



CHAPTER-I
INTRODUCTION

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1.0.0 INTRODUCTION

To provide quality education to the children and youth of nation and it may enable them to be real potentials and contributors to the development of the nation, one way to increase the quality of education is to change current pedagogical practices in teaching of English which mostly rely on the method of 'Direct Instruction' by which teacher transmits the knowledge that the students passively receive, memories and reproduce in examination. Learning occurs the best when students are actively involved in the construction of their knowledge, and they provided with initiative and motivational environment. Research has proved that constructivism helps the teachers to be successful in their class rooms. In quest for more effective teaching and learning method, one particular approach based on the philosophy of constructivism for teaching and learning that has surfaced a method of choice for English educator is collaborative learning.

In case of teaching of English grammar, it should be integrated with language teaching and language should not be treated as subject. A child learn language when he gets the chance to communicate and interact freely in the environment in the target language. If child learn the language contextually it is meaningful for him. By teaching language through collaborative learning where students interact, communicate and participate actively in groups they get better opportunity to learn.

Collaborative learning refers to a family of instructional strategies in which students work together to enhance the learning of each other. In contrast to traditional, group work in collaborative learning, interaction between students is positive and goal oriented. The students depend upon each other but each individual is accountable for his work as well as for the work of others. Positive goal interdependence means that students have common goal and they

have to strive hard to achieve that goal and one cannot succeed without the other. This sink or swim together commitment is at the heart of collaborative learning.

1.1.0 Why English?

English is in India today a symbol of people's aspirations for quality in education and a fuller participation in national and international life. colonial origins now forgotten or irrelevant, its initial role in independent India, tailored to higher education (as a "library language", a "window on the world"), now felt to be insufficiently inclusive socially and linguistically, the current status of English stems from its overwhelming presence on the world stage and the reflection of this in the national arena. It is predicted that by 2010, a surge in English-language learning will include a third of the world's people (Graddol 1997). The opening up of the 1990s has coincided with an explosion in the demand for English in our schools because English is perceived to open up opportunities (Das 2005). (*NCF-2005 Position Paper National Focus Group On Teaching Of English, NCERT*).

'The aim of English Teaching is the creation of multilinguals who can enrich all our languages; this has been an abiding national vision' (*NCF-2005*)

1.2.0 ELT (English Language Teaching) In India

Traditionally, English was taught by the grammar-translation method. In the late 1950s, structurally graded syllabi were introduced as a major innovation into the state systems for teaching English (Prabhu 1987: 10). The idea was that the teaching of language could be systematised by planning its inputs, just as the teaching of a subject such as arithmetic or physics could be. (The structural approach was sometimes implemented as the direct method, with an insistence on monolingual English classrooms.) By the late 1970s, however, the behavioural-psychological and philosophical foundations of the structural method had yielded to the cognitive claims of Chomsky for language as a "mental organ". There was also dissatisfaction within the English teaching profession with the structural method, which was seen as not giving the learners language that was "deployable" or usable in real situations, in spite of an ability to make correct sentences in classroom situations. In hindsight, the

structural approach as practised in the classroom led to a fragmentation and trivialisation of thought by breaking up language in two ways: into structures, and into skills. The form-focused teaching of language aggravated the gap between the learner's "linguistic age" and "mental age" to the point where the mind could no longer be engaged.

The emphasis thus shifted to teaching language use in meaningful contexts. British linguists argued that something more than grammatical competence was involved in language use; the term "communicative competence" was introduced to signify this extra dimension. The attempt to achieve communicative competence assumes the availability of a grammatical competence to build on, and indeed the communicative method succeeds best in the first category of school described above, introducing variety and learner involvement into classrooms where teachers (and learners) have confidence in their knowledge of the language, acquired through exposure. However, for the majority of our learners, communicative competence as the acquisition of a basic or fundamental competence in the language (Prabhu 1987: 13). Input-rich theoretical methodologies (such as the Whole Language, the task-based, and the comprehensible input and balanced approaches) aim at exposure to the language in meaning-focused situations so as to trigger the formation of a language system by the mind. (*NCF-2005 Position Paper National Focus Group On Teaching Of English, NCERT*).

