Teaching Methods

2.2.1. Grammar-Translation Method:

Grammar Translation Method (GTM) had its origin in Germany in the late 1700 and was popular from the 1840s to the 1940s. It is also known as a classical method of English

language teaching. GTM is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language (Richards & Rodgers, 2001). According to Mella (1998) GTM was established when English needed to be translated from Latin to make it understandable to the students' with thoroughness and carefulness. In GTM, teacher translates a passage line by line and writes list of vocabulary with its meaning on the board to be memorized.

In addition, Nagaraj (1996) briefly summarizes that it is a way of learning a language by studying the rules of its grammar and then applying them to the translation of sentences and text where vocabulary is taught through translation of L1 word lists. This method focuses primarily on reading and writing skills with little attention to speaking and listening and gives great importance to the accuracy of language. Besides, Richards and Rodgers (2001) describes that GTM has dominated European and foreign language for almost one hundred years and even now its modified forms remain in the teaching techniques of English as a second language throughout the world. Moreover, Scrivener (1994) defines GTM as a traditional language teaching in schools worldwide used to be done in this way, and it is still the predominant classroom method in some cultures. The teacher rarely uses the target language and students spend a lot of time reading texts, translating them, doing exercises and tests, writing essays there is relatively little focus on speaking and listening skills.

GTM focuses on the reading and writing skills more than the listening and speaking skills. It is the way of learning a language by studying the rules of grammar and then applying these rules to the translation of sentences and texts where accuracy of language is given great importance. Howatt (1984) holds the view that during nineteenth century grammar translation method has

greatly prioritized in the standards of accuracy and in the formal written examination   (as cited in Nagaraj in1996)

Furthermore, Larsen and Freeman (2000) describes through the study of the grammar of the target language, students would become familiar with the grammar of their native language better (p.11). Here students can understand the grammar through their native language.

Besides, Scrivener (1994) illustrates although it is based on largely discredited theory, the techniques and activities continue to have a strong influence over many classrooms. It aims to form good habits of students' listening with model dialogues repetition.

2.2.2. Direct Method:

Direct Method introduced in the late nineteenth century in 1880s when the reformers found that GTM was not an effective way of language learning because students were unable to communicate with the target language. The Direct method has one very basic rule which is translation is not allowed in terms of learning a second language learning. Second language should be learned as the first language where the instruction will be followed directly. According to Driller (1978) direct method never allows any translation where it receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids to learn the target language without any help of first language (as cited in Larsen and Freeman, 2000).

Besides, Franke (1884) describes that a language could be best taught by using it actively in the classroom. Teachers must encourage direct and spontaneous use of foreign language, rather than using analytical procedures that focus on explanation of grammar rules in the classroom teaching where students would be able to induce rules of grammar" (as cited in Richards & Rodgers 2001).

Direct method follows some characteristics where the study of grammar is always taught inductively. It has greatly emphasized on the correct pronunciation and oral communication skills. Moreover, only everyday vocabulary and sentences are taught with the correct pronunciation. Simensen (2009) expresses the view of direct method that a teacher can use a teaching technique to teach new vocabulary as a means of teaching the new language of associating words with thoughts and events pointing at pictures and objects to explain a word meaning.

2.2.3. Audio-lingual Method:

According to Nagaraj (1996) during the Second World War audio-lingual method can be traced back to the language teaching program devised in America. It has mainly focused on the learner's ability to gain the communicative skills required in everyday conversations, particularly listening and speaking skills in the target language (p.79). In the ALM foreign language learning is basically a process of mechanical habit formation where good habits are formed by giving correct responses rather than by making mistakes. Students can practice and produce by memorizing dialogues and performing pattern drills where the mistakes are going to be minimized. This method focused primarily on the skills of listening and speaking in accordance with Moulton's slogan: language is speech, not writing. Though dialogues were the main feature of audio-lingual method where students get opportunity to practice, mimic and memorize a bit of language but there is also a little focus on the reading and writing skills in terms of needs (Freeman 2001).

2.2.4 Communicative Language Teaching:

In the previous methods researchers found that learners could use the rules and produce sentences correctly. But when they asked to interact through the target language it became difficult for them to produce or use the rules in the real life situation. For that reason, those observation contributed to a new method named Communicative language teaching which emerged in the late 1970s and early 1980s. The development of language teaching and learning from form-based to a meaning-based approach, the move towards an eclectic approach from a rigid method, the shift from teacher-centered to learner-centered classes are all subsumed under the broad term of communicative language teaching method. Brown (2007) states CLT's prime focus is on the learner where the teacher is just a facilitator and where the language techniques are designed to engage the learners in the pragmatic, authentic, functional use of language for meaningful purposes. So that learners can use the language in the practical life to make a meaningful context. According to Nunan (1989) notes that "communicative language teaching classes involve learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form". (p.10)

2.2.5. Task-based Language Teaching:

According to Larsen-Freeman (2004) task based approach aims to provide a natural context to the learners for use the language comfortably. They asked to complete a task with the interaction among themselves. So they can work to understand each other and to express their own meaning. Therefore they can check that they have comprehended correctly or not.

The central purpose of this approach is language learning through the tasks which present this in the form of problem solving negotiation between knowledge that the learner holds and the new knowledge.

According to Shehan (1998) Task based learning concentrates on what can work in the classroom. It require that tasks should mirror what the students have to do in the world outside the classroom (p.96)

2.3. Different types of grammar teaching Approaches:

However for grammar teaching there are two different approaches which are following by the teacher's one is Inductive approach and the other is Deductive approach. In terms of these two approaches there are two different types of grammar teaching rules one is implicit and another is explicit.

2.3.1. Explicit Grammar Teaching:

According to Walter (2012) explicit teaching of grammar rules leads to better learning and to unconscious knowledge and this knowledge lasts over time. Focusing on the grammar rules is less successful to fulfill the target. Though some writers opposing that explicit grammar have confused a target end-state (near native production) how the learner reaches the target. Though, with time and effort, learners can acquire grammar for putting together comprehensible phrases and sentences that can help them towards more native like proficiency (143).

Swan, (2008) states that language has structural features those are complicated and hard to learn. For its betterment adequate experience, understanding and use of these features are necessary. They make mistake on speaking and writing fluently for not proving practical knowledge. Generations of teachers have felt that explicit syllabus based grammar teaching and practice can help students to produce language spontaneously (p.161).

2.3.2. Implicit Grammar Teaching:

Nunan (2003) describes that such technique where learner can reproduce the grammar item by the given modal provided by the teacher from the text book or the other source where learner will be able to show their proficiency level through the use of structure to express their meaning. Ellis (2009) expresses the view that, implicit instructions aims to introduce rules without awareness to the learners. So that learners can reproduce the meaning without having any attention on the structure. According to Krashen's natural acquisition hypothesis (1981) it holds the view that through the unconscious acquisition learners can learn a language so there is no need to get the attention of learners.

2.3.3. Deductive approach:

This approach is a invention of GTM where grammar is taught deductively by the presentation and study of grammar rules later on it is practiced through translation (Richards and Rodgers, 2001). According to Widodo (2006) Approaches and procedures for teaching grammar have shown two core approaches in grammar presentation. One is Deductive method and the other is Inductive method. In deductive method, rules, principles, concepts or theories are presented first and then their functions are treated. In this approach, teacher played most of the role for explaining grammar to the students which make hinder in learners involvement and participation.

Fortune (1995) describes as the deductive approach can also be called rule driven learning, where grammar rule is explicitly presented to students and followed by practice applying the rule. This rule has been as bread and butter of language teaching around the world and stills hold a place of control in many course book and grammar books.

2.3.4. Inductive approach:

Widodo (2006) defines that, in Inductive approach grammar is presented with some example of sentences so that students can understand grammatical rules from the example. This approach can be called as rule discovery learning where the rules can be spoken or written. In addition, this approach encourages learners to develop their own mental set of strategies for dealing with task or conclude the rules given by the teacher. In this approach learners are played more actively than being passive recipients and get an opportunity to practice language (p.127).

Krashen, (2002) defines that deductive approach is related to the conscious learning process where this approach tries to place a great emphasis on error correction and the presentation of explicit rules. This approach is often used with adult learners where teacher teach them with the approach. According to Richards (1985), Inductive learning or learning by induction in which learners are taught grammatical or other types of rules directly but are left to discover or induce rules from their experience of using the language. By the meaning of the context learners learn the grammatical form so they can relate and also practice in their real life. According to Doff (1981), for grammar lesson a teacher follows some various strategies or techniques for example: At first the teacher shows some videos or picture to present the grammar structure by the help of visual aid. Then by the help of the video students try to understand the meaning. Later on teacher asks some yes/no or direct Items based on the form, meaning and use to check that students understanding. Students are also encouraged to practice with the repetition and drilling and scaffoldings with the teacher. Teacher creates such opportunities for the students so that they can practice and produce the new language with the integration of previous language they learnt and practice them with the real life experience (p.134).

