

**A Study to Investigate the Impact of Personification of
Grammar on Second Grade EFL in UAE**

دراسة تأثير استخدام طريقة تورية قواعد النحو الانكليزية على طلاب الصف الثاني
الغير الناطقين بها في الامارات العربية المتحدة

by

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of the requirements for the degree of
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Abstract

This study is designed to develop a new method of teaching that aims to improve the ability of second grade EFL learners in UAE to understand, retain, and apply grammatical concepts taught in class in different contexts inside and outside the classroom setting. The study seeks an alternative to the current teaching methods used to teach grammar due to the fact that students are usually scoring low grades in grammar assessments which demonstrate the presence of some flaws of such methods. Moreover, teachers are facing challenges to keep young learners engaged during grammar lessons. The new teaching method that has been developed, analyzed, and tested in this study is the “Personification of Grammar” (PoG). Three primary data collection methods were employed in this study, which are observation, interviewing, and document analysis. The interview involved three class teachers of Grade 2 (Class A, B and C) prior the application stage. Moreover, a post interview was conducted with grade 2B teacher. Additionally, an observation was conducted in class B alongside a document analysis of 22 students writing samples in six grammatical concepts before and after the application of the targeted method which will be referred to as PoG “Personification of Grammar” throughout the thesis. From this study, it was found that the implementation of PoG significantly improved the scores of students in all six grammatical concepts at individual and collective levels. Moreover, there was a notable improvement at the students’ level of engagement, attentiveness, and participation during grammar lessons. Furthermore, it enhances students’ ability to apply grammatical concepts orally in different contexts.

Key Words

Personification: Nishimura (2014) defined personification as a figure of speech in which something nonhuman such as an object, idea, or animal is given human attributes.

Personification of Grammar “PoG”: an innovative method to teach grammar where grammatical concepts become real characters in attractive stories.

الخلاصة:

الهدف من هذه الدراسة لتطوير استراتيجيه تعليم مبتكرة بهدف تحسين قدرة طلاب الصف الثاني الغير ناطقين بالانكليزيه في الامارات العربيه المتحده على تذكر واستيعاب و تطبيق قواعد النحو في اللغة الانكليزيه. تسعى هذه الدراسة لإيجاد البديل الأمثل للإستراتيجيات المستخدمة حالياً في تعليم قواعد النحو. وتتبع هذه الحاجه بسبب ضعف المتعلمين عموماً في قواعد اللغة وذلك واضح في نتائج التقييمات بالتالي هذا يشير إلى وجود خلل في هذه الطرائق. بالإضافة إلى الصعوبات التي يواجهها المعلمين لجذب انتباه المتعلمين و جعلهم يستمتعون خلال الحصة الدراسية.

قمنا في هذه الدراسة بتطوير وإختبار طريقه مبتكرة لتعليم قواعد النحو للصغار وسميت بطريقه تشخيص قواعد النحو. من أجل جمع المعلومات واختبار فعالية هذه الطريقه, قمنا باستخدام ثلاثه طرق لجمع المعلومات وهي كالتالي:

ثلاث مقابلات مع ثلاث معلمات للصف الثاني الإبتدائي للصفوف (Class A, B and C) قبل مرحلة التطبيق وواحدة اخرى مع معلمة الصف B بعد مرحلة التطبيق . بالإضافة إلى مراقبه ردود أفعال المتعلمين في الصف B أثناء فترة التطبيق. و أخيراً, قمنا بتحليل 22 نموذج من كتابات الطلاب أثناء استخدامهم لستة قواعد نحويه تعلموها بطريقه التوريه.

من خلال دراسة وتحليل النتائج سجل الطلاب تطور ملحوظ في استيعابهم لقواعد النحو وفي شدة الإنتباه خلال حصص النحو مما يدل على فعالية طريقه التشخيص لتعليم النحو للمتعلمين الصغار الغير ناطقين باللغة الإنكليزية.

المفردات:

التشخيص : في الوصف : هو إحياء الجماد ونفحه بالحركة والنشاط فيمسي وكأنه حي يسعي.

تشخيص قواعد اللغة الانكليزيه: هي طريق مبتكرة لتعليم قواعد النحو في اللغة وتحويلهم إلى شخصيات حيه في قصص جذابه ممتعه.

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1. Chapter 1: INTRODUCTION

1.1. Context/Background of the Study

Nishimura (2014) defined personification as a figure of speech in which something nonhuman such as an object, idea, or animal is given human attributes. Personification involves portraying nonhuman objects as having the ability to act and behave like humans (Nemes & Berariu, 2014). Consequently, personification can be defined in terms of adding the attributes of human characteristics to nonhuman creatures, items, inanimate objects, and ideas.

Given that young people enjoy reading and listening to stories, I found it appropriate to adopt storytelling techniques when teaching grammar to young EFL learners. The essence of embracing this teaching technique is to make learning of grammar attractive and interesting to learners with the ultimate aim of enhancing their level of comprehension and retention of vital grammatical concepts. Just as Ellis and Brewster (2014) asserted, the incorporation of storytelling in teaching sessions, particularly for young learners, not only improves their attention span in class but also enhances their ability to understand, remember, and apply the concepts taught in class in different contexts.

Therefore, I developed and implemented a teaching mechanism called “Personification of Grammar”, which I used to teach second grade EFL learners various grammatical concepts in the classroom setting. The development of this teaching method was majorly inspired by my abiding passion for storytelling and the indisputable fact that storytelling is attractive and interesting to children. I branded my method of teaching “Personification of Grammar” PoG because it involves giving life to different grammatical concepts, which are clearly inanimate, in order to make learners understand grammar better and become more engaged during grammar lessons. In essence, this teaching technique involves coming up with fictitious stories where different grammatical units/concepts become living characters to help learners understand, retain, and apply them correctly and easily in their daily use of English language.

This study is exploratory in nature. It adopts a qualitative research approach. It is designed to determine and analyze the impact of using “Personification of Grammar” teaching technique on the performance of grade 2 EFL students in English grammar. The study involves a detailed primary research that employs observation, in-depth interviews, and document analysis as the main instruments of data collection. The observation method of data collection involves reviewing carefully the reactions and behaviors of the learners during English grammar lessons when they are taught through the “Personification of Grammar” technique. The in-depth interviewing method will involve three second grade EFL learners in UAE. Document analysis method involves a review of 22 samples paper completed by second grade EFL learners to analyze their performance prior to and after the use of “Personification of Grammar” teaching technique. Their performance pre and post the implication will be compared to determine whether this new teaching method has a positive or negative impact on the learners` performance in grammar assessments.

1.2. Rationale of the Study

The rationale of this study is to develop a teaching method that aims to enhance the learning of grammar among second grade EFL learners in the United Arab Emirates. Although UAE’s population embraces people from diverse nationalities speaking different languages, yet Arabic remains the official and dominant language in the country. Consequently, English becomes the second language for the majority of young learners in the country. As they are likely to experience significant challenges in learning, comprehending, and applying different grammatical concepts it is pivotal to search for an alternative to facilitate grammar teaching and learning.

1.3. Objectives of the Study

This thesis has three main objectives:

1. To determine the impact of using ‘PoG’ teaching method on the level of comprehension, retention, and application of English grammatical concepts in daily use of the language among second grade EFL students.
2. To determine the level of engagement among second grade EFL students during English grammar lessons when using the “Personification of Grammar” method of teaching.

3. To determine and analyze various formative assessment techniques, which are adoptable to enhance learning among second grade EFL students when using the “Personification of Grammar” teaching technique.

1.4. Personification of the Grammatical Concepts

As aforementioned, this research study analyzes the development of the “PoG” technique of teaching as a proposed method for improving the performance of second grade EFL learners in English grammar. Personification is a figure of speech in which non-living objects are given the characteristics, abilities, and nature of human beings (Paxson, 1994). It involves describing innate objects and ideas having the ability to execute responsibilities that are only executable by human beings. Personification is a vital literary tool that is usually used as a technique in poetry. It also makes stories more interesting and appealing. Davies, Chun, da Silva, and Roper (2001) explained that personification enhances the comprehension of literary work.

This method of teaching involves storytelling, where the orator transforms grammatical concepts into living characters in stories. A study by Choi and Ng (2015) stated that incorporating storytelling in teaching makes learning more appealing and engaging to young learners. Suriyanti and Yaacob (2016) asserted that an interesting and engaging learning environment plays an essential role in enhancing the learning process. On the contrary, learning becomes frustrating to learners whenever tedious teaching techniques are used (Barnes-Hawkins, 2016).

A study conducted by Symons (2015) stated that young students are more likely recall concepts taught to them through storytelling techniques than they are to recall concepts taught to them through ‘traditional’ lecturing methods.

Personification of Grammar method of teaching involves developing stories where abstract grammatical units become living characters. For example, while teaching subject-verb agreement, which is a vital grammatical concept, the educator can develop a story below.

“Is is the younger brother to Are. Is has a cool personality in the sense that he plays exclusively with a singular subject at a time. Thence, he (Is) is only found in the midst of singular subjects. Conversely, Are is an outgoing person. He is only found in the midst of

many subjects. As such, he exclusively represents plural subjects. As time passed, Is grew up and became Was. Although Is transformed to become Was after many years, he remained a person with composed character and personality who was shy and could only be found in the midst of a singular subject. On the other hand, Are grew up to become Were. Just like Is, Are maintained his outgoing personality, and could only be found in the midst of plural subject at any given time.”

The above story is bound to be interesting to young learners, and they are anticipated to easily remember its flow from the beginning to the end. Throughout the storytelling session, young learners will remain highly engaged because they will be anxious at any given time to know what happened next to either Is or Are. As a teacher, I am anticipated to capitalize on the attention that I receive from children during this storytelling session to teach my young students numerous grammatical concepts that include subject-verb agreement, past tense, singular, and plural. Therefore, it is anticipated that this method of teaching PoG(Personification of Grammar), which gives grammatical concepts humanly traits and/or capabilities, would be appealing to learners aged between 5 and 8 years. Furthermore, this teaching technique is expected to improve comprehension among young learners particularly because it introduces grammatical concepts and terminologies, such as subject-verb agreement, past tense, singular, and plural, to learners in an interesting manner (Choi and Ng, 2015). Therefore, it is justifiably arguable through empirical research that the “PoG” technique of teaching could be effective in improving comprehension of grammatical concepts among young learners mainly because it unconsciously introduces grammatical concepts and terminologies to students through a fun learning experience that is based on storytelling techniques.

1.5. Significance of the Study

This study provides an alternative to the current teaching methods and introduces a method that would facilitate the learning of English grammar. The following is a highlight of the significance of the study.

- It designs and uses primary research to test the efficiency of a new method of teaching English grammar (PoG) for grade 2 EFL students in the UAE.

- The study demonstrates the importance of incorporating storytelling techniques in teaching core grammatical concepts. This is vital because storytelling not only improves the command of English language (both verbal and written) among ESL learners, but it also makes teaching and learning of the language interesting to both instructors and students respectively.
- The study also uses primary and secondary research to analyze different formative strategies that are adoptable to improve learning of English grammar among EFL learners using the “PoG” teaching method. This aspect of the study is significant, particularly to educators of English grammar to ESL learners, because it provides a framework for assessing the performance of ESL learners in English grammar, which enhances the teaching and learning of the language.