1.3.0 Objectives of Language Teaching

Since most children arrive in school with full-blown linguistic systems, the teaching of languages must have very specific objectives in the school curriculum. One of the major objectives of language teaching is to equip learners with the ability to become literate, and read and write with understanding. Our effort is to sustain and enhance the degree of bilingualism and metalinguistic awareness that children have. We would also like to equip learners with such politeness strategies and powers of persuasion that they are able to negotiate all communicative encounters with tolerance and dignity. Although the interaction of linguistic theory and applied linguistics has produced a variety of teaching methods and materials, the language-teaching classroom has remained one of the most boring and unchallenging sites of

education, dominated largely by the behaviourist paradigms. In the case of

that children already know, we rarely see any progress; in the case

of a second language such as English, most children hardly acquire even the
basic proficiency levels after six to ten years of exposure; and in the case of classical or foreign languages, the total programme consists of memorisation of some select texts and noun and verb paradigms. There is no dearth of empirical studies that support these observations. It is imperative that we analyse and understand our specific contexts, identify specific objectives, and develop suitable methods and materials accordingly. For a very long time now, we have been talking in terms of Listening-Speaking-Reading-Writing (LSRW) skills as the objectives of language teaching (in more recent times, we have started talking about communicative skills, accent neutralisation and voice training, etc. in an equally disastrous way). This exclusive focus on discrete skills has had fairly adverse consequences. After all, when we are *speaking*, we are also simultaneously *listening* and when we are *writing*, we are also *reading* in a variety of ways. And then there are many situations (for example, friends reading a play together and taking notes for its production) in which all the skills in conjunction with a variety of other cognitive abilities are used together.

1.3.1 Some of our objectives would include

(a) The competence to understand what she hears: A learner must be able to employ various non-verbal cues coming from the speaker for understanding what has been said. She should also be skilled at listening and understanding in a non-linear fashion by making connections and drawing inferences.

(b) Ability to read with comprehension, and not merely decode: She should develop the habit of reading in a non-linear manner using various syntactic, semantic, and grapho-phonemic cues. She must be able to construct meaning by drawing inferences and relating the text with her previous knowledge. She must also develop the confidence of reading the text with a critical eye and posing questions while reading.

(c) Effortless expression: She should be able to employ her communicative skills in a variety of situations. Her repertoire must have a range of styles to

choose from. She must be able to engage in a discussion in a logical, analytical, and creative manner.

(d) Coherent writing: Writing is not a mechanical skill; it involves a rich control of grammar, vocabulary, content, and punctuation as well as the ability to organise thoughts coherently often using a variety of cohesive devices such as linkers and lexical repetitions through synonymy, etc. A learner should develop the confidence to express her thoughts effortlessly and in an organised manner. The student must be encouraged and trained to choose her own topic, organise her ideas, and write with a sense of audience. This is possible only if her writings are seen as a process and not as a product. She should be able to use writing for a variety of purposes and in a variety of situations, ranging from informal to very formal.

(e) Control over different registers: Language is never used in a uniform fashion. It has innumerable varieties, shades, and colours, which surface indifferent domains and in different situations. These variations, known as *registers*, should form a part of a student's repertoire. Besides the register of school subjects, a student must be able to understand and use the variety of language being used in other domains such as music, sports, films, gardening, construction work, cookery, etc.

(f) Scientific study of language: In a language class, the teaching approaches adopted and the tasks undertaken should be such that they lead a child to go through the whole scientific process of collecting data, observing the data, classifying it according to its similarities and differences, making hypotheses, etc. Thus, linguistic tools can and must play a significant role in developing a child's cognitive abilities. This would be much better than teaching normative rules of grammar. Moreover, this approach is particularly effective in multilingual classrooms.

(g) Creativity: In a language classroom, a student should get ample space to develop her imagination and creativity. Classroom ethos and the teacher–student relationship build confidence in the latter to use her creativity in text transaction and activities uninhibitedly.

(h) Sensitivity: Language classrooms can be an excellent reference point for familiarising students with our rich culture and heritage as well as aspects of our contemporary life. Language classroom and texts have a lot of scope to

make students sensitive towards their surroundings, their neighbours, and their nation. *(NCF-2005 Position Paper National Focus Group On Teaching Of Indian Languages, NCERT)*.

1.4.0 Language and Critical Thinking: Reference

Skills, Grammar, and Rhetoric

Pupils' introduction to writing at later stages could be through such authentic tasks as letter writing for people in their locality who need a scribe, and letter writing to other children (we may think of inter-school programmes to promote this activity), or to others in society who volunteer to correspond with the child. Emphasis must be laid on study skills: note-making, note-taking, and reference skills; and spoken and written communication skills: public speaking, interviewing, and debating, rather than on writing essays on well-worn topics. Exposure may be attempted to well-known speeches, and the structure of arguments (whether logical or emotional) may be analysed. Grammar can be introduced after basic linguistic competence is acquired, as a means of reflecting on academic language and an intellectually interesting activity in its own right. Some grammar is in any case necessary for the ability to meaningfully make use of dictionary entries, as learner-dictionaries now incorporate a fair amount of "grammar" and usage as notes and in their coding. Grammar is not a route for developing primary or usable knowledge of language, but it can serve as a tool for increasing the language repertoire and for understanding the construction of text "rhetoric" and argumentation. There is a persisting teacher concern that grammar is necessary for "accuracy" (as against "fluency") in language. This presupposes that the learner has had enough exposure to the language to produce it with sufficient systematicity to allow the identification of recurrent errors. *(NCF-2005 Position Paper National Focus Group On Teaching Of English, NCERT)*.