2.3.5. Focus on Form:

Nunan (2003) states about two recent developments in language teaching one is focus on the form and the other is consciousness-raising (p.157).

In the Focus on form, communication comes first by drawing the attention of learners and a focus on form of linguistic features comes second. The advantage of this approach according to Doughty and Williams (1998) is "learners' attention is drawn precisely to a linguistic feature as necessitated by a communicative demand" (p.3).Where learners are interested to find the relationship between language forms and communicative functions.

2.3.6. Practice and Consciousness-raising approach:

According to Ellis (2002) for most teachers of English, the priority of teaching grammar is to assist learners to internalize the structures/rules of language, taught in such a way that they can be used for communication both written and spoken (as cited in Widodo, 2006).

According to (Ellis, 2002 & Richards, 2002) Practice is claimed that practice is one of the keys to learning incorporated into a methodology with the following features:

- a specific grammatical feature is isolated for focused attention;
- the learners are required to produce sentences or statements comprising the targeted feature;
- the learners will be provided with opportunities for repetition of the targeted feature;
- there is expectation that the learners will perform the grammatical feature correctly (as cited in Widodo, 2006)

According to Larsen-Freeman (2001) in the Consciousness-raising grammar teaching approach, where students are not require to produce the target structures rather students are

encourages to be aware of the target grammatical item through discovery-oriented tasks. It seems that teacher will create opportunities for learners to be immersed in and to communicate in the target language. Richards, Plat, and Plat (1992) define consciousness-raising as follows:

It is an approach to the teaching of grammar in which instruction in grammar (through drills, grammar explanation, and other form-focused activities) is viewed as a way of raising learner's awareness of grammatical features of the language. This is thought to indirectly facilitate second language acquisition. A consciousness-raising approach is contrasted with traditional approaches to the teaching of grammar in which the goal is to instill correct grammatical patterns and habits directly (p. 78).

For that reason most of the teachers believes in the idea of grammar teaching is to help learners internalize the structures taught in such way so that they can be used in everyday communication. For that reason, teachers mostly ask students to practice in controlled, semi-controlled and communicative way. Consciousness- raising approach is contrasted with the traditional approaches to the teaching of grammar in which the goal is to introduce correct grammatical patterns and habits directly.

2.3.7. Translation of a literary passage:

It is often seen that language teachers prefers to use this techniques more in a language classroom to make the learners understand the passage. Translating passage in sentences is the basic unit of teaching and learning language practice. Most of the lesson is devoted to translating the passages into out of the target language (Richards & Rodgers, 2001) According to Freeman (2000) teachers help students to translate a reading passage from the target language into their native language. The reading passage then provides the grammatical structures for several classes in vocabulary and grammatical structures in the passage are studied in subsequent lessons.

2.3.8. Reading comprehension and vocabulary:

It is often seems that students answer Items in the target language based on their understanding of the reading passage. Teachers often give the ideas on the passage in their native languages later on they asked to give the answers on the grammar items. Students follow some steps such as they provide information from within reading passage; they tries to explain what they have understood from the passage; at last they tries to relate it with their experience. Apart from reading passage, teachers give them a list of vocabulary to memorize and find out the similar words of those listed words. This is often gives enables students to enrich their vocabulary for the better usage of target language in real life situation (Freeman, 2001).

2.3.9. Drills:

The use of drills is a central technique for grammar teaching. It is use in the language classroom to have more oral practices. Spratt (1985) expresses the view that drill is one of the popular teaching techniques which is normally conducted, paced and cued by the teacher in the class with responses of the students chorally or individually. According to Nagaraj (1996) there are three different types of drills chorus group and individual. In chorus drills the whole class takes part in repeating the pattern or vocabulary items. For group drilling the class is divided into groups and the pattern or vocabulary item. Later the individuals are asked to drill the pattern.

2.3.10. Chain drill:

A chain drill gets its name from the chain of conversation that from around the room as students, one-by-one, ask and answer Items of each other. The teacher begins the chain by greeting a particular student, or asking him a grammar item. The student responds with the teacher then turns to the student sitting next to him. The first student greets or asks a grammar item of the second student and the chain continues. A chain drill allows some controlled

communication, even though it is limited. A chain drill also gives the teachers an opportunity to check students' oral communication level (Freeman 2001).

2.3.11. Transformation drill:

The teacher gives students a certain kind of sentence pattern, an affirmative sentence for example. Students are asked to transfer this sentence into a negative sentence. Other examples of transformations to ask of students are changing a statement into another grammar item, an active sentence into a passive one or direct speech into reported speech.

2.3.12. Conversation practice:

The teacher asks students a number of Items in the target language, which the students have to understand to able to answer correctly. In the class observed, the teacher asked individual students Items about themselves. The Items contained a particular grammar structure. Later, the students were able to ask each other Items using the same grammatical structure.

2.3.13. Scrambled sentences:

(Freeman, 2001) Students are given a passage or a text in which the sentences are in a scrambled order. They are told to unscramble the sentences so that the sentences are restored to their original order. This types of exercises teachers students about the cohesion and coherence properties of language. They learn how sentences are bound together through formal linguistic devises such as pronouns, which make a text cohesive with semantic pronunciations which unify a text and make coherent.

In addition to writing passages students might also be asked to unscramble the lines of a mixed up dialogue or they might be asked to put the pictures in order.

2.3.14. Picture strip story:

According to Girard (1954) visuals materials normally makes a better learning environment by putting posters map, colorful pictures, family photographs, models any object which contains grammatical information about the target language on the classroom wall students can easily

absorb the necessary facts. Many activities can be done with picture strip stories. An example is problem solving task as a communicative technique. Problem solving task work well in Communicative language classroom because they usually include the three features of communication. They received feedback not on the form but on the content it with their prediction. They can be structured so that students share information together to arrive at a solution. This gives students practice in negotiating meaning.

2.3.15. Group work/Pair work:

At present group work and pair is most important and effective form of language learning and teaching. Most of the time, it takes less time to understand and present a given topic when students work within group and pair. According to Ngaraj (1996), "Group work and Pair work forms an important part of any communicative activity that focuses on peer interaction which is an effective means of acquiring some language features which are not available in a formal teacher-centered class."(p.45). Here, these form of learning and teaching emphasis on student-centered classroom.

2.3.16. Role play:

Livingstone (1983) says role play is a class room activity which gives the students opportunity to practice the language. The aspects of role behavior and the actual roles he may need outside the class room. This type of activity is best achieved by two roles; one of teacher and another of student. According to Maley (1984) "The role of play in learning has been highlighted. Indeed, the value of the lucid function of language has been rediscovered and reapplied. Learning is no longer considered to be a solemn and serious activity (as cited in Nagaraj 1996, p. 46). According to Dictionary of ELT term stated "drama like activity in which learners take different roles in a typical situation this technique used to give learners practice in how to use language in different situations" (p.5).

Role play in learning has been highlighted because the value of the lucid function of language has been rediscovered and reapplied so that learners can enjoy their lesson and learning occurred in a friendly and communicative way. Language learning is no longer considered to be a solemn and serious activity rather it is considered to be a responsive and communicative.

For role play, the class is usually divided into small groups or often pairs which are given situations and roles to act out and explore (Ur, 2004)

2.3.17. Language game:

It is one of the popular techniques to learn the language where it encourages the leaner's to learn language quickly with the games for example: puzzles, word searching, etc. According to Morrow (1981) "languages games are communicative when they are characterized by three features (such as information gap, choice and feedback" (as cited in Nagaraj 1996, p.44).

According to Freeman (2001) the students find them enjoyable and if they are properly designed, they give students valuable communicative practice. Morrows' three features of communicative activities were manifested in the card game we observed in the following way: An information gap existed because the speaker did not know what her classmate was going to do the following weekend. The speaker had a choice as to what she would predict and how she would predict it. The speaker received feedback from the members of her group. If her prediction was incomprehensible then none of the members of her group would respond. If she got a meaningful response she could presumes her prediction was understood.

2.3.18. Memorization:

Memorization is one of the popular techniques for the language teachers and also for the students. Most of the time students memorize grammar rules and structures, vocabulary and answers to get pass in the examination; they often stay away from applying language to communicate. Freeman (2001) describes that students are given list of target language

vocabulary words and their native language equivalents and are asked to memorize them. Students are also required to memorize grammatical rules and grammatical paradigms such as verb conjugation.

2.4. Accumulation of Teachers' Knowledge of Teaching

2.4.1. Teacher Talk and Student Talk Time:

To a large extent the balance between TTT (teacher talking time) and STT (students talking time depends on the type of lesson and activities involved and on the level of the students. According to (Gower, Phillips, Walters,1995) in the classroom teacher usually speak more when he needs to present, clarify, check, model for new or revised language. There are some other topics such as:

- Setting up activities

- Giving instructions and feedback

- Providing language input. For example: when telling a story

- Establishing rapport by chatting. For example: about what the students did at the weekends, planning to do in the evening.