1.6. Structure of the Study/Dissertation

This dissertation is divided into six main chapters. The first chapter is the introduction, which provides a detailed reflection of the study to give readers an elaborate and candid clue of what the study is all about. This chapter covers numerous subheadings that give a breakdown of the key aspects of the study and concepts covered in the dissertation. The main subtopics covered in this chapter are: context of the study, study rationale, and objectives of the study. The following chapter is the literature review. This chapter forms the cornerstone of arguments and findings. The chapter involves citation of numerous secondary sources of information that are relevant to the topic of study to support its key assertions and legitimize its arguments. Moreover, credible sources are included such as peer reviewed journals, books, and professional reports. Additionally, it covers the theoretical framework of the study alongside studies in the field of grammar to review the challenges faced by the educators. The third chapter is the methodology. It analyzes the research design employed in the study, particularly the primary research method. Furthermore, it provides a framework for the data collection methods employed to collect, record, and analyze primary data used to arrive at the key findings of the study. This chapter covers areas such as the research design, data collection instruments and methods, and the ethical

frameworks for completing the research study. After that, there will be a dedicated chapter for results and discussion. This chapter provides a comprehensive analysis of the findings attained in the study following the primary and secondary conducted research. Furthermore, it analyzes whether or not the study has been able to meet its key objectives, respond to its research questions, and prove or disprove its research hypotheses through evidence from the primary and secondary research conducted.

The conclusion and recommendation is the sixth chapter which captures a detailed summary of the entire dissertation. It highlights the key findings of the study and illuminates the major assertions made and supported by primary and secondary research in the study. This chapter also provides recommendations of the study based on its strengths, weaknesses, and general findings. Additionally it recommends further research areas, which is related to the topic of study in this dissertation.

Finally, a chapter has been dedicated for the purpose of analyzing the drawbacks or weakness of the study completed through the research design. Generally, the chapter highlights areas that may have compromised the legitimacy and reliability of the study.

2. CHAPTER 2: LITERATURE REVIEW

The official language in the United Arab Emirates is Arabic (Al Baik, 2008). This implies that the formal language widely spoken across the country is Arabic (Al Baik, 2008). In this case, English becomes a second language to many people in the UAE. As Tabors and Patton (2014) and Mitchell, Myles and Marsden (2013) explain, students who learn English as second language often experience more difficulty in mastering important grammatical concepts as compared to native speakers of the language. As a result, it is recommendable that the education system in the UAE embraces a curriculum that not only allows learners to get exposed to the English language at a very young age but also improves the level of efficiency in the teaching techniques of this foreign language (Donnelly, H. (2015).

One of the effective strategies adoptable to enhance comprehensibility and attractiveness of the English language among non-native speakers is the adoption of teaching methods that incorporate storytelling (Sari, 2016). Stories are often interesting and appealing, especially to young learners. Generally, young learners are able to improve on their vocabulary in a second language through listening to and reading of stories (Ma, Anderson, Lin, Zhang, Morris, Nguyen-Jahiel and Grabow, 2017). They are also able to enhance their eloquence in a foreign language by actively participating in storytelling sessions either as listeners or orators. Furthermore, children are more likely to remember grammatical concepts taught to them in storytelling sessions. This is majorly because they are normally engaged during these sessions; hence they likely to pay attention to every word and concept put across to them during these sessions (Ma at al., 2017). Moreover, Children learn by listening and emulating (Ma at al., 2017). Therefore, by listening to how an orator (in this case a teacher of English) uses language in storytelling sessions, they grasp and emulate the same use of language. It is in this regard that this chapter of the paper uses evidence from legitimate secondary sources to analyze the significance and impact of incorporating storytelling techniques in teaching of English grammar among ESL students.

2.1. Theoretical Framework

2.1.1. The Theory of Cognitive Development

This theory is popularly known as Piaget's theory of cognitive development. It does explain the process of constructing mental model of the world and/or an environment among children. In essence, the cognitive development theory is opposed to the idea that intelligence among human beings is a fixed trait (Piaget, 2000). Rather, suggests that cognitive development is a gradual process that occurs as a result of biological maturation as well as interaction with the environment (Ginsburg and Opper, 1988). As an employee of the Binet institute where his main job was to translate questions on intelligence tests from English to French, Piaget was fascinated by the reasons given by children to justify their wrong answers to questions which involved logical thinking. This was his main motivating factor for developing the cognitive development theory, specifically because he was convinced beyond reasonable doubts that the incorrect answers give by children revealed significant variation between how adults think and how children think (Piaget, 2000). Initially, Piaget described the cognitive development theory as the genetics of epistemology, which generally means the origin of thinking (Wadsworth, 1996). The principle objective of this theory was to determine and analyze ways through which fundamental concepts such as the idea of time, number, causality, quantity, and justice emerged among children (Piaget, 1964). As such, the theory provided a framework for designing and implementing a systematic study of the mental development of people from the infant stage to the adult stage (Piaget, 1976; Wood, 1998).

The theory of cognitive development shows that hat children are just as competent thinkers as adults except that they think in extremely different ways compared to adults (Wood, 1998). It explains that children are born with basic mental structure on which subsequent learning and knowledge is based (Singer and Revenson, 1997). This is to mean that the brains of infants are virtually blank at the time of birth and acquire knowledge gradually as the child undergoes biological maturity and interacts with the environment. Essentially, the theory of cognitive development serves to explain the idea that mental growth/development is a progressive process where cognitive processes are reorganized based on biological maturation and environmental experience (Fischer, 1980).

The cognitive development theory is segmented into three main components, namely; schemas, assimilation and accommodation, and stages of cognitive development. Sigel and Hooper (1968)

define schemas as the building blocks of cognitive models, which enable a person to form a mental representation of the world. The schema is likened to an ‘index card’ that is placed or installed in the brain of a child, which serves to signal his or her reaction to incoming stimuli or information (Fischer, 1980). Whenever the existing schema of a child is capable of explaining a phenomenon in his/her environment, it is termed to be in a state of equilibrium and/or cognitive balance (Sigel and Hooper, 1968). In a nutshell, a schema is a set of mental cognitive representation of the world that enables a person to understand and react to situations in their environments. This argument of the cognitive development theory is based on the assumption that a person’s brain stores mental representations in the schema and apply it whenever a similar phenomenon or reaction occurs in the future (Sigel and Hooper, 1968). For instance, infants have suckling reflex. This reflex is triggered by a touch to the lips of babies. This is why, whenever something comes in contact with a child’s lips whether the nipple or a finger, the child is anticipated to automatically and/or subconsciously begin to suckle. In this context, the theory of cognitive development point to the fact that infants have “suckling schema” (Sigel and Hooper, 1968).

As aforementioned, assimilation and accommodation is also a vital component of the cognitive development theory. Primarily, the theory suggests that intellectual growth is a process of adjustment and/or adaptation to the world (Wadsworth, 1996). In this context, it explains that assimilation is the use of an existing schema to respond to a new situation (Sigel and Hooper, 1968), whereas accommodation is the adjustment of the brain to deal with and/or respond to a new situation (Wadsworth, 1996). The state of equilibrium in a child’s brain occurs when his or her schemas are capable of dealing with and responding to information to which they are exposed through the process of assimilation (Sigel and Hooper, 1968). On the contrary, the state of disequilibrium occurs whenever the brain of the child, through the existing schemas, is unable to effectively deal with new phenomena and information through the process of assimilation (Sigel and Hooper, 1968).

In support of the ideas of the cognitive development theory, Wadsworth (1996) stated that learning among young people and adults alike is motivated by the desire to attain the state of equilibrium in the brain. In essence, human beings do not like being frustrated. As such, they will

find ways to restore mental balance, particularly in situations where they are unable to deal with specific situations to which they have been exposed. In order to eliminate the frustration, they end up mastering the new challenges exposed to them through the process of accommodation (Wadsworth, 1996). This drives the learning process.

The third component of the cognitive development theory is the stages of mental development. The theory outlines four distinct stages of cognitive development, which collectively expand the intellectual capability of a person majorly through an increase in the sophistication of his or her thoughts (Wood, 1998). The first stage of mental development according to the theory is the sensorimotor stage. This stage occurs during the early stages of human life, particularly from the time of birth until when the child is 2 years old (Piaget, 1965). During this stage, the child develops an ability to form a mental representation of a given object (Piaget, 1965). The second stage is the preoperational stage. During this stage, children develop the ability to think about things symbolically evident in the mental capability to make one thing stand for something else other than itself (Piaget, 1965). According to Sigel and Hooper (1968), the third stage which is the concrete operational stage, is a major turning point in the process of cognitive development of a child, particularly because it signifies the beginning of logical and operational thinking. This implies that a child begins to develop the ability to work things out within their brains and make reasonable and/or logical decisions concerning different situations to which they are exposed (Piaget, 1965). . The fourth stage occurs at the age 11 and above. During this stage ,which is called the formal and operational stage, people develop the ability to think about abstract concepts (Sigel and Hooper 1968). They are able to use logical thinking to test hypotheses and make rational decisions about different events or situations (Piaget, 1965). Lourenço and Machado (1996) supported the ideas of the cognitive development theory by explaining that cognitive development is a gradual process, which is directly related to biological maturation of a person. They pointed explicitly that as a person grows biologically; his or her mental ability grows as well. Therefore, the major difference between the logical thinking of a child and an adult is biological maturity, and not the levels of intelligence (Lourenço and Machado, 1996). Moreover, Flavell (1992) supported the assertions of the cognitive development theory by explaining that the interaction with the environment is also a significant factor that determines cognitive development of a person. This argument is complementary to the idea of the cognitive development theory, which suggests that mental develop is a progressive process that is

influenced by interaction with the environment. Even though Jean Piaget did not explicitly relate his theory to education (Piaget, 2008), many research studies by scholars and educationists have explained how the ideas of theory of cognitive development are applicable in the teaching and learning process, especially among young learners (Fosnot and Perry, 1996). In support of this assertion, Fosnot and Perry (1996) pointed that theory of cognitive development have made a significant impact on the practice of education in many perspectives. Specifically, the theories are based on the idea that education ought to be developmentally appropriate (Demetriou, Efklides and Shayer, 2005). This implies that for educational practices to be effective, the systems must put in place an environment, a curriculum, materials, and instructions, which are suitable for the target learners in terms of physical and cognitive abilities, and in congruence with their social and emotional needs (Demetriou et al., 2014). From this viewpoint, it is indisputable that the theory of cognitive development has been extremely influential, particularly in the development policies that guide the teaching and learning practice.

Most notably, a review of the curriculum for primary education by the United Kingdom's government in 1966 was based majorly on the ideas of the theory of cognitive development (Education and Science Department and Plowden, 1967). As pointed in the *Plowden Report of 1967* the review of the U.K.'s primary school syllabus was founded on the concept of discovery learning, which as stipulated in the theory of cognitive development, is the idea that children learn effectively and attain optimum academic results by through experimentation, which involves emulating what the instructor is doing and actively exploring the concepts being taught to them in classroom settings. Based on the key ideas outlined in the theory of cognitive development, the *Plowden Report*, which recommended the transformation of the primary school curriculum in the U.K., emphasized on five main themes, which are individual learning, centrality of play in children's learning, flexibility in the primary curriculum, learning by discovery, and the significance of evaluation in the learning process to determine the progress of children in terms of their academic performances (Blackstone, 1967; Kogan, 1987). This is a perfect example of how the theory of cognitive development has been adopted in the education system to enhance the performances of young learners.

Additionally, the Piaget's theory is founded upon the concept of biological maturation and stages (Gerber, Cavallo and Marek, 2001), which is the notion of "readiness" in the education practice. Similar to the assertion of the social development theory as aforementioned, the theory of cognitive development outlines that educators and designers of educational curriculum must put into consideration the fact that grammatical and other educational concepts should exclusively be taught to learners when they are cognitively ready (Kozulin, 2003). This is to imply that only concepts that are within the children's mental capability or scope should be introduced to them in classroom settings. Kaufman (2004) added credibility to this assertion when he stated that the theory of cognitive development suggests that children should not be taught certain (complex) academic concepts unless they have reached appropriate stages of cognitive development where their mental capabilities have matured enough to process, comprehend, and master the new concepts introduced to them. Therefore, this concept can be incorporated in the "PoG" method of teaching to make sure that the teacher develops fictitious stories that are expected to cover grammatical concepts that are in tandem with the stage of cognitive development for learners to enable them comprehend the information, internalize it, and eventually apply it in their daily use of the English language.