1.5.0 Principles of Instructed Second Language Acquisition

1.5.1 Different ways of focusing on form in instruction

- 1) Through inductive or deductive grammar lessons. An inductive approach to grammar teaching is designed to encourage learners to notice pre-selected forms in the input to which they are exposed; a deductive approach seeks to make learners aware of the explicit grammatical rule.
- 2) Through communicative tasks designed to provide opportunities for learners to practice specific grammatical structures while focused primarily on meaning.
- 3) Through opportunities for learners to plan how they will perform a communicative task before they start it and/or by corrective feedback(i.e., drawing attention to learners' errors during or after the performance of a task).

1.5.2 Ways in which instruction can take account of the learner's built-in-syllabus

- 1) Adopt a zero grammar approach. That is, employ a task-based approach that makes no attempt to predetermine the linguistic content of a lesson.
- 2) Ensure that learners are developmentally ready to acquire a specific target feature. However, this is probably impractical as teachers have no easy way of determining what individual students know. It would necessitate a highly individualized approach to cater to differences in developmental level among the students.
- 3) Focus the instruction on explicit rather than implicit knowledge, as explicit knowledge is not subject to the same developmental constraints as implicit knowledge. That is, learners can learn facts about the grammar of a language in any order, but they will follow a definite sequence when mastering grammar for communicative use.(*CENTER FOR APPLIED LINGUISTICS (CAL) digest December 2008*)

1.6.0 English in Present Scenario

English is the international link language and has emerged as the global language in the closing years of twentieth century itself. It is now consolidating its status as the global language for Universal communication.

Thus, there is a need for all citizens of the world to learn this language. Fortunately, this need has been recognised in our country and concerted efforts are being made to strengthen the teaching of English. The objective is to make the acquisition of English as natural as possible.

However, the global characteristics of English pose challenges too. In the area of English Language Teaching (ELT), one of the major challenges is with respect to Teaching of English to speakers of other Languages (TESOL). The usage of English worldwide has undergone a change. Languages have traditionally been taught from the point of view of the culture which they represent. But since English has become the representative of global civilization and as such the methodologies used to teach English should also be such as can ensure imparting of knowledge to a wider range of learners. In today's era of very quick information exchange, the most pronounced need of the learners as far as the global language is concerned is that they should also be able to use English with felicity for its basic functions i.e. communication.

(There is an innate language faculty has two important pedagogical consequences: given adequate exposure, children will acquire new languages with ease; and focus in teaching should be more on meaning than grammar).
(NCF-2005 Position Paper on Teaching of Indian Languages)

1.7.0 What is Collaborative Learning?

Collaborative Learning is a method that implies working in a group of two or more to achieve a common goal, while respecting each individual's contribution to the whole. (McInnerney, Robert 2004)

“Collaborative Learning is the use of small groups through which students work together to accomplish shared goals and to maximise their own and others' potentials” Johnson, Johnson and Holubec(ASCD 1994).

Collaborative learning refers to a family of instructional strategies in which students work together to enhance the learning of each other. In contrast to traditional, group work in collaborative learning, interaction between students is positive and goal oriented.

1.8.0 Collaborative Learning Practices

1. Positive interdependence

Each student in the same group has a unique contribution to make to the joint effort. Team members depend and rely on one another to achieve the goal. Each group member's effort is required and indispensable for group success.

2. Individual accountability

All students in a group must be accountable for contributing their own share of the work and mastering all of the material to be learned to the group's success.

3. Face-to-face promotive interaction

Although some of the group work may be parcelled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching, helping, supporting, applauding and encouraging one another in order to reach the group's goals.

4. Appropriate use of social, interpersonal, collaborative and small-group skills

Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.

5. Group processing

Team members set group goals, describe what member actions are helpful or not, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

(Johnson & Johnson, 1999; Johnson, Johnson & Holubec, 1991; Kagan, 1994)

1.9.0 Methods of Collaborative Learning

1) Structured team learning

It involves rewards to teams based on the learning progress of their members, and they are also characterized by individual accountability, which means that team success depends on individual learning, not group products.

2) Informal group learning methods

It covers methods more focused on social dynamics, projects, and discussion than on mastery of well-specified content.

Different Methods of Collaborative Learning

Categories	Methods
Structured Team Learning	<ul style="list-style-type: none">• Students Teams-Achievement Division (STAD)• Teams-Games-Tournament (TGT)• Cooperative Integrated Reading and Composition (CIRC)
Informal Group Learning	<ul style="list-style-type: none">• Jigsaw II• Learning Together• Think-Pair-Share• Group Investigation

1.9.1 Structured team learning

Student Teams-Achievement Division (STAD)

STAD is appropriate to use in a wide variety of subjects including mathematics, language arts and social studies. It is most appropriate for teaching well-defined objectives, such as mathematical computations and applications, language usage and mechanics, geography and map skills, and science facts and concepts.