Though it is rapidly used in the ESL classroom for some advantages but stills there are some disadvantages too. It is believed that the teacher is a very valuable source of language learning where language in the classroom is genuinely communicative. It is seems that in the language classroom teacher react naturally to the students where they are influenced to pick up the everyday words and the expression of the teacher. Some significant advantages for teacher talking are:

- Its needed for good classroom management, clear instruction , call them by name

- Teacher can often provide the best model for new language teaching because students can get the idea properly by seeing and hearing to the teacher

- Teacher can explain something about language that is being learned in a helpful and reassuring way where teacher can check students understanding

However some disadvantages have noticed on the use of teachers' talk time and has found the importance of students talk time. Because students

2.4.2. Teachers' traditional beliefs and Theories of Teaching:

Teaching is highly personal and individual activity depends on the teacher's perception and the ideas he or she believe to apply on the classroom. Sometimes it happens that teachers are trained to teach according to the different approaches but it become difficult for teachers to apply them. Because there is a crisis take place which create such an environment those teachers cannot apply what they learned rather they have to prepare or create an approach according to their learners understanding. In other words, teacher development involves teachers in creating an approach that draws on their experience and understanding as well as their personal principles and beliefs about good teaching. According to Marland (1995) the explanation given by teachers for what they really do are typically not derived from what they were taught in teacher education program. Rather, the classroom actions of teachers guided by internal frames of reference which are deeply rooted in personal experiences, especially in-school ones, and are based on interpretations of those experiences. It is often found that theories of teaching might be developed according to the basis for specific methodologies of language teaching, such as audio-lingual, communicative approach or natural approach. As Posner (1985) observes, different theories of teaching lead to different understanding classroom life, for example : An instructive view of teaching is based on the belief that teaching is primarily concerned with transmitting knowledge through providing clear

explanation, demonstrations, or discussions, where a discovery view of teaching based on the belief that students can develop knowledge themselves through active investigation and discovery, with a minimum of teacher structure and explanation and with provision of opportunities to learn inductively from direct observation. According to Kerlinger (1965) defines the terms theory of teaching is a set of interrelated constructs, definitions, propositions which present a systematic view of teaching by specifying relations among variables with the purpose of explaining and predicting. So, the teachers need to develop a personal theory of teaching and reflective approach to one's own teaching which will help them to acquire skills needed for classroom based inquiry to solve them.

2.4.3. Teachers' Teaching Skills:

Teachers have some knowledge in skills which they have experienced as students or discuss among themselves according to their beliefs. According to Gower and Walters (1983) cited in Richards (1998) includes some skills such as:

- Presenting language
- Controlled practice
- Checking
- Eliciting dialogues and narrative
- Using dialogue
- Using texts
- Setting up communication activities

Richards (1998) describes teaching in terms of skills is only one dimension of a theory of teaching, however, since there are a number of problems in describing teaching in this way . Language presentation is one of the vital weapons of a language teacher with the performance

learners can be easily motivated and interested to learn and produce it. The term instruction refers to the dimensions of teaching regarded as essential to the repertoire of any teacher, regardless of subject. No matter what the content of a lesson. There are some skills involve teaching, such as:

- Selecting learning activities

- Preparing students for new learning

- Presenting learning activities

- Asking Items

- Checking students understanding level

- Providing opportunities for practice of new items

- Monitoring students learning

- Giving feedback on student learning

- Reviewing and re-teaching when necessary

In addition to skills, these are the basic components of teaching. There are some components requires to the language teacher. These are:

- Preparation of communicative interactions activities(group work, games, role plays, simulation

- Organization and facilitation of communicative interaction

- Judgment of proper balance between fluency and accuracy

- Awareness of learners' errors

- Appropriate treatment of errors

There are so many other dimension of teaching skills are depends on the particular approaches where each approach will follow their own characteristics for example an audio-lingual method emphasizes on some different skills from communicative approach.

2.4.4. Teachers' Questioning Skills:

Iteming is one of the effective skills of teaching which enables students curiosity, stimulate their imagination and motivate them to search out new knowledge. It can create a challenging environment where students think logically and help to clarify the concepts and problem related to the lesson. The quality of classroom discussion and the effectiveness of instruction is influence by the type and sequence of the Items and how students respond to them.

Ornstein (1995) defines to make an effective classroom practice good teachers make balance between factual and thought-provoking Items by selecting Items to emphasize major points and to stimulate lively discussion.

According to Norton (1989) and other researcher proposed some Iteming skills according to their research, they are sequence of Items, directing, probing, increasing waiting-time, encouraging student Items and so on. The skills of Iteming involved four stages of Iteming, they are:

- Preparation,
- Asking Item,
- Students organizing answer,
- Teacher providing the feedback.

So the skills of Iteming can divide into four parts: skills of preparing, designing, controlling and evaluating for Iteming in English classes.

Iteming designing strategy refers to methods and skills teachers choose to raise appropriate Items. In this part, the methods and skills include simplifying, moderating, asking thought-provoking Items, asking challenging Items, asking follow-up Items, asking Items relevant to students, and asking divergent Items.

2.4.5. Teachers' Communication Skills:

Communication skill is one of the most valuable and important components of teaching. Since the medium for the teaching is speech for that reason, the ability to communicate effectively is considerate as an essential skill of a good teacher. According to Cooper (1993) although many variable affect classroom learning, it is generally agreed that the paramount variable is communication. The essence of the teaching learning process is effective communication for without communication teaching and learning would be impossible. Thus, one of the core components of teacher education should be speech communication. (p. 473)

The important of communication skills is recognized in the assessment scheme for the RSA Diploma, which includes a number of general communication skills on which to assess candidates, such as:

- personality, presence, general style
- voice – audibility, ability to project, modulation
- voice – speed, clarity, diction
- ability to establish/maintain rapport

There are various approaches to addressing communication skills in an SLTE program. For example, student teachers can be required to do their practice teaching initially in a subject area other than language. They might show a craft to their peers, discuss a style in art, or carry out a science demonstration to enable communication skills to be discussed and practiced. Afterward

they go on to do practice teaching with second language classes. In some programs, activities such as public speaking and oral presentations are included for similar reasons. Heaton (1981) identifies some essential points these are: requesting, ordering and giving rules, establishing attention, Iteming, repeating and reporting what has been said, giving instructions, giving and refusing permission, warning and giving advice, giving reasons and explaining.

Inability to perform these functions fluently in English can lead to lack of clarity in giving directions and instructions, as well as the need to resort to the mother tongue if the teacher is teaching a linguistically consistent class. Willis (1981) systematically reviews and practices the language needed by teachers "for the effective use of classroom English and to extend their language teaching skills and techniques."(p.2)

2.5. Urban and rural social and academic background

2.5.1. Urban and rural Teachers' social and academic background:

According to (Mustaque, Chowdhury, Hadi, 1990) the area of studies shows two different context where one relatively more advanced and sophisticated than the other one. It is often seen that urban schools recruit qualified teacher whereas rural schools get less sufficient qualified English teachers. Considering the fact that education quality is vary a lot because a teacher of urban areas are more efficient in the English language than the rural areas with the proper guidelines and proper training of using modern technology and using modern techniques in the classroom. While in the rural areas teacher proficiency level is not satisfactory because of lack of sufficient guidelines and training on the modern teaching techniques and use of modern technology to enables the classroom more effective and interesting though some of the good teacher those are little bit expert of using language they are chosen by the school authority and let them go for training once in two year. Sometimes it

happens that the rural teachers most of them are not familiar with the modern approaches like communicative teaching and they cannot make a classroom interactive. Due to the fact that their insufficient knowledge of using modern techniques and strategies in the classroom they often use the grammar-translation approach for this reason their classroom become teacher-oriented classroom where they only give the lectures and practice some Item and answers. In addition with this fact they merely forget about students' performance in the classroom and mostly ignore to practice second language with the students. In addition to that urban teachers mostly focus on the communication more than merely translation in first language to second language. They use different strategies to make the classroom more interactive and they focus on the students' participation too to make the classroom useful and fruitful.

2.5.2. Urban and rural school students' social and academic background:

According to (Mustaque, Chowdhury, Hadi, 1990) most of the villagers in the rural areas are poor and have no school education. On average, over 40% of the parents of the primary schools students were day labors and about a third have no agricultural land. It is found that children aged eight years or more help their parents at home or in the agricultural fields. Here this is a fact that students those are economically advantaged they do better than the students those are economically disadvantaged across the city and villages. Considering to the fact that in urban areas families are mostly educated and they give more attention in their children's education whereas in rural areas families are rarely educated and it is often seen that few families give attention to their children's education. In addition to that urban students get more opportunities to learn and practice a second language through the help of parents, teachers and technology than the rural students because they don't get much   support from their family or their teacher and the lack of use technology. Regardless to the fact that urban students' has better proficiency level than the rural students because urban students get opportunity to

improve their English with help of extra-curricular activities like public speaking, debate, movie showing class, drama and project work apart from the class work and teachers help. But it is often seems opposite scenario in the rural areas because they can only participate in the classroom where they get only afford the classroom lecture than anything else. That's why the proficiency level of urban is higher than rural areas.