Gerber et al. (2008) further stated that the theory of cognitive development, suggests that assimilation and accommodation (which are among the three main components of the theory of cognitive development alongside schemas and the stages of cognitive development) require an active rather than passive learner mainly because the process of learning involved the mastery of problem-solving techniques, which cannot be taught but discovered. A similar sentiment was shared by Fosnot and Perry (1996) who categorically asserted that learning in the classroom setting should be student-centered and must be accomplished through active discovery learning. This means that according to the theory of cognitive development, the role of a teacher in a classroom setting is to facilitate learning and not to direct tuition (Gerber et al., 2008; Kaufman, 2004). As such, teachers are mandated to check whether students have given correct answers to questions, but concentrate more on trying to understand the process that learners used to arrive at the given answers whether they are correct or wrong (Kaufman, 2004). This aspect of the theory of cognitive development is directly applicable in the use of "PoG" method of teaching in the sense that the teacher will be mandated to appreciate the learning experience that is based on the

learners' current cognitive functioning in which they take time to understand the methods used by learners to arrive at particular conclusions, before providing appropriate guidance for them on the process of arriving at the right conclusions (Gerber et al., 2008). Essentially, just as the theory of cognitive development pointed out, the "PoG" method of teaching should be designed and implemented in such a way that it focuses more on the process of learning rather than the end product.

Moreover, the theory of cognitive development emphasizes on the recognition of the importance of students' self-initiated and active involvement in learning activities in enhancing their academic performances (Kaufman, 2004). In this regard, the "PoG" method of teaching should take an approach in which the presentation of ready-made knowledge by the teacher to the learner is discouraged, and learners are encouraged to discover knowledge for themselves through spontaneous interaction with their teachers, peers, and the environment in general (Kaufman, 2004). For instance, teachers of grammar who use the "PoG" technique is anticipated to initiate a wide range of activities such as group assignments and presentations, and narration of creative stories that are themed around specific grammatical concepts to allow students to conceptualize and internalize specific grammatical concepts through their interactions with their colleagues and the environment (Piaget, 2000; Demetriou et al., 2005).

The theory of cognitive development also suggests that children should be allowed to think like children and not to be compelled think like adults. Piaget (2000) explained that teaching of information that is beyond the learners' cognitive scope has more damage than not teaching them at all. This is because, it leads to superficial comprehension of adult formulas among young learners, rather than attaining true cognitive understanding of specific educational concepts introduced to them (Demetriou et al., 2005). Thence, while using the "PoG" method of teaching, educators should not try to speed up cognitive development among young learners by exposing them to complex grammatical concepts but should be patient with them to take them through grammatical concepts that are in congruence with their various stages of cognitive development, and advance gradually to more complex concepts as their cognitive development advances (Piaget, 2000; Demetriou et al., 2005).

Piaget's Theory

Stage	Age Range	Description
Sensorimotor	0-2 years	Coordination of senses with motor response, sensory curiosity about the world. Language used for demands and cataloguing. Object permanence developed
Preoperational	2-7 years	Symbolic thinking, use of proper syntax and grammar to express full concepts. Imagination and intuition are strong, but complex abstract thought still difficult. Conservation developed.
Concrete Operational	7-11 years	Concepts attached to concrete situations. Time, space, and quantity are understood and can be applied, but not as independent concepts
Formal Operations	11+	Theoretical, hypothetical, and counterfactual thinking. Abstract logic and reasoning. Strategy and planning become possible. Concepts learned in one context can be applied to another.

Figure 1: Stages of Mental Development According To Piaget's Theory of Cognitive Development (Adapted from The Psychology Notes Headquarters, p 15)

2.1.2. The Sociocultural Theory

The theories developed by a great psychologist, Lev Vygotsky, have been greatly embraced in the field of psychology, and have become the foundation of the Social Development Theory (Vygotsky and Rieber, 1997). The social development theory suggests that social interactions contribute enormously towards the development of cognition (Vygotsky and Rieber, 1987). It explains categorically that virtually every aspect of cultural development of a person occurs in two phases, which are at the social level and then at individual level; and between (among) people (inter-psychological), and then within oneself (intra-psychological) (Kozulin, 2003). Generally, the social development theory is based on the foundational perception that every high function of a person begin first as an actual interaction with or having a relationship between people.

According to Berk and Winsler (1995), the social development theory explains consciousness in humans as an end product of socialization. In support of this assertion, Midgley

(2013) pointed that the first utterances between children and their parents or peers are usually for communication purposes, but are internalized to become 'inner speech' following their internalization by a child. This is an example of the application of the social development theory, particularly with regard to social interaction, in cognitive development of a person (Kozulin, 2003). Therefore, it is deducible that the social development theory is based majorly on the belief that communities contribute exponentially towards the process of "making meaning" (Berk and Winsler (1995).

Contrary to the argument by Piaget in the theory of cognitive development where he asserts that development must precede learning (Piaget, 1965), the social development theory suggests that social learning usually tend to precede development (Kozulin, 2003). Wertsch (1986) supports this argument by pointing out that it is virtually impossible to understand a person's development without referring the social and cultural contexts within which he/she is embedded. Similarly, Lantolf and Appel (1994) supported the idea of the social cognitive development theory by stating that cognitive development originates from social interactions, particularly within the context of guided learning in the zone of proximal development. This is to imply that, just as the social development theory suggest, the social and cultural environment within which a child is raised does greatly influence his/her way of thinking and what he/she thinks about (Vygotsky and Rieber, 1997).

The social development theory also explains explicitly that adults, especially parents and teachers, are often the most important source of cognitive development for children (Kozulin, 2003). This argument is justified by the fact that adults usually transmit the tools of intellectual adaptation in as far as culture and socialization is concerned to their children for internalization (Lantolf and Appel, 1994). As such, the interaction within the social and cultural environment enables children to develop key mental functions like the sense of attention, sensation, perception, and memory, which progressively develop into complex mental processes that are referred to as higher mental functions in the theory of social development (Vygotsky and Rieber, 1997). For instance, whereas memory in children is limited majorly to biological maturity (Lourenço and Machado, 1996), the cultural context within which a child is raised determines the kind of memory enhancement strategies that a child is expected to develop and master. A perfect example to support this assertion is the fact that in the modern culture where literacy levels and technology innovations are high, children are likely to take notes either on paper or computing

devices like phones and laptops to aid memory whereas in the ancient culture where the society was largely illiterate, they could carry pebble or tie knots in strings to enhance memory (Vygotsky and Rieber, 1997). Therefore, just as it is explained in the social development theory, the environment within which a person lives and the kind of people to which he/she is exposed may not necessarily determine his/her memory ability but may greatly influence the tools of intellectual adaptations that a child uses to enhance his/her memory (Lantolf and Appel, 1994). Essentially, the main argument of the social development theory is that tools which aid intellectual adaptation vary among different cultures, hence influence the cognitive development of children differently (Lantolf and Appel, 1994).

Social influences on cognitive development.

Similar to the cognitive development theory, the social development theory is based on the belief that children are highly curious; as such, they are actively involved in their personal learning as well as the discovery and development of new understandings (Lantolf and Appel, 1994). In this regard, the social development theory suggests that learning among children often occurs through social interactions with skillful tutors (Wertsch, 1986). In this context, the tutor is not necessary a teacher in the school setting or a parent, but anyone with more knowledge on a given topic than the child being taught. The tutor, through verbal or practical instructions, may model or influence the behaviors of children (Lantolf and Appel, 1994). This process, as outlined by Wertsch (1986) is referred to as collaborative or cooperative dialogue. This process functions such that the curiosity nature of the child triggers him/her to develop the desire to understand the instructions and/or actions passed across to him/her by the tutor, then internalizes them before subsequently using the knowledge acquired to guide or regulate their own performances (Lantolf and Appel, 1994). For example, if a child is given a jigsaw for the first time, he/she is unlikely to solve the puzzle properly by him/herself. However, if an instructor sits beside him/her and demonstrates to her the basic strategies for solving the puzzle, the child will be able to improve his/her competence in as far as using the jigsaw is concerned. As such, once he/she masters the tricks of successfully solving the puzzle using the jigsaw, the instructor is able to let him/her solve more puzzles independently. This is an explicit explanation of the application of the social development theory in enhancing cognitive development. Particularly, the example shows that

social interactions, which involve collaborative interaction especially between a child and a tutor, contribute significantly towards promoting the child's cognitive development (Kozulin, 2003).

Flavell (1992) stated that the social development theory is better understood within the context of two principles, which are the More Knowledgeable Other (MKO) and the Zone of Proximal Development (ZDP). MKO principle asserts that a person with better understanding than the learner regarding a given topic or concept, process, or task takes the initiative to direct or instruct the learner through cooperative interaction in order to improve his/her (the learners') cognitive development (Flavell, 1992). While it often happens that the MKO is a parent, teacher, or responsible adult, he/she may as well be a peer of the learner or even younger than the learner provided he/she has better understanding and/or more knowledge or experience than the learner in that specific field. On the other hand, the ZDP principle explains the need to bridge the gap between knowledge that a child can acquire independently and that which he/she can only acquire following guidance and encouragement from the MKO (Tudge and Rogoff, 1999). ZDP is the specific areas where the most important and sensitive instructions and/or guidance ought to be given to a child in order to enable them acquire skills that they will use independently to develop higher mental functions (Wertsch, 1986). Therefore, the MKO and ZDP principles as explained in the social development theory are used concurrently to promote cognitive development among children (Flavell, 1992; Wertsch, 1986). In addition, Midgley (2013) supported the ideas of the social development theory when he explained that learning, especially in the formal educational setting, is achievable through collaborative interaction between the learner and a more knowledgeable person in the field of study (MKO) and within the learner's level of cognitive development (ZDP). The social development theory is one of the most applied theories in the field of education (Piaget, 2008). For instance, Moll and Whitmore (1993) affirmed that "reciprocal teaching" is one of the dominant educational applications of social development theory in the contemporary global society. Through the application of the theories, educators and learners are able to establish collaborative relationships, which help students to develop key educational skills such as summarizing, clarifying, questioning, and predicting (Piaget, 2008). According to Mahn and John-Steiner (2002), one of the principles of the social development theory is the concept Zone of Proximal Development (ZPD), which is based on the idea that cognitive development is defined by what a person (in this context; a second grade EFL

Learners in UAE) can do independently as well as what he/she can do with the assistance of an adult or a more competent peer (in this context; a teacher) (Moyles, Hargreaves and Merry, 2003). By understanding this principle of the theory, a teacher is able to determine what the child already knows in as far as learning of English grammar is concerned vis-à-vis what the child needs to have learnt at the end of the lesson or within a given period. By so doing, the teacher is able to identify specific grammatical concepts that his/her students are unfamiliar with, and provide them with relevant instructions that are expected to enable them to be acquainted with them, and eventually apply them in their day-to-day use of the English language independently (Moyles et al., 2013).