According to Slavin (1995), STAD consists of four steps:

- 1) Whole class presentation
- 2) Group discussion
- 3) Test
- 4) Group discussion

1.10.0 Rationale of the Study

In today's educational setting, Collaborative learning is urgently needed to promote social relationship among students. In most of Indian schools, learning is characterized by intense and unhealthy competitiveness among students. A major challenges which the current educators face is how to enhance learning in the large classes where interaction between students is low. In learning process interaction and participation of the students is pre-requisite. Learning is enhanced when students learn actively, discuss and

exchange ideas with classmates keenly. Researcher has emphasized the use of constructivist approach through Collaborative Learning in the teaching of English Grammar which promotes quality of learning experience.

It is a great concern over a long period of time how Grammar should be taught to the students because Grammar is an integral part of any language. It is an important aspect without which a language cannot be said to have been learned. Grammar teaching should not be separated it should be integrated with teaching of language. A child learn its mother tongue naturally but in case of second language learning it is not easy to learn language naturally, without proper learning environment. In present scenario English is a global language so there is a dire need to learn this language so now the focus is on “Communicative Competence” i.e. basic proficiency in that language. So for teaching English where students in a small group get opportunity to learn English is collaborative learning method where students get the opportunity to communicate and perform a certain task for attaining desired goals and through meaningful discussion, students will be able to understand meaning, basic form and structure of the grammar and it is helpful for learning of language. Collaborative learning strategy is being used at all class levels in all subject areas across the world but its potential as an alternative to Traditional Teaching strategies has not been fully explored in the schools. Thus, the experimental study was designed to explore the “ The Effect of Collaborative Learning on Achievement in English Grammar of Class VII Students”

1.11.0 Statement of the Problem

The present study seeks to find out whether Collaborative learning has significant effect on learning of English grammar, here in this study the focus is on written form of language i.e. grammar ability of the students has been taken into consideration. Also the study seeks to answer the question of refinement of student’s participation and involvement in the class.

The problem of the investigation is worded as follows

‘The effect of Collaborative Learning on Achievement in English Grammar of Class VII Students’

1.12.0 Operational Definition of the Key Terms

1. *Collaborative Learning*: Collaborative Learning is a method that implies working in a group of two or more to achieve a common goal, while respecting each individual's contribution to the whole. (McInerney, Robert 2004).

Collaborative learning refers to a family of instructional strategies in which students work together to enhance the learning of each other. In contrast to traditional, group work in collaborative learning, interaction between students is positive and goal oriented. The students depend upon each other but each individual is accountable for his work as well as for the work of others.

2. *Meaning of Grammar*: Grammar is an integrated part of any language it cannot be separated in this study the term Grammar refers to basic proficiency in written form of English Language.

3. *Achievement*: In this study Achievement refers to get more marks in their post-test as compare to their pre-test marks of the students.

1.13.0 Variables under the Study

Variables are the characteristics or the conditions that a researcher observes, controls and manipulates in order to carry out the study.

The present study has got three types of variables:

1. *Collaborative Learning (independent variable)* Since the technique of learning will be altered and its effects will be observed on the other variable, Collaborative Learning will be the independent variable of the study.
2. *Achievement in English Grammar (dependent variable)* In this study Achievement refers to get more marks in their post-test as compare to their pre-test marks of the students.
3. *Extraneous variables* Some variables affect the conditions of the experimental concern, along with the independent variables. Such factors

are called extraneous variables. The present research has the following extraneous variables: pretest.

1.14.0 OBJECTIVES OF THE STUDY

The objectives of the study are:

1. To study the effect of collaborative learning on achievement in English Grammar of class VII students.
2. To study the effect of gender on achievement in English Grammar of class VII students.
3. To study the effect of interaction of gender and the treatment (collaborative learning) on achievement in English Grammar of class VII students.

1.15.0 HYPOTHESES

H₁ The students taught through collaborative learning will gain significantly higher scores as compared to their counterpart in Traditional method of teaching.

H₀ There is no significant effect of gender on achievement in English Grammar of class VII students.

H₀ There is no significant effect of interaction of gender and the treatment on achievement in English Grammar of class VII students.

1.16.0 DELIMITATIONS OF THE STUDY

Although the research intends to study the whole population, but due to time constraint the following research will be delimited to a particular area. So that the study can be done exclusively on the selected participants and as exact as possible results could be drawn.

1. The study has been delimited to a government school of Bhopal.
2. The study has been delimited to the Demonstration Multipurpose School.
3. The study has been delimited to the students of class VII