2.5.3. Classroom Teaching of Urban and Rural school:

Classroom teaching is much difficult for the rural teacher due to the lack of using lesson plan or preparation before taking to a class. This is become easier for the urban teacher or they make it easier for themselves to bring a lesson plan or take some preparation before taking a class instead of only following the textbook or syllabus for the examination. Apart from that fact, urban teachers' include in their lesson plan use of pictures or visuals materials, role or drama play, pair work or group work and some other relative activities to make lecture easy and understandable and of course communicative for the students. Whereas it is rare to find out that rural teacher apply any types of following communicative activities except the teachers' explanation and Item and answer practice in the classroom. However in the most cases it is often seems that teacher from rural area they prefer to use their first language instead of using second language. They claim that it is difficult for the students to understand it rather they don't want to change their habit of using first language. In contrast with rural classroom performance of the teachers' urban teachers are facilitate with technology and language proficiency they sometimes uses technology in classroom to show English movies or English conversation so that students get opportunity to fluent themselves in English.

Chapter 3: Research design

3.1. Objective of the study:

The objective of the study is to compare grammar teaching techniques at the primary level schools of urban and rural areas of Bangladesh.

3.2. Research Items:

1. To what extent a teacher's social and academic background influence his teaching in both rural and urban schools?
2. What are the different grammar teaching techniques used at the primary level to enhance learners' communicative level in urban and rural areas?

3.3. Procedure:

The researcher took the permission from the Headmasters for all the schools to observe the entire grammar classroom. Researcher observed eight grammar classrooms all together. For the students' survey researcher introduced herself and told them the purpose of visiting them. The researcher made a friendly environment in the classroom and tried to remove their fear or anxiety by providing proper guidelines and support to them. The researcher directed the students properly while they were answering the Questionnaire. Then researcher talked to teachers' about the purpose and objective to get the responses from the teachers. Some of them acted curious and other seemed silent. For the teachers' Questionnaire researcher played a cooperative and supportive role by describing the Items wherever the teachers hesitated to answers. Moreover the researcher assertively managed their Questionnaire.

3.4. Significance of the study:

Language teachers of Bangladesh have some traditional beliefs about language teaching which they have experienced in their students' life. For that reason they do not pay attention to the new dimension or techniques of language teaching. This research will try to show a comparison between the grammar teaching techniques of the urban and rural areas. Besides the teachers' present social and academic background which influence their teaching in both rural and urban school. Moreover, this paper will show the different performances of using traditional techniques of the teachers in the both areas. This research will try to help the teachers to reshape their ideas about implementing different types of techniques which is suitable for their learners.

3.5. Methodology:

3.5.1. The Instrument:

The methods used to collect data are teachers' and students' Questionnaire survey with addition to researcher's class observation. The chief methodologies used in this study include: (1) Students' survey, (2) Teachers' survey and (3) Classroom observation

3.5.2. Teachers Questionnaire:

Teachers' Questionnaire included 10 close ended Items. Teachers' have had to provide the answers on the basis of option of the Items.

3.5.3. Students' Questionnaire:

Students' Questionnaire was composed of 10 close ended Items. Students' have had to provide answers on the basis of options of the Items.

3.5.4. Classroom observation:

Researcher has accomplished eight different grammar classroom observations in the both urban and rural areas school. She sat on the back bench of the classroom from there she could easily observed both teachers' and students' performance. However all the time she was very careful and active to take the important note from the classroom observation.

3.5.5. Participants:

In this study participants were chosen randomly from 4-four Bangla medium schools. Two schools amongst them were from Dhaka city and other two schools were from remote areas of Rangpur District of Bangladesh. All the participants were from class five. There were 79 students from the urban and rural schools. There were 6 English teachers from all the respective schools of urban and rural areas who took part in the survey.

3.5.6. Methods of analysis:

In this paper researcher used the Likert scale and Quantitative Questionnaire for the data analysis; where the entire Questionnaire was close-ended. Here quantitative data has been organized collectively based on the responses of the option. The researcher has collected all responses of the students' and teachers' Questionnaire. However, researcher has also used the major findings that were collected from classroom observation in her paper. After having all the data from the Questionnaire the researcher placed them in the table. All the data were hand tabulated and for the means score researcher has used Microsoft-Excel.

3.5.7. Limitation of the study:

It was difficult for the researcher to conduct survey in many other schools of urban and rural areas for the time constraint. Therefore, the result is not representing the majority of the schools of Bangladesh.

Chapter 4: Findings and Analysis

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

4.1. Findings of Students' Questionnaire:

In students' Questionnaire, participants had to mark the appropriate option from the five options for each item in the students' Questionnaire. For analysis the responses (1-10) were measured on the following range of options:

Strongly disagree= 1

Disagree= 2

Not sure = 3

Agree= 4

Strongly agree= 5

(The results found from students' filled out Questionnaire are presented in the separate box. In each box the number on top signifies the number of scores and the number at the bottom signifies the score after conversion into mathematical figures. The bottom ones are calculated for means scores.

Interpretation key used for analyzing is:

Not acceptable 1.00-2.25

Less acceptable 2.26-3.00

Acceptable 3.01-3.75

Completely acceptable 3.76-5.0

4.1.1. Findings of Students' Questionnaire (Urban School Students'):

Table 1: Urban School Students' Responses

Urban School Students						
Questionnaire	**Strongly disagree**	**Disagree**	**Not Sure**	**Agree**	**Strongly agree**	**Mean score**
1. Your teacher explains the rules and structure of a particular grammar while introduce a new topic.	0 0	24 48	0 0	13 52	13 65	3.3
2. Your teacher asks you to memorize/ mark the grammar items to practice them later in the class during activities? Example: punctuation/tense?	0 0	0 0	12 36	26 104	12 60	4

3. Your teacher provides example from real life during the particular grammar lesson. Example: Daily Activities?	0 0	0 0	25 75	25 100	0 0	3.5
4. Your teacher gives any meaningful context so that student can reproduce something new through the \grammar item?	0 0	12 24	25 75	13 52	0 0	3.02
5. Your teacher gives you enough time to practice always within group or individual activity? Example: Giving/Asking direction?	0 0	0 0	0 0	25 100	25 125	4.5
6. Your teacher provides/ uses from the textbook any interesting visuals materials like pictures, chart paper and flashcards to introduce the new topic. Example: activities person/ things?	0 0	0 0	10 30	25 100	15 75	4.2

7. Your teacher uses any other techniques except repetition/ drills like pair work, group work, prepared some different materials out of the text book Example: Make a dialogue/ playing drama?	0 0	0 0	13 39	25 100	12 60	3.98
8. You think a situational topic should be taught with the example first then the grammar structure?	0 0	0 0	12 36	13 52	25 125	4.26
9. You use second language during communication with the teacher?	0 0	0 0	25 75	25 100	0 0	3.5
10. You think students need to practice more in the class room with situational activities through targeted grammar item such as: Tense/modal verb in a dialogue to improve communicative skills?	0 0	0 0	2 6	25 100	23 115	4.42

The details of the results of students' Questionnaire are given below: (For each item the number of total respondents was 50)

For Item 1 (Your teacher explains the rules and structure of a particular grammar while introducing a new topic) 24 students ticked "disagree", 13 students ticked "agree" and 13 students ticked "strongly agree". The mean score is 3.3.

For Item 2 (Your teacher asks you to memorize/ mark the grammar items to practice them later in the class during activities) 12 students answered "not sure", 26 students "agree" and 12 students answered "strongly agree''. The mean score is 4.

For Item 3 (Your teacher provide example from real life during the particular grammar lesson.) 6 students ticked "disagree", 25 students "not sure", 25 students ticked "agree". The mean score is 3.5

For Item 4 (Your teacher gives any meaningful context so that student can reproduce something new through the grammar item) 12 students answered "disagree", 25 students answered "not sure", 13 students "agree". The mean score is 3.02

For Item 5(Your teacher gives you enough time to practice always within group or individual activity) 25 students ticked "agree" and 25 students ticked "strongly agree". The mean score is 4.5

For Item 6 (Your teacher provides/ uses from the textbook any interesting visuals materials like pictures, chart paper and flashcards to introduce the new topic) 13 students answered "disagree", 10 students answered "not sure" , 25 students answered "agree", 15 students answered "strongly agree". The mean score is 4.2

For Item 7 (Your teacher uses any other techniques except repetition/ drills like pair work, group work, prepared some different materials out of the text book) 13 students answered "not sure", 25 students "agree" and 12 students "strongly agree". The mean score is 3.98

For Item 8 (You think a situational topic should be taught with the example first then the grammar structure) 12 students answered "not sure", 13 students answered "agree", 25 students answered "strongly agree". The mean score is 4.26

For Item 9 (You use second language during communication with the teacher) 25 students answered "not sure" and 25 students answered "agree". The mean score is 3.5

For Item 10 (You think students need to practice more in the class room with situational activities through targeted grammar item) 2 students answered "not sure", 25 students answered "agree", 23 students answered "strongly agree". The mean score is 4.42