The application of the social development theory also provides a framework for developing and implementing curriculums in English grammar in a way that is anticipated to be beneficial to young learners. Schütz (2004) asserted that in order for a curriculum to be developmentally appropriate based on the ZPD principle of the social development theory, the educator needs to plan for activities that not only encompasses grammatical concepts that learners are capable of understanding and applying correctly on their own, but also what they can only learn with the assistance of a person who is more knowledgeable than them. Moreover, the ZPD principle of the Vygostky's theory emphasize that not everything is eligible for teaching to EFL learners, rather, only concepts and/or instructions that fall within their acceptable Zone of Proximal Development (Piaget, 2008). With this, children will only be taught concepts that are within their scope to avoid overstretching of their minds (Schütz, 2004), which may hinder their cognitive development and make them frustrated. For instance, if a learner finds it extremely difficult to correctly pronounce a specific English word even after several prompts, the social development theory recommends that the teacher should not persist instructing the child on the same word because it is likely that it (the word) is beyond his/her (the child's) cognitive capability (Schütz, 2004). As such, this theory suggests that teachers must instruct learners exclusively on skills and grammatical concepts that are within their scope to allow their cognitive development (Kozulin, 2003) Therefore, by applying the social development theory in teaching English to second grade EFL learners in UAE using the "PoG" method, teachers must ensure that the grammatical concepts, which they introduce students to, are not too difficult and complex for their minds to understand. This is expected to consequentially make the "PoG" teaching method effective and

impactful to the learners' comprehension, retention, and application of the grammatical concepts in their everyday use of the language, particularly because it is anticipated to help them to realize optimum cognitive development rather than make them feel frustrated for being unable to understand concepts that are way beyond their cognitive scope (Kozulin, 2003).

Furthermore, the social development theory can be directly interlinked with the "PoG" method of teaching in the sense that it advocates for cooperative learning activities between the teacher and students within the latter's zone of proximal development (Mahn and John-Steiner, 2002). This implies that in tandem with the More Knowledgeable Other (MKO) principle of the social development theory, a teacher (who is a person with better understanding of grammatical concepts than his/her students) is mandated to give instructions to learners within their ZPD through cooperative interaction on the verge to improve their (learners') cognitive development (Kozulin, 2003). In line with the social development theory, the teacher who uses the "PoG" method of teaching will be required to take up the initiative of helping learners to understand various grammatical concepts that are within their Zone of Proximal Development to equip them with the knowledge they need to become conversant with the concepts and apply them accurately and independently in their day-to-day use of the English language (Kozulin, 2003). In this situation, the teacher does not simplify the task of learning grammatical concepts to students, rather, he/she equips them with the ability to expand their cognitive capability and be able to understand and apply the concepts that they were previously unfamiliar with in proper, accurate, and independent manner (Mahn and John-Steiner, 2002).

Therefore, it is clear that there exists sufficient empirical evidence showing that the principles and key ideas of the Vygotsky's theory (particularly the MKO and ZPD) can be integrated with the "PoG" method of teaching to achieve optimum results from second grade EFL learners in UAE. Generally, just as it is suggested in the social development theory, the role of the teacher in the "PoG" method of teaching declines over time since he/she is only obliged to use grammatically themed stories to introduce students to specific grammatical concepts and guide them towards their comprehension, before letting them to use their own cognitive abilities to internalize them and eventually apply them in their daily use of the English language properly and independently

2.1.3. Construction Grammar

Construction Grammar (CxG) comprises of a variety of models of grammar, which are founded on the perception that grammatical construction is the primary unit of grammar (Croft, 2001). The CxG is based on the idea that the grammar of any language is made up of taxonomies of families of constructions (Goldberg, 1995). In this theory, ‘construction’ refers to the conventional pairings of form and meaning (Croft, 2001). Since the days of Aristotle, ‘constructions’ have remained the major advances in the study of grammar (Goldberg, 1995). Fundamentally, the CxG is guided by three foundational principles, which are: language should be considered a mental or cognitive system; there must be a way of integrating structures in order to create novel utterances; and the non-trivial theory of language learning is needed (Goldberg, 2003).

The constructionist approach of learning grammar, which is explained comprehensively through the Construction Grammar Theories, as outlined by Goldberg (2003), is based on seven key tenets. The first tenet of the constructionist approach of learning language is that all levels of description involve the pairing of form with a discourse or semantic function, which may include idioms, words, and abstract phrasal patterns (Goldberg, 2003). The second tenet is that emphasis must be placed upon subtle aspects of how events and/or states of affairs are conceived. The third tenet is that, ‘what you see is what you get’ approach to syntactic form is adoptable in learning of language. This principle implies that there are no underlying levels of syntax or any other form of phonologically empty elements of language is posited (Goldberg, 2003). The fourth tenet states that constructions are learnt based on the input and overall cognitive or mental mechanisms; hence, are expected to vary cross-linguistically (Goldberg, 2003). The fifth tenet asserts that cross-linguistic generalizations are explainable through the appeal to general cognitive constraints in regard to the functions of relevant constructions involved (Goldberg, 2003). The sixth tenet states that language-specific generalizations across constructions are captured through inheritance networks, which is similar to those posited to capture the non-linguistic knowledge of a person (Goldberg, 2003). The seventh and final tenet of the

constructionist approach to learning of language states that a person's knowledge of a given language in its entirety is captured by a network of constructions (Goldberg, 2003).

Croft (2005) and Diessel (2013) stated that constructions, as implied in the CxG, are symbolic entities in which a specific function or meaning is mapped onto a particular form. Diessel (2013) was more specific in his analysis of the concept of constructions in the sense that he segmented it into three parts, which are the early item-based constructions, the emergence of constructional schemas, and the emergence of complex sentence constructions. The early item-based constructions are founded on the perception that earliest utterances that children as well as learners of unfamiliar languages produce consist of isolated words (Diessel, 2013). The isolated words are usually built upon a specific communicative situation, and are often used as holistic symbols that learners of a language use as speech acts to accomplish specific communicative objectives or goals. In this regard, Jianming (2008) explained that once a person who is learning a given language internalizes isolated words and masters their application, he/she begins to use a little complex phrases that comprise of multiple (two, three, or even four) words that can be interlinked to make grammatical sense. In many cases, the emergence multi-word constructions come about when learners combine two or more words that they were previously familiar with as isolated words (Jianming, 2008).

The second segment of the constructionist approach as stipulated by Diessel (2013) is the emergence of constructional schemas. This segment explains the concept of constructions in which learners of a language uses affixes or words, which are irreplaceable by other lexical expressions (Booij, 2010). This implies that learners use languages that include lexically specific constructions, which revolve around specific words (Booij, 2010). The third segment is the emergence of complex sentence constructions ((Diessel, 2013). This construction (complex sentences) involves a combination of two or more clauses, which are often, complement clauses, relative clauses, and adverbial clauses (Bybee, 1998). According Diessel (2013) complex sentences normally originate from simple non-embedded sentences, which are gradually transformed into bi-clausal constructions (Diessel, 2013). In the same vein, Green (2017) supported the main ideas of the construction grammar theories by explaining that item-based constructions, constructional schemas, and complex sentence constructions are the basic

approaches to English clause grammar since they provide the basis of mastering, retaining, and using isolated English words to develop clauses and sentences that are sensible and logical, which is the paramount for communication. Although there are no many credible research studies that directly link Constructions of Grammar theories to the education setting, there are few studies that explicitly explain the applicability of this theory in the classroom setting. Specifically, as outlined above, item-based constructions are founded on the idea that learners of a language often familiarize themselves with isolated world. In this regard, the teacher who uses “PoG” technique of teaching is expected to introduce students to isolated words, explains their meaning to them in explicit and easy-to-understand ways, and demonstrates to them their application in sentences by narrating to them fictitious stories are developed based on the intended grammatical concepts. With this, learners get to internalize these words, and apply them in their day-to-day use of the English language. Moreover, the mastery of the applicability of specific grammatical concepts by students is expected to give ESL learners a credible background in the English language, which they are expected to use through exploratory initiatives to familiarize themselves further with the applicability of these concepts in other contexts (Diessel, 2013).

The second aspect of the constructionist approach of grammar as outlined in the Construction of Grammar theories that is applicable in the “PoG” technique of teaching is the emergence of constructional schemas. This aspect of the constructionist approach to learning grammar suggests that students use phrases that have standard formats or constructions; hence cannot be replaced by any lexical expressions (Collentine, 2000). Therefore, a teacher who uses the “PoG” method of teaching could use the standard phrase like proverbs or maxims to demonstrate to learners the applicability of different grammatical concepts like metaphors and similes in different contexts (Diessel, 2013).

2.2. Different Strategies Adopted to Enhance Learning Grammar

English is among the most spoken languages worldwide. Only Chinese and Spanish languages have more speakers worldwide than English. However, it is worth noting that a majority of people who speak English across the world learnt it as a second language (Tabors and Patton,

2014). Definitely, learning a second language is often more difficult and frustrating than learning a native language. This is mainly because, many people get exposed to their native languages as early as the time they are born whereas they are first exposed to a second language in school or when they want to travel and possibly study in a country where that language is the official language for instruction in learning institutions (Nunan, 1999). Based on this, it is undeniable that learning English as second language is usually difficult for many people and at times frustrating.

However, scholars and educationists have developed a number of strategies that are adoptable to enhance teaching of English grammar, particularly for ESL learners. This section of the paper analyzes five methods of teaching English Grammar that are widely embraced, yet can be integrated with the “PoG” method of teaching.

2.2.1. Storytelling method.

The “storytelling” method of teaching is effective in many ways. First, it helps to capture the attention of learners because stories are normally attractive and interesting to learners (Hensel and Rasco, 1992). Therefore, students are bound to remain attentive throughout the lesson taught using this method. The method is also effective because it improves eloquence among ESL learners (Davidson, 2004; Craig, Hull, Haggart and Crowder, 2001). Since this method involves having students sitting back and listening to their tutors narrate stories that have been composed in correct grammatical sentences, ESL learners get to listen to correct pronunciation of different English words, and emulate the same in their daily use of the language (Davidson, 2004; Barrett, 2006). This eventually makes them eloquent. Additionally, contrary to the ‘traditional’ method of teaching which involved giving of lectures to learners in an official and serious environment, the storytelling method creates a friendly environment where students feel free to ask questions about different grammatical concepts covered during lessons (Andrews, Hull and Donahue, 2009). This is so because; this method of teaching creates an environment where learning becomes an interesting experience that is devoid of unnecessary frustration or tension (Harmer, 1991; Abrahamson, 1998; Alborzi, Druin, Montemayor, Platner, Porteous, Sherman and Kruskal, 2000). Through storytelling method of teaching, learners and teachers build positive

collaborative relations between them (Harmer, 1991), a factor that consequently enhances learning of grammatical concepts.

2.2.2. Interactive teaching method.

The “interactive teaching” method is also one of the most recommendable methods of teaching English grammar (Chang, 2001). An experimental study, according to Alsagoff, McKay, Hu and Renandya (2012) showed that English grammar is better taught through interactive teaching. The incorporation of interactivity into English grammar lessons makes students engaged throughout the lessons (Inamura, Inaba and Inoue, 1999), and also improves their ability to remember what they have learnt (Alsagoff et al., 2012). Interactive learning method is where students are directly and actively involved in teaching and learning process (Lundvall, 2010). It involves asking questions during lessons and allowing students to take part in the teaching process (Kennewell, Tanner, Jones and Beauchamp, 2008). Interactive teaching, as explained by Yinger (1986) often takes the form of storytelling in which each student may be given an opportunity to develop a fictitious story around a specific grammatical theme and then narrates it to the rest of the class. As such, interactive teaching, just like storytelling teaching, improves the levels of confidence in students as well as their eloquence in English language (Crawford, 2012). Interactive teaching can also include putting students into groups and allowing them to discuss different grammatical concepts (Alsagoff et al., 2012). According to Alsagoff et al. (2012), the group work in interactive teaching should be completed within the rule that every member of the group must actively participate by making contributions on the topic of discussion. Moreover, each member of the group should be given an opportunity to explain a specific grammatical concept discussed in the group to the rest of the class (Alsagoff et al., 2012). This intended to not only improve the levels of understandability among them but also to enhance their application of grammatical concepts in their day-to-day use of English language (Celce-Murcia, 1991). Interactive teaching can also involve having regular brainstorming sessions between the teacher and students at the beginning of each English grammar lesson (Celce-Murcia, 1991). Brainstorming include asking students questions on grammatical concepts learnt in previous lessons to allow them an opportunity to share with their peers whatever they captured from the lesson (Celce-Murcia, 1991; Moyles, Hargreaves and Merry, 2003). It may also include asking students what they think

of the topic or concepts that are to be covered in the ongoing lesson to include whether or not they have any ideas about the concept and its applicability in English language.