4.1.2. Findings of Students' Questionnaire (Rural School Students'):

Table 2: Rural School Students' Responses

Rural School Students' Responses						
Questions	**Strongly disagree**	**Disagree**	**Not Sure**	**Agree**	**Strongly agree**	**Mean score**
1. Your teacher explains the rules and structure of a particular grammar while introduce a new topic.	0 0	14 28	7 21	7 28	0 0	2.75
2. Your teacher asks you to memorize/ mark the grammar items to practice them later in the class during activities? Example: punctuation/tense?	0 0	0 0	0 0	21 84	7 35	4.25
3. Your teacher provides example from real life during the particular grammar lesson. Ex: Daily Activities?	7 7	14 28	0 0	7 28	0 0	2.25
4. Your teacher gives any meaningful context so that student can reproduce something new through the grammar item?	7 7	7 14	14 42	0 0	0 0	2.25

5. Your teacher gives you enough time to practice always within group or individual activity? Example: Giving/Asking direction?	7	21	0	0	0	1.75
	7	42	0	0	0	
6. Your teacher provides/ uses from the textbook any interesting visuals materials like pictures, chart paper and flashcards to introduce the new topic. Example: activities of each person/ things?	0	7	1	20	0	3.46
	0	14	3	80	0	
7. Your teacher uses any other techniques except repetition/ drills like pair work, group work, prepared some different materials out of the text book Ex: Make a dialogue/ playing drama?	13	8	7	0	0	1.8
	13	16	21	0	0	
8. You think a situational topic should be taught with the example first then the grammar structure?	0	0	8	14	6	3.9
	0	0	24	56	30	
9. You use second language during communication with the teacher?	8	20	0	0	0	1.72
	8	40	0	0	0	
10. You think students need to practice more in the class room with situational activities through targeted grammar item such as:	0	3	0	25	0	3.78

Tense/modal verb in a dialogue to improve communicative skills?	0	6	0	100	0	

The details of the results of students' Questionnaire (Rural School Students) are given below:

For Item 1 (Your teacher explains the structure and rules of grammar) 14 students ticked "disagree" 7 students ticked "not sure" and 7 students ticked "agree". The mean score is 2.75

For Item 2 (Your teacher ask you to memorize/ mark the grammar items to practice them later in the class during activities) 21 students answered "agree" and 7 students answered "strongly agree". The mean score is 4.25

For Item 3 (Your teacher provide example from real life during the particular grammar lesson) 7 students ticked "entirely disagree", 14 students ticked "disagree" and 7 students ticked "agree". The mean score is 2.25

For Item 4 (Your teacher give any meaningful context so that student can reproduce something new through the grammar item) 7 students answered "entirely disagree", 7 students answered "disagree" and 14 students answered "not sure". The mean score is 2.25

For Item 5 (Your teachers give you enough time to practice always within group or individual activity) 7 students ticked "entirely disagree", 21 students ticked "disagree". The mean score is 1.75

For Item 6 (Your teacher provide/ use from the textbook any interesting visuals materials like pictures, chart paper and flashcards to introduce the new topic) 7 students answered "disagree" , 1 student answered "not sure" and 20 students answered "agree". The mean score is 3.46

For Item 7 (Your teacher use any other techniques except repetition/ drills like pair work, group work, prepared some different materials out of the text book) 13 students answered "entirely disagree", 8 students answered "disagree", 7 students answered "not sure" . The mean score is 1.8

For Item 8 (You think a situational topic should be taught with the example first then the grammar structure) 8 students answered "not sure", 14 students answered "agree" and 6 students answered "strongly agree". The mean score is 3.9

For Item 9 (You you use second language during communication with the teacher.) 8 students answered "strongly disagree", 20 students answered "disagree". The mean score is 1.72

For Item 10 (You think students need to practice more in the class room with situational activities through targeted grammar item) 1 student answered "not sure" and 3 students answered "disagree" and 25 students answered "agree". The mean score is 3.78

4.2. Findings of Teachers' Questionnaire:

In teachers' Questionnaires, participants had to mark the appropriate option from the five options for each item in the students' Questionnaire. For analysis the responses (1-10) were measured on the following range of options:

Strongly disagree= 1

Disagree= 2

Not sure = 3

Agree= 4

Strongly agree= 5

(The results found from teachers' filled out Questionnaire are presented in the separate box. In each box the number on top signifies the number of scores and the number at the bottom signifies the score after conversion into mathematical figures. The bottom ones are calculated for means scores.

Interpretation key used for analyzing is:

Not acceptable 1.00-2.25

Less acceptable 2.26-3.00

Acceptable 3.01-3.75

Completely acceptable 3.76-5.0

4.2.1. Findings of Teachers' Questionnaire (Urban School Teachers):

Table 3: Urban School Teachers' Responses:

Urban School Teachers						
Questionnaire	**Strongly disagree**	**Disagree**	**Not Sure**	**Agree**	**Strongly agree**	**Mean Score**
1. Do you explain the rules and structure of a particular grammar while you introduce a new topic?	0 0	1 2	0 0	0 0	5 25	4.5
2. Do you ask them to memorize/ mark the grammar items to practice them later in the class during activities?	0 0	0 0	0 0	5 20	1 5	4.16
3. Do you provide example from real life during the particular grammar lesson. Ex: Daily Activities?	0 0	0 0	0 0	4 16	2 10	4.33
4. Does your lecture give any meaningful context so that student can reproduce something new through the grammar item, Ex: description of a place, person or thing?	0 0	0 0	0 0	5 20	1 5	4.16

Question						Average
5. Do you give them enough time to practice always within group or individual activity? Ex: Giving/Asking direction/ request?	0 / 0	3 / 6	0 / 0	3 / 12	0 / 0	3
6. Do you provide/ use from the textbook any interesting visuals materials like pictures, chart paper and flashcards to introduce the new topic. Ex: Activities of each person/ things?	0 / 0	1 / 2	1 / 3	3 / 12	1 / 5	3.66
7. Do you use any other techniques except repetition/ drills like pair work, group work, prepared some different materials out of the text book Ex: Make a dialogue/ playing drama?	0 / 0	1 / 2	2 / 6	0 / 0	3 / 15	3.83
8. Do you think a situation/topic should be taught with the example first then the grammar structure?	0 / 0	1 / 2	1 / 3	3 / 12	1 / 5	3.66
9. Do you use second language during communication/ giving instruction with the students?	0 / 0	0 / 0	1 / 3	3 / 12	2 / 10	4.16

10. Do you think students need to practice more in the class room with situation based activities through targeted grammar item such as: Tense/using modal verb within a dialogue to improve their communicative skills?	0 0	0 0	0 0	5 20	1 5	4.16

The details of the findings of teachers' Questionnaire (Urban School Teachers) are given below:

(For each item the number of total respondents was 6)

For Item I (Do you explain the rules and structure of a particular grammar while you introduced a new topic) 1 teacher ticked 'disagree' and 5 teachers ticked ' strongly agree '. The mean score is 4.5

For Item 2 (Do you ask them to memorize/ mark the grammar items to practice them later in the class during activities), 5 teachers answered 'agree' and 1 teachers answered 'strongly disagree '. The mean score is 4.16

For Item 3 (Do you provide example from real life during the particular grammar lesson) 4 teachers ticked ' agree ' and 2 teachers ticked 'strongly agree '. The mean score is 4.33

For Item 4 (Does your lecture give any meaningful context so that student can reproduce something new through the grammar item) 5 teachers answered ' agree' and 1 teacher answered 'strongly agree' the mean score is 4.16

For Item 5 (Do you give them enough time to practice always within group or individual activity) 3 teachers ticked ' disagree', 3 teachers ticked 'agree '. The mean score is 3

For Item 6 (Do you provide/ use from the textbook any interesting visuals materials like pictures, chart paper and flashcards to introduce the new topic) 1 teacher answered ' disagree', 1 teacher answered ' not sure', 3 teachers answered ' agree' and 1 teacher answered 'strongly agree'. The mean score is 3.66

For Item 7 (Do you use any other techniques except repetition/ drills like pair work, group work, prepared some different materials out of the text book) 1 teacher answered 'disagree', 2 teachers answered ' not sure' and 3 teachers answered 'strongly agree'. The mean score is 3.83

For Item 8 (Do you think a situation/topic should be taught with the example first then the grammar structure) 1 teacher answered ' disagree', 1 teacher answered ' not sure ', 3 teachers answered 'agree' and 1 teacher answered ' strongly agree'. The mean score is 3.66

For Item 9 (Do you use second language during communication/ giving instruction with the students) 1 teacher ticked ' not sure', 3 teachers ticked ' agree' and 2 teachers answered 'strongly agree'. The mean score is 4.16

For Item 10 (Do you think students need to practice more in the class room with situation based activities through targeted grammar item such as: Tense/using modal verb within a dialogue to improve their communicative skills) 5 teachers answered 'agree' and 1 teachers answered 'strongly agree'. The mean score is 4.16

4.2.2. Findings of Teachers' Questionnaire (Rural School Teachers):

The details of the results of teachers' Questionnaire survey (Rural School Teachers) are given

below: (For each item the number of *total* respondents was 6)

Table 4: Rural School Teachers responses

Rural School Teachers						
Questionnaire	Strongly disagree	Disagree	Not Sure	Agree	Strongly agree	Mean score
1. Do you explain the rules and structure of a particular grammar while you introduce a new topic?	0 0	0 0	0 0	6 24	0 0	4
2. Do you ask them to memorize/ mark the grammar items to practice them later in the class during activities?	0 0	2 4	0 0	4 16	0 0	3.3
3. Do you provide example from real life during the particular grammar lesson. Ex: Daily Activities?	0 0	0 0	2 6	4 16	0 0	3.6
4. Does your lecture give any meaningful context so that student can reproduce something new through the grammar item, Ex: description of a place, person or thing?	0 0	2 4	2 6	2 8	0 0	3

5. Do you give them enough time to practice always within group or individual activity? Ex: Giving/Asking direction/ request?	0 0	2 4	2 6	2 8	0 0	3
6. Do you provide/ use from the textbook any interesting visuals materials like pictures, chart paper and flashcards to introduce the new topic. Ex: Activities of each person/ things?	0 0	6 12	0 0	0 0	0 0	2
7. Do you use any other techniques except repetition/ drills like pair work, group work, prepared some different materials out of the text book Ex: Make a dialogue/ playing drama?	0 0	0 0	6 18	0 0	0 0	3
8. Do you think a situation/topic should be taught with the example first then the grammar structure?	2 2	4 8	0 0	0 0	0 0	1.6

9. Do you use second language during communication/ giving instruction with the students?	0 0	2 4	4 12	0 0	0 0	2.7
10. Do you think students need to practice more in the class room with situation based activities through targeted grammar item such as: Tense/using modal verb within a dialogue to improve their communicative skills?	0 0	0 0	0 0	4 16	2 10	4.3

The details of the findings of teachers' Questionnaire (Rural School Teachers) are given below:

For Item 1 (Do you explain the rules and structure of a particular grammar while you introduce a new topic) 6 teachers ticked 'agree'. The mean score is 4

For Item 2 (Do you ask them to memorize/ mark the grammar items to practice them later in the class during activities) 2 teachers answered ' disagree', 4 teachers answered ' agree'. The mean score is 3.3

For Item 3 (Do you provide example from real life during the particular grammar lesson) 2 teachers ticked 'not sure' and 4 teachers ticked ' agree'. The mean score is 3.6

For Item 4 (Does your lecture give any meaningful context so that student can reproduce something new through the grammar item) 2 teachers answered 'disagree' ,2 teachers answered ' not sure' and 2 teachers answered 'agree' The mean score is 3

For Item 5 (Do you give them enough time to practice always within group or individual activity) 2 teachers answered 'disagree', 2 teachers answered ' not sure' and 2 teachers answered 'agree' the mean score is 3

For Item 6(Do you provide/ use from the textbook any interesting visuals materials like pictures, chart paper and flashcards to introduce the new topic) 6 teachers answered 'disagree'. The mean score is 2

For Item 7 (Do you use any other techniques except repetition/ drills like pair work, group work, prepared some different materials out of the text book) 6 teachers answered ' not sure' and the mean score is 3

For Item 8 (Do you think a situation/topic should be taught with the example first then the grammar structure) 2 teachers answered ' strongly disagree' and 4 teacher answered ' disagree' the mean score is 1.6

For Item   9 (Do you use second language during communication/ giving instruction with the students particular item of grammar to complete the task.) 2 teachers ticked 'disagree' and 4 teachers ticked ' not sure'. The mean score is 2.7

For Item   10 (Do you think students need to practice more in the class room with situation based activities through targeted grammar item such as: Tense/using modal verb within a dialogue to improve their communicative skills) 4 teachers answered ' agree ' and 2 teachers answered ' strongly agree '. The mean score is 4.3

Chapter 5: Discussion

5.1. Discussion of the Students and Teachers Questionnaire Result:

This chapter is developed to discuss the significant results found from students and teachers responses. From the Likert scale the researcher has found that the result was the differences of grammar teaching in the urban and rural areas classroom at the primary level in class five. From the teachers responses it has seen that teachers are habituated to use traditional techniques like memorization, drilling, passage translation and etc. than using some interactive and effective interesting techniques like picture strips story, role play, language game and etc for students better understand or acknowledgement on the second language learning.

The Likert scale point out that majority of the students has shown interest on the new techniques of grammar learning such as: role playing, working within pair and group, picture strips story, language game and etc. Here in the Likert scale the result has found that language teachers most of the cases use the traditional techniques instead of using new effective techniques. The researcher talked to them and by the classroom observation found this scenario in the classroom.

The researcher has found on the first item **(Explaining Grammar Rules)** the attitude of urban students (mean score 3.3) was acceptable according to their context and rural students (mean score 2.75) was not acceptable whereas the urban teachers (mean score 4.5) and rural teachers (mean score 4) was completely acceptable as far as means score concerned.

Here the researcher has found some similarities in the urban areas whereas some dissimilarity found from the rural areas respond of the teachers and students questionnaire. When researcher talked to the students of urban students and teachers they said that they always explain the grammar rules to the students sometimes practiced it with chorus drilling and later on do the

exercise after memorizing the grammar rules for next few classes. In the rural areas teachers have admitted the importance of learning grammar rules to able to use it but they don't have enough time to practice it because most of the time they spend on translation of the grammar items for that reason application of these became less important to them. The researcher have done some activities according to the techniques of 'Explaining grammar rules' to make them clear about the question then they said that their teacher gave more attention on translation than the explanation of the grammar items but they felt more explanation on the grammar rules because often they felt helpless specially when they have to write unseen paragraph or composition. However the researcher has mentioned to the teacher about different way of grammar explanation. There were two different ways of explaining grammar rules one is explicit grammar teaching and the other one is implicit grammar teaching for both of them explanation of grammar is required. According to Swan (2008) generations of teachers have felt that explicit grammar teaching and practice can help students to produce language spontaneously. Here most of the time teachers prefer to explain grammar rules in the beginning of the lesson then go for practice. This technique omit the purpose of use it in the real situation. For that reason the other technique of grammar teaching started to be practiced in the language classroom which is implicit grammar teaching approach. Nunan (2003) describes this technique is more beneficial where learner can reproduce the grammar items by the given modal provided by the teacher from the text book or the other source where learner will be able to improve their proficiency level through the use of structure to express their meaning. The researcher has given some ideas and differences to the students and teachers about these techniques.

However, the researcher has found that most of the time teachers omit the importance of using grammar communicatively than prefer reading passages, practice question and answer and word meaning with translation.

In the second item researcher has found **(Memorizing Grammar items)** the attitude of urban students (mean score 4) and rural students (mean score 4.25) was completely acceptable and urban teachers (mean score 4.16) and rural teachers (mean score 3.3) was also acceptable as far as means score concerned.

Memorization is one of the popular techniques for the language teachers and also for the students. Most of the time students memorize grammar rules and structures, vocabulary and answers to get pass in the examination; they often stay away from applying language for real life communication. The possible reason of this result is positive because it is highly practiced by both areas school. For the students memorization is one of the common tasks where they perform deliberately to get pass in the examination. For some students it becomes difficult because some of them are weaker in terms of memorization than the others. For that reason, (Gower, Philips and Walters, 1995) describes that words are generally easier to remember if the meaning is well understood. So it is depends on the teachers way of presenting the grammar items or vocabulary. There are some easy way of presentation has been suggested by them such as a visual remainder such as picture/diagram, the sound and the rhythm of the word, practice literary passage or text . Students also use rote memorization to prepare for spelling tests or to memorize definitions of terms, names of presidents, verb forms in a foreign language, and multiplication tables, among other things. Rote memorization is different from meaningful learning, where the material is applied to other ideas and connections are made between concepts (Firestone, 2003).

From third item the researcher has found **(Examples from real life)** the attitude of urban students (mean score 3.5) was acceptable whereas the rural students (mean score 2.25) was not acceptable. On the other side urban teachers (mean score 4.33) was completely acceptable and rural teachers (mean score 3.6) was acceptable as far as means score concerned.

Here the researcher has found some similarities in the urban areas whereas some dissimilarity found from the rural areas respond of the teachers and students questionnaire. When researcher talked to the urban students and teachers they said that they often brought example from real life to give a context related ideas such as: My Home Town, Happy Birthday (lesson from the text book of class-Five, English for Today) to the students according to the topic. When the researcher asked to the students regarding the topic they admitted that they feel more enthusiastic to learn something which is related to their life.

However, in the rural areas students showed negative attitude towards the topic because most of the time they spend time on reading and understanding the passage into their native language than to relate the topic with their real life situation. Perhaps, the reason is here that students spend much time to listen the lecture of their teachers which is more teacher-centered than student- centered where students have less activities to perform. Students of the rural areas disclosed that most of the time their teacher kept them busy with writing the questions and answers, list of vocabulary with the translated meaning in the classroom than to have some discussion on the topic and ask them different types of realistic and evaluative questions so that students can learn and apply more to use the target language.