2.2.3. Communicative language teaching method.

The communicative approach of teaching English grammar is based on the idea that successful learning of a language is possible when learners get to communicate real meaning of words and phrases (Canale and Swain, 1980). This approach of teaching is inclined on the perception that whenever learners are involved in real communication, they tend to use their natural strategies and/or instincts for language acquisition to learn the proper use of the language in question (Lee and VanPatten, 1995). Therefore, just as Richards (2005) outlined explicitly, the principal objective of using the communicative approach of teaching is to present a topic or grammatical concept to students in contexts that are as natural as possible. Generally, in the communicative approach, the teacher is often concerned about the ability of learners to use the language in the natural context rather than their comprehension of grammatical rules. To ascertain this assertion, Littlewood (1981) explained that the communicative language teaching method is inclined towards the view of a language as communication in which meaning and applicability of the language in natural contexts is emphasized more than the mastery of the grammatical rules of the language.

Since its emergence in the 1970s, the communicative approach of teaching languages has gained prevalence worldwide. The technique involves initiating activities, which engage learners in more meaningful and authentic use of the language (Littlewood, 1981). The communicative approach uses collaborative interactions where learners communicate with each other and complete tasks through consultation among them. It has proven effective in improving the comprehension of a given language among learners majorly because learners engage in mingling activities that are designed to help them complete tasks successfully through communication with their peers, instead of focusing on try to understand the rules and accurate use of a language. The role of the teacher in the communicative approach is to facilitate and monitor learning of the language without interrupting, to give feedback on the success or otherwise of the communication as executed by learners, and to guide learners on proper use of the language in post-activity error corrections (Yu, 2001). Generally, the communicative approach is learner-

centered since more emphasis is put on skill acquisition than comprehension of the rules and linguistic systems.

2.2.4. Grammar-translation method of teaching.

Grammar translation method is a traditional technique of teaching second-language (foreign-language) that is based on explicit instruction in the grammatical analysis of the target language, and translation of words, phrases and sentences from a native language into the target foreign language, and vice versa (Chang, 2011). Watanabe (1996) defined grammar-translation method as a technique of teaching in which learners study grammar by translating words and sentences into their native language. In this method, students neither practice communication nor focus on speaking the language, rather, they concentrate on translating written texts from their native languages to the foreign language and vice versa. This approach of teaching was first used in the 19th century in Greek and Latin classrooms (Fotos, 2005). The translation-grammar method of teaching has numerous advantages. The first one is, it enhances the ability of learners to understand grammatical concepts taught to them in class mainly because teaching is carried out in their (students') native language (Xiaoja, 2004). The approach is also effective because translation is not just an easier but also an effective and labor-saving way of explaining meaning of words, phrases and sentences, especially given that involves the use of a language to which learners are most acquainted (Xiaoja, 2004). However, this method of teaching has attracted criticism from educationists and linguists alike. The main criticism of the translation-grammar approach is that translation is at times misleading (Dong-bo, 2004). This is to imply that direct translation of phrases and sentences from a foreign language to a native language may give inaccurate meanings, especially in situations where the phrases have metaphorical meanings. Moreover, since this teaching technique involves explaining of concepts in learners' mother tongue (native language), it limits their practice of proper use of the native language, a factor that consequently makes them inefficient and ineloquent in using the foreign language (Dong-bo, 2004).

2.2.5. Collaborative learning method.

Collaborative learning method is an educational approach of teaching where learners work together in groups to solve a problem or complete a task (Bruffee, 1999). According to

Dillenbourg (1999), collaborative learning is based on the idea that learning is a social act, which happens through interaction and communication among participants (students and educators). Collaborative learning often takes the form of peer-to-peer interactions or group discussions (Bruffee, 1984). Peer-to-peer learning is where students work in pairs and/or small groups to discuss concepts and complete specific tasks. Peer learning usually occurs in the classroom setting, particularly after learners have been introduced to specific concepts through reading or instructor lectures (Bruffee, 1984). Strijbos (2004) explained that collaborative learning is founded on the fact that two or more heads are better than one. As such, peer instructions provide a platform for students to teach each other, particularly by addressing misunderstandings and clarifying misconceptions in educational concepts.

A study by Gunawardena (1995) found that collaborative learning leads to deeper comprehension of educational concepts mainly because it is an active, social, contextual, engaging, and student-owned teaching technique. Thus, it facilitates the development of higher-level thinking among learners, which in-turn improves their efficiency or proficiency in oral communication, self-management, and leadership skills (Gunawardena, 1995). This approach of learning and teaching is also effective because it increases students' comprehension, retention, and applicability of educational concepts from diverse perspectives (Strijbos, 2004).

2.3. Formative Assessment

This section analyzes two case studies on formative assessment. The first study is entitled *Formative assessment and self-regulated learning: A model and seven principles of good feedback practice* by Nicol and Macfarlane-Dick (2006), and the second one is entitled *A critical review of research on formative assessment: The limited scientific evidence of the impact of formative assessment in education* by Dunn and Mulvenon (2009).

The study by Nicol and Macfarlane-Dick (2006) was based on comprehensive review of literature on formative assessment and its impact on self-regulated learning. It focuses majorly on positioning the research on formative and feedback as used within the classroom or learning content, particularly in line with self-regulated learning. According to this case study, formative assessment is a form of assessment, which is particularly intended to generate feedback on the performances of learners with the ultimate aim of improving and accelerating learning (Nicol

and Macfarlane- Dick, 2006). Primarily, this study used a huge body of evidence from secondary sources to show that formative assessment and feedback are vital instruments for helping students take control of their own learning, especially since it promotes self-regulated learning. This reformulation is used to identify seven principles of good feedback practice that support self-regulation. The study further showed that formative assessment enables learners to take proactive rather than reactive role in generating and using feedback, a factor that contributes significantly in facilitating teachers to effectively organize classroom assessments and support learning in general. Nicol and Macfarlane- Dick (2006) concluded that since learning is a life-time process, students ought to be provided with opportunities for developing the capacity and regulating their own learning. The study further showed that this is only achievable through the implementation of effective formative assessment and feedback strategies, which collectively enhance self-regulated learning.

On the other hand, the study by Dunn and Mulvenon (2009), which was also based on literature analysis, showed that formative assessment is a proven strategy for improving students' academic performances. It used evidence from other legitimate secondary sources of information to show that formative assessment strategies improve the pedagogical practices of teachers and also provide vital instructional support; and this translates to improved performances for students, especially those who perform fairly dismally (Dunn and Mulvenon, 2009). This study emphasizes on the assertion that formative assessment enables teachers to identify the areas of weakness in students' performance, which in turn provides them with a platform for adjusting their teaching techniques in order to improve students' performances. It then concludes that formative assessment guides teachers on the development and implementation of instructional procedures and feedback systems that not only strengthen their areas of weakness in their teaching methods but also improves the performances of students (Dunn and Mulvenon, 2009).

2.3.1. Tools and Strategies of Formative Assessment Used For Teaching Grammar

According to Townsend and Mulvey (2016), incorporating formative assessment strategies in classroom practice provides teachers with accurate information needed to adjust the teaching-learning process in order to help learners understand the concepts taught to them better and in depth. Huhn (2017) further explained that the processes of formative assessment guide teachers

in making well-informed decisions on strategies of instructions to adopt in future lessons to achieve better outcomes. Since formative assessment processes provide crucial information on the concepts that students have understood properly as well as those they have not understood (Fakeye, 2016), they provide a platform on which teachers can determine whether further instructions and/or explanation is needed to attain optimum understanding among all students attending the lesson. Below is a review of tools and strategies of formative assessments that are adoptable in grammar lessons.

2.3.1.1. Analyzing Students' Work

This tool of formative assessment involves giving students assignments in form of homework, quizzes and tests, and reviewing their answers carefully to determine their levels of understanding on the tested concepts (Meusen-Beekman, Joosten-ten Brinke and Boshuizen, 2016). This strategy of formative assessment is effective because when teachers take time to analyze students' work, they gain extensive knowledge about the strengths and weaknesses of students in specific educational concepts, the efficiencies and inefficiencies of the teaching styles adopted, students' level of undemanding in as far specific concepts are concerned, and whether further instructions or explanation is needed to enhance students' comprehension and retention of specific concepts (Stephens, 2017). More important, as Stephens (2017) affirmed, this approach of formative assessment helps teachers to modify their teaching techniques in accordance with students' needs, which in turn makes the teaching-learning process more effective. This assertion was further supported by Merritt, Colker, Deason, Smith and Shoben (2017), who showed that analyzing of students' work is an effective strategy for determining students' level of understanding of the concepts taught in class, which in turn provides a platform for making informed decisions on whether to make changes on the teaching techniques adoptable for the lessons.

2.3.1.2. Peer Instruction

Peer instruction is a formative assessment strategy in which students, through collaborative interactions, share knowledge on academic concepts that they were taught in class. This strategy enables students to share their understanding of specific concepts with each other on the verge to exchange ideas and clarify on the misunderstandings and misconceptions regarding the concepts.

As outlined by Dixson and Worrell (2016), peer instruction is the most accurate way of checking the extent to which students have understood specific academic concepts, especially because it provides students an opportunity to teach their peers what they have learnt. This strategy not only allows students to exchange vital ideas on the topic of study but also creates a favorable environment for those who did not understand to ask questions and seek for clarification from their classmates. A teacher is supposed to keenly follow peer instruction sessions. If students are able to accurately and correctly explain to their peers grammatical concepts taught during lessons, then it is clear that they have understood what was taught in the lessons, and vice versa (Dixson and Worrell, 2016).

2.3.1.3. Strategic Questioning

This strategy of formative assessment involves asking students high-order questions, which compel students to think deeply about the topic before giving appropriate answers (Fook, Narasuman, Dalim, Sidhu and Fong, 2016). The questioning strategy can be used for individual students, in group discussions, and for the entire class. Since higher-order questions require more in-depth thinking from students, they provide teachers with significant insights into the degree or depth of students' understanding of the concepts taught. As Glover, Reddy, Kettler, Kurz and Lekwa (2016) explained, higher-order questions explore issues that are critical to the development of students' understanding; hence, they engage them (students) in constructive classroom dialogue, which expands their learning while exposing their areas of weakness, misunderstanding, and misconceptions. As such, it enables teachers to identify areas of further instructions and determine appropriate teaching strategies implementable to improve students' comprehension of the topics taught.

2.3.1.4. Discussions

Discussions help students to exchange ideas about educational concepts taught to them during lessons (Ranalli, Link and Chukharev-Hudilainen, 2017). Class discussions, just like peer instructions, are vital formative assessment strategies, which inform teachers about the extent to which students have understood the concepts taught to them in class. They also provide teachers with information about the levels of effectiveness of the teaching techniques they have implemented for their classes (Andersson and Palm, 2017). Educators can initiate discussions by

posing open-ended questions on the target topic of study to students. The principal goal of having discussions in this formative assessment strategy is to build students' knowledge, develop their critical thinking skills, increase the breadth and depth of their understanding, and determine their areas of strength and weakness before deciding on whether to give further instructions to attain the desired levels of understanding or to adopt a new teaching method that is expected to be appropriate in making students understand the content of the lessons (Ranalli et al., 2017). A study by Andersson and Palm (2017) showed that group discussions help to improve students' understanding of educational concepts by 50%, especially because it involves learning from peers through consultative dialogue.