Here the researcher has found the differences of learning through the different techniques where it varies from each other situation. According to Freeman (2001) it seems that teacher

will create opportunities for learners to be immersed in and to communicate in the target language. For that reason most of the teachers believes in the idea of grammar teaching is to help learners internalize the structures taught in such way so that they can be used in everyday communication. For that reason, teachers mostly ask students to practice in controlled, semi-controlled and communicative way. Here the study has found that in the urban areas students can enable their ideas with the help of their teachers and example from real life with controlled, semi-controlled and communicative explanation whereas rural areas students does not get much opportunity to apply real life situation examples because most of the cases teachers does not rely on the different examples of controlled, semi-controlled and communicative explanation to raise their consciousness in learning grammar to communicative properly.

Researcher has found in the fourth item that **(Meaningful context)** the attitude of urban students (means score 3.02) was acceptable and urban teachers (mean score 4.16) was completely acceptable whereas the rural students (mean score 2.25) was not acceptable and teachers (mean score 3) was less acceptable as far as means score concerned.

However, there are differences between two areas performance of teachers and expectations of the students. One side in the urban areas teachers respond showed that their aim is to make a meaningful context for the students because they got training every year by the govt. or school authority where they have acknowledged by the term of creating meaningful context which can enable learners' creativity in the second language learning. According to Miah (2010) states that "the 'English for Today' textbooks have been developed to help students attain competence in all the four language skills in English through meaningful and enjoyable activities". On the other side rural areas students showed negative attitude towards the topic and the teachers showed a lesser amount of positive attitude on the topic. Considering this fact, teachers admitted that they are not much efficient in terms of creating such environment

because they do not get enough opportunity to have proper training. Most of the cases, it became difficult for the teachers to relate the context with their students real situation. They also disclosed that students are not even able to understand the second language properly for that reason they spend almost half of the classroom to make them familiar with the topic. Moreover, they said that students do not have any environment where they can use the target language that they have learn inside class. For that reason, it happened often that students cannot use the target language and have no room than memorizing it. Here this is another important phenomenon of learning second language within communicative context. But in the context of ESL country still teachers are lack of sufficient skills of teaching properly. Richards (1998) describes teaching in terms of skills is only one dimension of a theory of teaching where 'Language' presentation is one of the vital weapons of a language teacher with the performance learners can be easily motivated and interested to learn and produce it. The term instruction refers to the dimensions of teaching regarded as essential to the repertoire of any teacher, regardless of subject. No matter what the content of a lesson. There are some skills involve teaching, such as:

- Selecting learning activities

- Preparing students for new learning

- Presenting learning activities

- Asking questions

- Checking students understanding level

- Providing opportunities for practice of new items

- Monitoring students learning

- Giving feedback on student learning

- Reviewing and re-teaching when necessary

Moreover there are some other advises given by Belayneh (2013) which says meaningful context should have

- ➢ Focuses on the product or outcome of the learning process
- ➢ Focuses on understanding information not memorization
- ➢ Encourages active learning techniques such as: cooperative learning, problem-based learning, case-based learning, and team-based learning.

According to Freeman (2000) teachers help students to translate a reading passage from the target language into their native language. The reading passage then provides the grammatical structures for several classes in vocabulary and grammatical structures in the passage are studied in subsequent lessons. In this particular case rural areas students are underprivileged than the urban students. It is perhaps happen because urban teachers sometimes introduce topics related to the grammar items or following literary passage so that students can relate it with their context and they can get information from the other sources like TV, Computer and Internet supports whereas rural students are still behind of these facilities.

In the fifth item researcher has found that **(Group or Pair work)** the attitude of urban students (mean score 4.5) was acceptable and urban teachers (mean score 3) was less acceptable whereas the rural students (mean score 1.75) was not acceptable and teachers (mean score 3) was also less acceptable as far as means score concerned.

However, there are differences between two areas performance of teachers and expectations of the students. Here urban areas students showed their highly interest on the topic of group/ pair work it proves that students feel more comfortable working in group and pair. It is stimulates learners' creativity and interest in learning and performing in the target language. Though, teachers were from both areas showed less interest on this particular technique.

While the researcher asked them about their opinions regarding this technique most of them admitted that this technique is an effective and fruitful particularly for the primary level but they have faced some challenges regarding applying this task inside the language classroom. Some of them mentioned some points such as: it is time consuming to finish task in the regular class become challenging for teachers and students which made students to lose their interest , about the classroom management which is sometimes difficult for them to control the students within group because sometime they lose their seriousness in learning or performing a task; another point is while they work in a group they preferred to discuss in their L1 than L2; moreover sometimes students became jealous than competitive to another groups. On the other hand, students of rural areas showed negative attitude to this topic because they have performed more or less individual or whole class within chain drills where a chain drill gets its name from the chain of conversation that from around the room as students, one-by-one, ask and answer questions of each other or chorus drills where in chorus drills the whole class takes part in repeating the pattern or vocabulary items.

Here this result has found the different classroom technique which has been noticeable lack of communication between two areas. According to Ngaraj (1996), "Group work and Pair work forms an important part of any communicative activity that focuses on peer interaction which is an effective means of acquiring some language features which are not available in a formal teacher-centered class."(p.45). Here the urban teachers and rural teachers are interested in practicing this communicative and easy tactics for the students to practice group work and pair work inside the language classroom perhaps they need to be well equipped and trained up to manage the students and ask them to practices within pair or group work inside the classroom with in time limitations. The researcher had an opportunity to make them work in group where she has found that the classroom environment changed immediately such as students become

very enthusiastic to work within group, all the group members seemed active and try to win from each other and to finish the task it took not more than 15 minutes. By seeing these enormous changes of the classroom, teachers became so happy and admitted that they will try to focus and apply these types of techniques inside the language classroom with in time duration.

In the Sixth item researcher has found **(Use of visual materials)** the attitude of urban students (mean score 4.2) was more acceptable and rural students (mean score 3.46) was acceptable whereas urban teachers (mean score 3.66) was acceptable but rural teachers (mean score 2) was less acceptable.

The possible reason of this result is varies from the students and teachers expectation and anticipation of implementing the technique properly in the classroom. Though, it is mostly noticed that students get interest to learn a new topic or grammar items with the pictures or animated cartoons. Considering this fact according to urban and rural students they are more interested into learning and performing through this particular technique where urban teachers showed their interest on using visual materials for classroom teaching where they are facilitated with some other sources apart from text book such as: computer, Internet etc. Here the rural teachers are still now less facilitated with other sources such as computer or Internet though some of them are aware of these sources but using it for their classroom it is still very much disappointing for them. According to Girard (1954) visuals materials normally makes a better learning environment by putting posters map, colorful pictures, family photographs, models any object which contains grammatical information about the target language on the classroom wall students can easily absorb the necessary facts. Considering this fact most of the cases text books are composed with different colorful pictures to grab the attention of students.

Here teachers from rural areas they usually follow the text book for that reason students are comparatively behind to communicate more deliberately than the urban students.

In the seventh item researcher has seen that **(Use of different techniques)** the attitude of urban students (mean score 3.98) and urban teachers (mean score 3.83) was acceptable whereas the rural students (mean score 1.8) and teachers (mean score 3) was less acceptable.

Here the rural teachers are more traditional in giving instruction and guidance for classroom teaching. According to Marland (1995) the explanation given by teachers for what they really do are typically not derived from what they were taught in teacher education program. Rather, the classroom actions of teachers guided by internal frames of reference which are deeply rooted in personal experiences, especially in-school ones, and are based on interpretations of those experiences. Though the urban teachers are in the developing stage where they often take challenges by asking students to perform with different techniques such as picture strips story, playing drama, group work or pair work, chorus drillings, sometimes chain drilling or different types of questions in the classroom to make a communicative environment for student-centered classroom whereas rural teachers are not aware of this types of techniques instead of using translation passage, memorization, drills, and explicit way of teaching where students does not have any privilege to perform or learn in a more communicative classroom teaching environment. Some of the rural teachers admitted that they have heard about some of the techniques by their Headmaster or the Principal but they are not still very much cleared about the use of different techniques or to enables learners to learn the target language and practice and perform without shyness or scariness.

From this eighth item researcher has observed that **(Inductive teaching)** the attitude of urban students (mean score 4.26) and rural students (mean score 3.9) was more acceptable and urban teachers (mean score 3.66) was acceptable but rural teachers (mean score 1.6) was less acceptable.

In this particular case, teachers and students of urban and rural have shown same interest on the inductive teaching. Widodo (2006) defines that, in inductive approach grammar is presented with some example of sentences so that students can understand grammatical rules from the example. This approach can be called as rules discovery learning where the rules can be spoken or written. In addition, this approach encourages learners to develop their own mental set of strategies for dealing with task or conclude the rules given by the teacher. In this approach learners are played more actively than being passive recipients and get an opportunity to practice language (p.127).