2.3.1.5. Think-Pair-Share

Black and Wiliam (2009) explained that Think-Pair-Share is a fundamental formative assessment tool, which involves the summarization of key content of a lesson in three basic steps name, think, pair and share. During the 'think' stage, the teacher poses a higher-order question to students and instructs them to think critically about it and its answers. The next stage is pairing, where students get into groups of between two and five and discuss their answers to the question. At this juncture, students are able to exchange ideas, and possibly change their original answers based on the collective understanding of the group. The third and final stage is sharing, where students are instructed to share their final answers with the rest of the class in elaborate ways (Black and Wiliam, 2009). This formative strategy ensures that students remain engaged during lessons, interacts with information from a wide perspective, and shares their personal ideas with their group members and collective ideas with the rest of the class. As Lee, Higgins and Schneider (2017) affirmed, the Think-Pair-Share formative assessment tool promotes self-directed learning and self-assessment among students since it motivates them to think on their own, discuss their answers with their group members, and share their final ideas with the rest of the class in an interactive manner.

2.4. Difficulties Experienced When Teaching English Grammar to EFL Learners

Teachers often experience significant challenges when teaching English Grammar to ESL students. While some of these challenges could be similar, they at times differ based on geographical regions as well as cultural backgrounds of the students. This section of the paper analyzes some of the major challenges experienced by teachers when teaching English Grammar to ESL students in different geographical regions.

2.4.1. USA

English is the dominant language in the U.S. However, learning institutions in the U.S. have admitted many international students. Many of these students are not well-versed with the English language. As such, they have to take preparatory English courses to enable them understand the language, especially given that English is the official language of instruction in schools in the U.S.

According to August, Shanahan and Escamilla (2009), one of the main challenges that teachers experience when teaching English grammar to ESL students is the lack of students' engagement during lessons. Shanahan and Escamilla (2009) explained that ESL students are often bored during English Grammar lessons. Because their teachers are usually unfamiliar with their native languages, students find it fairly difficult to explain themselves explicitly in English language. This in turn makes them frustrated, especially in situations where they have not understood a grammatical concept taught to them by the teacher yet they cannot explain themselves clearly to get the desired assistance (Shanahan and Escamilla, 2009). In such situations, ESL students end up being unable to successfully complete take-away assignments given to them by their teacher. As a result, they feel as if they have been left behind by the teacher and the rest of the class. The repeated frustration that arise from this situation normally makes students to develop negative attitudes towards their teachers and English grammar lessons, which in turn makes them dormant and/or bored during these lessons.

Freeman (2002) stated that high prevalence of students' inattentiveness is also a major challenge that teachers of English grammar to EFL learners in the U.S. often experience. According to Freeman (2002), the attention span of young learners is usually low. They can hardly concentrate in a lesson for more than 10 consecutive minutes. This situation is even worsened when young

learners do not understand whatever they are taught by their teacher majorly due to language barrier. The learner tends to be disinterested in what the teacher is saying. They at times switch off completely to the extent that they sleep in class or divert their attention to other things that are not related to learning of English grammar. This gives the teacher a hard time to make learners understand the grammatical concepts he/she is teaching to them.

The lack of motivation and enthusiasm to understand grammatical concept as taught in class among EFL learners is also a major challenge that teachers of English grammar in the U.S. usually experience (Canagarajah, 1999). To support this assertion, Canagarajah (1999) stated that EFL learners often do not understand why they need learn a language other than their first language. They lack the self-drive to put in discretionary effort to ensure they master grammatical concepts taught to them by their teachers (Valdés, 2001). Since they are unmotivated to learn English, they tend to have high levels of absenteeism in English grammar lessons (Canagarajah, 1999). Moreover, the lack of motivation usually makes them inattentive during lessons and unwilling to go out of their way to independently and correctly complete assignments in English grammar given to them (Canagarajah, 1999).

2.4.2. Europe

A study by Gebhard (2006) showed that a majority of teachers of English to ESL students across European countries often experience the challenge of overdependence on them by their students. The study showed that ESL students in Europe constantly seek for assistance from their teachers even on grammatical concepts that have already been covered comprehensively in class. While consultation with teachers is a positive thing, students must understand that for them to achieve optimum cognitive development, they need to complete their assignments and exercises independently. However, Gebhard (2006) affirmed that a majority of these students are unwilling to complete their English grammar assignments on their own; hence, they constantly ask their teachers to do the assignments with them because they do not know how to do them on their own.

Another study by Liu (1999) established that strong student dominance is a common challenge that is experienced by teachers of English grammar to ESL learners in Europe. Although it is a

given that virtually every class has students who are sharper (fast learners) than others, it is a very challenging situation for teachers to have just a few strong students in English grammar who dominate all sessions while the majority remain passive (Liu,1999). In such situations, only the strong students answer questions in class, complete their assignments correctly and independently, and ask questions to the teacher for clarification purposes. The weak students remain disengaged and depend on their stronger counterparts to help them complete their assignments and answer questions posed by the teacher during English lessons.

Another challenge that teachers of English grammar to ESL students in Europe experience is high levels of unpreparedness for upcoming lessons (Alptekin, 1994). Alptekin (1994) explained that ESL students in Europe hardly take their time to prepare for upcoming lessons by reading ahead or engaging in academic discussions with their peers on the concepts to be covered in the upcoming English grammar lessons. The high level of unpreparedness among ESL students is majorly attributed to their disinterest and disengagement in English grammar lessons (Alptekin, 1994). This is undisputedly a significant challenge because unprepared students often require more explanation from the teacher on the topic of study to make them understand the concepts taught. This in turn makes a majority of students to end their English lessons without completely understanding what has been taught to them (Alptekin, 1994).

2.4.3. The Middle East and North Africa (MENA) Region

According to Musa, Koo and Azman (2012) and Warschauer (2000), the major challenge that teachers of English to students in the MENA region experience is high levels of students' disengagement during English lessons. This disengagement is majorly caused by the fact that students lack the self-inspiration to put in extra effort to understand the application of different grammatical concepts in various contexts inside and out of the classroom setting (Musa et al., 2012). These students speak their native languages almost every time they are out of English lessons, which give them less interest to learn English language (Warschauer, 2000). Another study by Li (1998) showed that the persistent use of native language is also a major challenge to teachers of English in the MENA region, particularly in South Korea. Li (1998) found that ESL students often find themselves communicating in their native languages to explain grammatical

concepts in English lessons. As such, the effect of their first language derails their ability to understand, recall, and apply grammatical concepts as taught to them during English lessons.

2.4.4. The Gulf Countries

Khan (2011) used empirical evidence to show that one of the major challenges that teachers of English grammar in the Gulf countries experience is that students, especially young learners, speak more of their native languages than the English language. A similar assertion was outlined in the study by Al-Mekhlafi and Nagaratnam (2011) which showed that young learners of English are anticipated to most probably speak their native languages most of the time including during English lessons. Due to their young age, such students are likely to speak their native language completely oblivious to what is happening in class. Like any other language, the master of English language requires a lot of practice. Therefore, if learners would spend most of their time speaking native languages inside and out of the school setting, it follows almost certainly that their ability to understand, recall, and apply grammatical concepts taught in class in other contexts is derailed (Holliday, 2013). Furthermore, a study by Holliday (2013) showed that learners' disengagement is also a major challenge that teachers of English experience in the Gulf region. With students being disinterested and frustrated by 'difficult' grammatical concepts taught in class, they tend to lose interest in the subject (Holliday, 2013; Norton and Syed, 2003). As such, they become passive in class such they are unwilling to make any effort to ask or answer questions, complete assignments correctly and on time, and engage their teachers and peers in constructive academic discussions that would improve their comprehension of English grammar.

2.4.5. United Arab Emirates

Mustafa (2002) and Ismail, Almekhlafi and Al-Mekhlafy (2010) pointed that unmotivated students is a major challenge that teachers of English experience in the UAE. For students to be engaged in classrooms during English lessons, they must be motivated, have positive attitude towards the subject, and have good relations with their teachers (Mustafa, 2002). However, the dominant perception that English is a "difficult" is a difficult subject makes ESL students disengaged in English lessons, and at time develop negative attitudes towards their teachers of English. This in turn gives the teachers hard time to teach English grammar to students,

especially given that they are disinterested and have a negative perception about the subject and the teacher.

Johnson (2000) also explained that the dominance of native languages across the UAE has a negative impact on the teaching of English in the country. A majority of students in the UAE speak their native languages in schools and at home. This gives them very little time to practice on effective use of English language. Other than the home work, which is given to them regularly by teachers of English, students in the UAE do not practice how to speak and write in English during their free time (Johnson, 2000). This is a major challenge because it limits their ability to attain optimum cognitive development in as far as learning of English is concerned.

3. CHAPTER 3: METHODOLOGY

3.1. Research Design

This research study takes an exploratory research approach. Exploratory research design is often adopted when there is few or no previous research studies conducted on the research problems and/or research topic that are being analyzed by a study (Mollick, 2014). As Schjoldager (2017) stated, an exploratory research design purposes to examine a topic of study that has not been researched extensively by other researchers, and purposes majorly to gain further insights into such a research topic. In this research design, the researcher begins with generalized ideas and narrows down to specific issues that are bound to be the focus of the research study (Pauwels, Van Loo, Cornillie, Brabant and Van Hoorebeke, 2013).

Given that the “PoG” method of teaching is a new method that has never been used in any classroom setting, it is undisputed that the exploratory research design is the most appropriate methodology for this research study. Essentially, this research design provided a platform for the researcher to seek in-depth understanding of the topic of study. As such, the study as executed through this research design, does lay the groundwork that is anticipated to form the basis of future studies on the topic. Moreover, the exploratory research design as used in this study served to determine whether current educational and cognitive development theories can be used to justify the adoption of the “PoG” method of teaching in the classroom teaching, particularly to improve the knowhow of English language among second grade EFL learners in UAE. Moreover, as Vernuccio (2014) explained, exploratory research purposes to attain extensive insight into a given topic of study rather than to provide a conclusive solution to the study’s research problems. Generally, this research design is meant to provide better understanding of the research topic, and usually forms the foundation of further research on the topic.

3.2. Data Collection Methods

Three main methods of primary data collection were used for this study. These are interviews, observation, and document analysis.

3.2.1. Interview Method of Data Collection

Typical of qualitative research studies, modest sample sizes are often used to arrive at the studies' key findings (Ritchie, Lewis, Nicholls and Ormston, 2013). In this particular study, in-depth interviews were conducted among three respondents. The respondents were class teachers of different second grade classes (classes A, B and C) in the UAE. Three of the interviews were conducted in the pre-application stage with teachers of each of the grade 2 classes whereas the fourth interview was conducted in the post-application stage with the class teacher of class B.

Since it was an in-depth interview, it was designed to get as much information from the respondent on the topic of study as possible. As such, the researcher (interviewer) developed several predetermined questions that were themed around the topic of study and presented them to the interviewee in an organized manner (Kajornboon, 2005). The interview sought to get information from the respondent on the possible effects of adopting the "PoG of Grammar" method of teaching on the comprehension, retention, and application of grammatical concepts to the day-to-day use of English language among second grade EFL learners in UAE. In order to achieve its objectives, the interviews were designed such that they had open-ended questions. This is to mean that the researcher did not have any predefined answers for questions asked to the respondent; as such, the respondent gave responses to each question presented to him based on his understanding of the topic of study devoid of any influence from the researcher. Additionally, the researcher was at liberty to pose questions, which were not necessarily included in the interview form but were relevant to the topic of study, to the interviewees (Opdenakker, 2006). This is to mean that the interview sessions were flexible in that the researcher could ask as many and extensive questions to the respondent with the ultimate intention to gather as much information as possible on the topic of study in order to arrive at credible findings of the study. Moreover, the interview was conducted through face-to-face method. Also, in order to capture every single detail of the interview, the researcher used a digital video and audio recording device to record the interview session in its entirety.

Advantages

This method of data collection had several advantages to the study. Below is analysis of some of the main advantages of the interviewing method of data collection.