On the other case, rural teachers have shown totally opposite attitude from the other three groups. Considering this fact researcher has found that rural teacher not much qualitative than the urban teachers Sometimes it happens that the rural teachers most of them are not familiar with the modern approaches like communicative teaching and they cannot make a classroom interactive. Due to this fact, their insufficient knowledge of using modern techniques and strategies in the classroom they often use the grammar-translation approach for this reason their classroom become teacher-oriented classroom where they only give the lectures and practice some question and answers.

In the ninth item researcher has observed that **(Use of second language)** the attitude of urban students (mean score 3.5) and teachers (mean score 4.16) was more acceptable whereas the rural students mean score 1.72 and rural teachers mean score 2.7 was negative attitude.

In this particular case, urban students and teachers are more active in using second language than rural students and teachers. It is happened because urban teachers most of the time encourages students to be more enthusiastic in learning and using the second language inside and outside the classroom whereas rural teachers often use the second language in their instructions then merely uses their native language for that reason students are often scared and shy to speak in English or use the language outside the classroom. In addition with this fact they merely forget about students' performance in the classroom and mostly ignore to practice second language with the students. In addition to that urban teachers mostly focus on the communication more than merely translation in first language to second language. Though rural school teachers they try to speak a small amount of second language inside the classroom with their teacher sometimes but most of the time they remain silent in the classroom. When the researcher talked to the teachers about the matter of using second language inside the classroom that time most of the teachers said that their learners are not capable of understanding second language instruction for that reason they most of the time uses first language in the English classroom to make them familiar with the topic. They claim that it is difficult for the students to understand the second language where the traditional teachers don't want to change their habit of using first language as it is their preferable way of giving lecture. In contrast with rural teachers classroom performance urban teachers' are preferred to give the instruction in the Second language except some of the alternatives.

In the last item researcher has observed that **(Classroom practice)** the attitude of urban students (mean score 4.42) and rural students (mean score 3.78) was very acceptable and urban teachers (mean score 4.5) and rural teachers (mean score 4.3) was also very satisfactory which means completely acceptable.

This is happened because both of areas teacher' and students always prefers to practice from their text book or guide book. There are so many techniques introduces by the linguistic for the effective classroom practice such as conversation practice, scrambled sentences and language game, etc. According to Freeman (2001), teacher asks students a number of Items in the target language, which the students have to understand to able to answer correctly. In the classroom teaching the teacher asked individual students Items about themselves. The Items contained a particular grammar structure. Later, the students are able to ask each other about their own Items using the same grammatical structure. Considering this fact text books are mostly designed with some conversation and dialogues tasks so that students can practice it inside the classroom with in pair or group. For the scrambled sentences students are given a passage or a text in which the sentences are in a scrambled order. They are told to unscramble the sentences so that the sentences are restored to their original order. These types of exercises teachers taught students about the cohesion and coherence properties of language. They learn how sentences are bound together through formal linguistic devises such as pronouns, which make a text cohesive with semantic pronunciations which unify a text and make coherent (Freeman, 2001).

According to (Ellis, 2002 & Richards, 2002) Practice is claimed that practice is one of the keys to learning incorporated into a methodology with the following features:

- a specific grammatical feature is isolated for focused attention;

- the learners are required to produce sentences or statements comprising the targeted feature;

- the learners will be provided with opportunities for repetition of the targeted feature;

- there is expectation that the learners will perform the grammatical feature correctly;

  (as cited in Widodo, 2006)

Language game is the other one most of the popular techniques to learn the language where it encourages leaner's to gain knowledge of language quickly with the games for example: puzzles, word searching, etc. According to Morrow (1981) "languages games are communicative when they are characterized by three features (such as information gap, choice and feedback.)" (as cited in Nagaraj,1996 p.44)

Here, the researcher has found from the classroom observation that still now some teachers are fixed with transformational drills, drills, memorization, translation of the passage and reading comprehension. Here the researcher has suggested to the teachers making the classroom environment more student-centered than merely teacher-centered. Teachers have the power to encourage students to use the language right or wrong way but not to make them remain silent.

Here, researcher has drawn some effective and dynamic techniques to the teachers where they are expected to practice it inside the classroom to make them efficient in the second language.

Chapter 6: Conclusion and Recommendation

6.1. Conclusion:

It is very much challenging still now in our country to provide all sorts of teaching tools and privileges to the language teachers to create an effective classroom teaching and learning. This paper draws some significant difference in the method of grammar teaching techniques between some Urban and Rural schools. Though there are some similarities noticed on the teaching method in both areas but these are very limited. Teachers' should try to use new techniques for their students' better understanding and using language to communicate with others. Most of the time teacher practices traditional teaching methods and do not encourage students to use language. These are very threatening issues for the students' language learning progress. It is often seems that to make an interactive classroom teaching and learning teachers' will need to use some teaching aids such as: the board, the overhead projector, the cassette recorder, computers and the photocopier etc. Although Language Teachers can make a effective classroom teaching with different types of fruitful questions and answer session where teacher will engage the students and help and guide them to enrich their knowledge on a particular topic or lesson.

6.2. Recommendation:

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

➢ The school authority may make sure about providing enough equipment, materials, multimedia classroom so that teacher can use them to make an effective grammar teaching classroom.

➢ However most of the time teachers are not well planned or well equipped before taking a class so it is needed to be cared by the authority besides the yearly syllabus all the

language teachers' may follow a lesson plan where they will include different types of interesting techniques for grammar teaching classroom.

➢ Teacher may follow more task based activities than just follow the text book, such as: role play, watching videos on the item of grammars, conversation or dialogue practice to enables learners' creativities.

➢ Most importantly school authority may introduce and practice in house training for teachers' twice in a year to improve their skills such as: teaching skills, Iteming skills, classroom management and engagement skills etc.

➢ School authority should take some steps to get more equipment for the learners where they can practice their targeted language through it.

➢ Language teacher can asks students to do some other activities such as : Public speaking, Debate , recitation and speeches practices under the guideline of the language teachers

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Appendix: 1

A. Note for the Teachers':

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

Section B: Instruction:

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

Questions	Strongly disagree	Disagree	Not Sure	Agree	Strongly agree
1. Do you explain the rules and structure of a particular grammar while you introduce a new topic?	1	2	3	4	5
2. Do you ask them to memorize/ mark the grammar items to practice them later in the class during activities?	1	2	3	4	5
3. Do you provide example from real life during the particular grammar lesson. Ex: Daily Activities?	1	2	3	4	5
4. Does your lecture give any meaningful context so that student can reproduce something new through the grammar item, Ex: description of a place, person or thing?	1	2	3	4	5

5. Do you give them enough time to practice always within group or individual activity? Ex: Giving/Asking direction/ request?	1	2	3	4	5
6. Do you provide/ use from the textbook any interesting visuals materials like pictures, chart paper and flashcards to introduce the new topic. Ex: Activities of each person/ things?	1	2	3	4	5
7. Do you use any other techniques except repetition/ drills like pair work, group work, prepared some different materials out of the text book Ex: Make a dialogue/ playing drama?	1	2	3	4	5
8. Do you think a situation/topic should be taught with the example first then the grammar structure?	1	2	3	4	5
9. Do you use second language during communication/ giving instruction with the students?	1	2	3	4	5
10. Do you think students need to practice more in the class room with situation based activities through targeted grammar item such as: Tense/using modal verb within a dialogue to improve their communicative skills?	1	2	3	4	5

Appendix: 2

A. Note for the Students':

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

Section B: Instruction:

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

Questions	Strongly disagree	Disagree	Not Sure	Agree	Strongly agree
1. Does your teacher explain the rules and structure of a particular grammar while introduce a new topic?	1	2	3	4	5
2. Does your teacher ask you to memorize/ mark the grammar items to practice them later in the class during activities? Ex: punctuation/tense?	1	2	3	4	5
3. Does your teacher provide example from real life during the particular grammar lesson. Ex: Daily Activities?	1	2	3	4	5
4. Does your teacher give any meaningful context so that student can reproduce something new through	1	2	3	4	5

the grammar item, Ex: description of a place, person or thing?					
5. Does your teacher give you enough time to practice always within group or individual activity? Ex: Giving/Asking direction?	1	2	3	4	5
6. Does your teacher provide/ use from the textbook any interesting visuals materials like pictures, chart paper and flashcards to introduce the new topic. Ex: activities of each person/ things?	1	2	3	4	5
7. Does your teacher use any other techniques except repetition/ drills like pair work, group work, prepared some different materials out of the text book Ex: Make a dialogue/ playing drama?	1	2	3	4	5
8. Do you think a situational topic should be taught with the example first then the grammar structure?	1	2	3	4	5
9. Do you use second language during communication with the teacher?	1	2	3	4	5
10. Do you think students need to practice more in the class room with situational activities through targeted grammar item such as: Tense/modal verb in a dialogue to improve communicatives kills?	1	2	3	4	5