- It enabled the researcher gather sufficient information on the topic of study from the respondent- As Sullivan (2013) and Opdenakker (2006) pointed out; in-depth interviews allow the interviewer to predetermine questions to pose to the respondent, which enables the researcher to gather as much information as he/she needs from the interviewee.
- It is timesaving and less costly- Since the interview in this study was conducted through face-to-face method, the interviewee was able to gather a lot of information from the interviewee within a short time, and virtually no cost (Kajornboon, 2005).
- It was flexible- while the interviewer had an interview form with predetermined questions, he was at liberty to ask any other questions that were relevant to the topic of study in order to gather as much information as possible (Sullivan, 2013).

3.2.2. Observation Method of Data Collection

Observation method was also used to collect primary data used to arrive at the main findings of the study. In this method, the researcher did study and record classroom behaviors and patterns of second grade EFL learners in UAE during English lessons. This method only involved one classroom observation, which took 45 minutes. The researcher observed a teaching session of an English grammar lesson, which used the “PoG” method of teaching to determine the impact of this particular method of teaching on the understandability, retention, and application ability of the taught English grammar concepts among learners. This observation was based on the assumption that the students in the class behaved in their natural character; that is, their behaviors during the observed English lesson was not influenced by prior teaching on how they ought to behave when the researcher is present in the classroom. The researcher was present in the classroom during the observation, and recorded the reactions of students with regard to their attention levels and enjoyment of the lesson. Some of the key points that were observed during this lesson are the levels of students’ engagement, their ability to correctly answers questions asked to them during lessons, and the kind of collaborative relationship that learners had between

them and their teacher as well as peers. The detailed observed were recorded in a notebook, and analyzed to arrive at the findings of the study.

Advantage

- The researcher was able to review the behaviors and reactions of students during the English grammar lesson to include whether or not they understood the grammatical concepts taught to them during that lesson. This enabled the researcher to accurately determine whether the “PoG” method of teaching has a significant and positive impact on the ability of students to understand and apply grammatical concepts taught to them (Bailey, Olson, Pepper, Porszasz, Barstow and Cooper, 1995).

3.2.3. Document Analysis

Document analysis is also an important method of data collection that was use for this research study. In this method, 22 writing samples of students were analyzed. The writing samples were English grammar assignments that had been completed by second grade EFL learners in UAE within pre-designed rubric for general English grammar themes. The essence of this method was to determine the performances of students on specific grammatical concepts that they had been taught in classroom settings. This was specifically meant to analyze whether or not the “PoG of Grammar” method of teaching produces better results in terms of students’ performances in English grammar than the ‘traditional’ teaching methods.

Advantages

- The document analysis method produced accurate and reliable data for arriving at the key findings of the study. This is so because, this method assessed the performances of students in ‘English grammar test’ that was completed and marked using a standard predesigned rubric (Bowen, 2009). As such, it gave explicit and highly reliable results on whether or not students understood the applicability of specific English grammar concepts that they were taught in classrooms through the “PoG” method of teaching.

Table 1: Data Collection Tools and the Research Objectives They Achieved

<i>Data collection tool</i>	<i>Research objective it achieved</i>	<i>Corresponding Sample</i>
Interviewing	Objective 1: To determine the impact of using ‘PoG’ teaching method on the level of comprehension, retention, and application of English grammatical concepts in daily use of the language among ESL students.	Three interviews the application of the method with three second grade teachers.(classes A,B, and C) One post interview with grade 2B teacher.
Observation	Objective 2: To determine the levels of engagement among young learners during English grammar lessons when using the “PoG” method of teaching. Objective 3: To determine and analyze various formative assessment techniques, which are adoptable to enhance learning among young ESL students when using the “Personification of Grammar” teaching technique.	45 minutes of grammar lessons observation in class 2B.
Document Analysis	Objective 1: To determine the impact of using ‘PoG’ teaching method on the level of comprehension, retention, and application of English grammatical concepts in daily use of the language among ESL students.	22 writing samples using the grammatical concepts taught by PoG were analyzed in class 2B.

3.3. The Aspect of Triangulation

Heale and Forbes (2013) defined triangulation as used in research studies as the use of multiple methods of data collection with the ultimate intention to develop a comprehensive understanding of a phenomenon that is under study. Similarly, Merriam and Tisdell (2015) affirmed that triangulation involves the use of multiple data sources in a research investigation to produce better understanding of the topic under study. It is a qualitative research strategy that is normally used to test the validity of a study by converging information from multiple sources. Even though the main purpose of embracing triangulation in a research study is to enhance comprehension of a specific topic of study by capturing different dimensions of the same phenomenon, it facilitates validation of the study through the cross-verification of data collected using two or more sources.

This study embraces triangulation in a major way. This is confirmed by the fact the study used three distinct data collection methods, which are document analysis, observation, and in-depth interviewing to gather information that was eventually used to arrive at its key findings. This convergence of information from different sources enabled the researcher to have an enhanced understanding on the impact of using the “PoG” method of teaching on improving the ability of learners to comprehend, retain, and apply grammatical concepts taught to them. The use of a variety of data collection methods as shown in this research design also helped to ensure the validity of the study and its key findings in the sense that it used cross-validated data to reach at the study’s conclusions.

However, it is vital to note that while triangulation had notable benefits in this research study, it also had some drawbacks. The main drawback of this aspect of the research study is the fact that using different methods of data collection is not only time-consuming and costly, but also makes the process of data collection and analysis relatively complex. Evidently, it takes more time to use multiple methods of data collection than it does when only one method is used. Additionally, it required more effort and professionalism to compile data collected through observation, in-depth interviewing, and document analysis and converge them into one before making comprehensive conclusions on the topic of study. This shows the drawback of this particular aspect of the study. Nonetheless, it is disputable that the benefits of triangulation in this research study outweigh its drawbacks (Taylor, Bogdan and DeVault, 2015).

3.4. Ethical Considerations

According to Massie and Gillam (2015), professional research studies must be executed with acceptable ethical frameworks. Therefore, for the purposes of the credibility and legitimacy of this research study, specific ethical considerations that are acceptable at the highest professional standards were adhered to when completing this study.

One of the main ethical considerations adhered to in this research study is ensuring that all respondents who participated in the various methods of data collection used in the study did so out of their own volition. This is to imply that the single respondent who participated in the in-depth interview, all students and their teachers who participated in the observation process, and

all 22 students whose documents were analyzed in the document analysis method were informed of the researcher's intention to involve them in the data collection process of the study in advance, and sought for their genuine consent prior actually collecting data from them. The identified respondents were informed of the topic of research in advance, and requested politely to participate in the study as respondents. In order to affirm that all participants of the study did so out of their own volition, the researcher developed consent forms, which she presented to the 22 parents of the students whose documents were analyzed, to the principal of the learning institution where the observation method of data collection was used, and to the teacher of English grammar who instructed students in the classroom during the observation process. All the aforementioned stakeholders signed the consent forms to ascertain that they participated in this study out of their own will, and not out of coercion from the researcher or anyone else.

Another vital ethical consideration that was adhered to in the completion of this research study is ensuring high levels of participants' privacy. Participants of a professional research study have the right to privacy (Massie and Gillam, 2015). In this regard, their personal information like the names and age were kept anonymous in the research study's report.

4. CHAPTER 4: Findings and Discussion

4.1. Findings and Discussion for Data Collected Through Interviewing

Interviews were conducted among three respondents, who were Grade 2 class teachers for classes A, B and C. From the data collected through this method, it was found that two of the respondents (Grade 2 class teacher for class A and B) used the communicative language teaching method while the remaining respondent (Grade 2 class teacher for class C) used grammar-translation method. All respondents alluded to the fact that young learners, particularly ESL students, cannot naturally master, recall, and correctly apply grammatical concepts without having them simplified. The class teacher for class A attributed this assertion to the fact that grammatical concepts are often complex since they are not only abstracts but also are occasionally beyond their logical development. Another factor that was evident from the data analyzed in the interviews, which contributes towards making learning of grammatical concepts difficult for second grade EFL learners in UAE, is limited practice of using the English language outside school. This factor proved to have a greater impact on students of class C than Class A and B, principally because they were taught using the grammar-translation method. This finding is complemented by several studies as outlined in the literature review, which showed that one of the main factors that limit learning of English grammar among ESL students is the dominance of native languages where learners speak their first language inside and out of the classroom setting hence having very little (almost negligible) time to practice the grammatical concepts taught to them during English lessons (Warschauer, 2000; Li, 1998; Johnson, 2000; Khan, 2011; Al-Mekhlafi and Nagaratnam, 201).

The analysis of data collected through interview method also showed that high prevalence of disengagement among second grade EFL learners in UAE during English grammar lessons is also a significant limiting factor to their comprehension, retention, and application of grammatical concepts inside and out of the classroom setting. Specifically, the class teacher of class A (one of the respondents) explained explicitly that students often get bored easily during English lessons. To make them engaged in lessons, he simplifies instructions, tries to make learning a fun experience, and gives them a lot of hands on activities. Despite this, he still pointed that students underachieve in grammar assessments because they can hardly retain the

information taught in class. Similar findings were evident in different studies cited in the literature review chapter as they affirmed that the lack of students' engagement during English grammar lessons is common among EFL learners (Shanahan and Escamilla, 2009; Musa, Koo and Azman, 2012; Warschauer, 2000). These studies, just like the data from the interview, showed that disengagement during English lessons makes students bored and inattentive, which consequentially reduces their ability to comprehend, retain, and apply the grammatical concepts taught in class. A study by Freeman (2002) went deeper into this topic to explain that the attention span of children is usually low; therefore, they are bound to feel bored easily when taught through approaches that are not enticing and/or appealing to them.

Data from the interviews further showed that the advantages and drawbacks of communicative language teaching method and grammar-translation teaching methods. Essentially, respondents of the interviews pointed to the fact that the communicative approach of teaching is effective because it enables students to learn grammatical concepts through contexts. Both respondents who used this method of teaching affirmed the argument that communicating approach helps students to easily apply grammatical concepts in their day-to-day use of English language through regular communication with their peers in the target language. The respondents further explained that since effective communication or use of a language is the ultimate goal to language learning, the communicative approach is very effective because it not only exposes learners to the rules of a language but also guides them through its effective use by providing them with an opportunity to communicate in the language with their peers under the instructions of their educators. Lee and VanPatten (1995) complemented this assertion when they affirmed that the communicative language teaching approach capitalizes on the natural instincts for language acquisition, which enables a person to comprehend, retain, and properly use a language through regular involvement in real communication with peers and educators using the target language. Nonetheless, the data from the interviews showed that while the communicative approach is effective in improving the ability of students to communicate in the target language with others, it does not improve their ability to identify specific grammatical components in texts. Therefore, students who were taught through this method underachieved in grammar tests because while they could communicate with others properly, they could not recall the specific grammatical rules and concepts that guide communication in English language. The interviews

also provided insight into the use of grammar-translation technique of teaching to include its benefits and drawbacks. Specifically, the respondent who used this method of teaching explained that since this method involves referring to mother-tongue when explaining different grammatical concepts, students are able to comprehend the grammatical concepts taught to them using the method easily because it uses a language they are most familiar with. This finding was complemented by a study cited in the literature review, which showed that the grammar-translation method helps young learners to easily understand grammatical concepts taught in class because teaching through this approach is mostly carried out in students' native languages (Xiaoja, 2004). However, the interview further showed that this method of teaching limits the ability of students to communicate easily and fluently in the target language because teaching is done mainly in their native languages hence giving them very little opportunity to practice communication in the target language. It further showed that students taught in this language recorded low scores in grammar assessments since they needed constant support from the teacher during quizzes because they could hardly interpret grammatical concepts tested before they were translated into their native language.

The analysis of data collected in the post implementation phase in an interview with Grade 2 class teacher Class B showed that the "PoG" method of teaching produces better results in terms of students' scores in English assessments than the communicative language and grammar-translation teaching methods. Specifically, while the average score of the communicative language and grammar-translation teaching methods on a scale of 10 as given by all respondents of the interviews was 6.3, the score of the "PoG" method of teaching was 8. Moreover, the post implementation phase of the interview showed that when the grammatical concepts taught are at students' level of thinking, the personification of grammar approach of teaching is labor saving since teachers use lesser effort and time to teach grammatical concept to students in a way that they can easily comprehend and retain. It further showed that this approach of teaching keeps learners engaged throughout the lessons mainly because they enjoy the stories that are incorporated in the lessons and also interact with the teacher during the lessons. Based on these findings, it is justifiably deducible that the PoG technique of teaching is a reliable solution for most of the challenges that teachers experience when teaching English to second grade EFL learners in UAE, which were highlighted in the literature review chapter. In particular, this

approach uses storytelling technique to teach grammatical concepts to students. As such, it takes an approach that makes learning of English grammar a fun experience; a factor that consequently keeps students motivated to put in discretionary effort to understand and apply concepts taught in classrooms in different contexts, keeps students engaged and attentive throughout the lessons, and enhances interaction between learners and their peers as well as their teachers. More important is the fact that the implementation of PoG technique of teaching led to improved performances in grammar assessments, which is a prove that it significantly enhances the ability of students to comprehend, retain, and apply grammatical concepts as taught in the classroom settings in different contexts.

In a nutshell, the analysis of data collected through the interviews showed that while the communicative language and grammar-translation teaching methods are used to teach grammar to second grade EFL learners in UAE, they are not very effective particularly because students taught using these two methods of teaching do not comprehends, retain, and apply grammatical concepts as they should. As such, they move to higher grades of learning without the required levels of learning without an understanding of key grammatical concepts. The data equally showed that the PoG method of teaching leads to significant improvement in students' scores in grammar assessments, which is an indication that the implementation of this technique enhances the ability of students to understand, retain, and correctly apply grammatical concepts. Therefore, it is clear that the analysis of the data collected in this study through interviewing method shows the achievement of the research objective 1 by showing the implementation of "PoG" method of teaching significantly improves students' levels comprehension, retention, and application of grammatical concepts in different contexts.

4.2. Results and Discussion for Data Collected Through Observation

Similar to the interviewing method of data collection, the observation method involved three classes (class A, B and C). In a pretest observation study (that is before the implementation of the PoG method of teaching), it was found that students in all classes recorded scores that ranged between 70 and 80%. Then the teacher introduced the PoG method of teaching in class B. After three months of consecutive use of this new approach of teaching, a posttest observation study was conducted. This study involved the analysis of classroom performances and overall

behaviors of students in all the three classes (Class A and C, which did not use the PoG method of teaching, as well as the class B that had used the personification approach of teaching for three consecutive months). In this study, it was found that students in class B scored between 80 and 85% in grammar assessments whereas students in classes A and C had a similar range of scores as in the pretest study which is between 70 and 80%.

Following a comparative analysis of the scores in the pretest and posttest observation studies, was evident that the scores of students in class B improved notably after the implementation of the PoG method of teaching. In essence, the pretest study showed some inefficiencies in the teaching techniques that were being used to teach grammar in the sense that while students' scores high they had not reached the desired standards. Therefore, the introduction of the PoG method of teaching was aimed primarily at narrowing this gap by enhancing the levels of efficiency in teaching of grammar. The posttest study confirmed that following the implementation of this new technique of teaching, students were able to improve their scores in grammar assessments from a mark of between 70 and 80% to a mark of between 80 and 85%. This implies that the use of PoG method of teaching improved the ability of students to understand, retain, and apply grammatical concepts as taught in class. To ascertain this finding, the posttest study in classes A and C, which did not use the PoG technique of teaching, recorded the same scores as in the pretest study (70-80%).

In addition, a comparative analysis of various variables that determine students' performances between the results of the pretest study and posttest study showed significant improvements prior and after the implementation of PoG method of teaching. This analysis was exclusively conducted in class B, for which the PoG method of teaching was used for three months. To be specific, the comparative analysis showed that whereas students in the pretest study were partly engaged during English grammar lessons, they were fully engaged in the lessons in the post test analysis. This positive change in the levels of students' engagement in English grammar lessons was majorly attributed to the fact that the PoG method of teaching employs the storytelling technique, which, as shown in the literature review chapter, is undisputedly attractive and interesting to young learners (Hensel and Rasco, 1992; Davidson, 2004; Craig, Hull, Haggart and Crowder, 2001). The results of this observational study did achieve the research objective 2 by

showing that students' levels of engagement improved significantly following the implementation of "PoG" method of teaching.

Moreover, the analysis showed that in the pretest study, students partly participated in the teaching-learning process during class sessions, whereas the posttest study showed that they fully and actively participated in the learning-teaching process during class sessions. This finding is attributable to the fact that the storytelling technique of teaching creates a favorable ambience for students to freely interact with the teacher and their peers by asking and answering questions related to the stories and seeking for clarification on grammatical concepts that are unclear in order to avoid misunderstandings and misperceptions (Andrews, Hull and Donahue, 2009). This eventually improves their levels of understanding of the grammatical concepts taught to them, and was proven through improved performances in grammar assessments between the pretest and posttest study.

Furthermore, the comparative analysis showed that students never applied the grammatical concepts taught to them during English grammar lessons orally, whereas the posttest study showed that they fully applied the concepts orally during lessons and in group discussions. This finding is explainable through studies by Davidson (2004) and Barrett (2006) who explained that children learn through emulating and engaging; thence, the use of storytelling technique of teaching, especially when they are given an opportunity to discuss the stories and narrate their versions of the stories around a given grammatical theme, gives them an opportunity to sharpen their oral skills and improve efficiency and proficiency in English language. Therefore, given that the PoG teaching method is majorly based 'storytelling', it created a favorable environment for students to orally apply the grammatical concepts taught to them in their group discussion sessions as well as in their presentations of narratives to the rest of the class in interactive teaching sessions. As such, the results of the observational study at this juncture achieved the objective 3 of the research study by showing the adoption of peer instructions as a formative assessment technique during grammar lessons when using the PoG method of teaching helps to improve students' engagement and participation in class sessions and group discussions, which in turn enhances their comprehension, retention, and application of grammatical concepts in different contexts.

While the pretest study showed that students never recalled parts of the story while working in groups, the posttest study showed that they fully recalled the stories in their entirety while working in groups. The communicative language and grammar-translation teaching methods, which were used in the pretest study, are not based on storytelling. Therefore, students could not recall the stories during their group works because they were never narrated to any stories. On the other hand, the PoG method of teaching is based majorly on storytelling. While these stories were developed around specific grammatical concepts, they were made interesting and appealing to students. As such, students enjoyed English lessons in the post test study; hence remained attentive, motivated, and highly engaged throughout the lessons. Due to this, they could easily and subconsciously remember every single bit of the stories they shared during English grammar lessons while they were working in groups.

The pretest study further showed that students never linked the characters in the story to the grammatical concepts while the posttest study showed that they partly linked the characters of the story to relevant grammatical concepts. This is so because, the use of PoG method of teaching not only captured their attention to make them highly engaged throughout English grammar lessons, but also provided them with a favorable environment for interacting with their peers and teachers by asking and answering questions in class as well as requesting the teacher to clarify specific grammatical concepts that were unclear or confusing to them (Harmer, 1991). This in turn improved their understanding of the grammatical concepts taught in class, hence enabling them to correctly and independently link different characters of the story to specific grammatical concepts.

4.3. Results and Discussion for Data Collected Through Document Analysis

The document analysis method of data collection involved 22 students. This analysis involved the review a pretest and a posttest study. It intended primarily to assess the performances of students as individuals and collectively in six grammatical concepts, which are ‘future with will’,

‘adverbs of time’, ‘present tense’, ‘subject verb agreement’, and commands, particular prior and after the implementation of PoG method of teaching.

From the document analysis, it was clear that the average score in all the six assessed grammatical concepts of the 22 students prior to the implementation of the PoG method of teaching was 5. Specifically, 20 of the students whose documents were analyzed in the pretest study had an average score of 5 in all the tested grammatical concepts while the remaining two had an average score of 4. This score was significantly improved in the posttest study. Essentially, the posttest study showed that the average score in all the six grammatical concepts for 22 students whose documents were analyzed was 8. Particularly, 20 students recorded an average score of 8 in the posttest study while the remaining two recorded an average score of 7. This clearly shows that following the implementation of PoG method of teaching, students were able to improve their scores in all grammatical concepts tested by a score of 3. The chart below shows the average score (in all six grammatical concepts tested) of each of the 22 students whose documents were analyzed prior to and after the implementation of the PoG method.

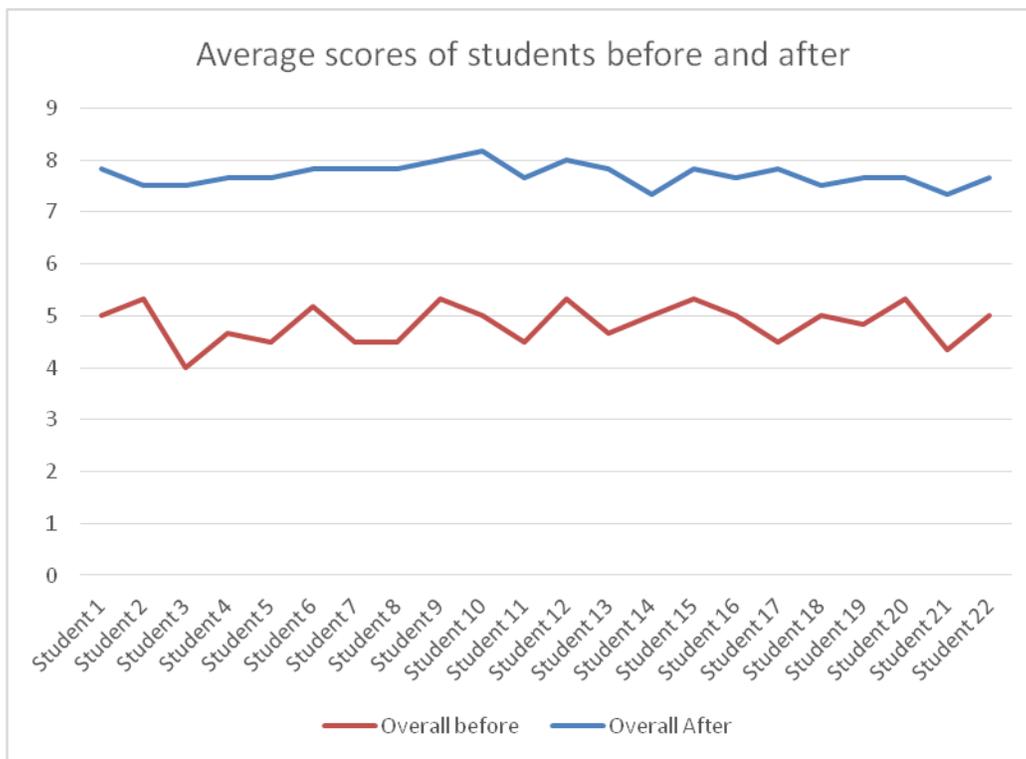


Figure 2: Average Scores Of Students in the Pretest and Posttest Studies Conducted Through Document Analysis Research Method

From the chart above (Figure 2), it is clear that the average score of each student in the six grammatical concepts tested significantly improved after the implementation of the PoG method of teaching. This is so because, while their average scores ranged between 4 and 5 in the pretest study, they improved to range between 7 and 8 in the posttest study. Clearly with the weakest students scoring an average 4 out of 10 in the pretest study, it is evident that they did not understand, recall, and apply the grammatical concepts taught to them during the pretest study. However, these scores changed for the better in the post test study. In this study, the weakest students scored an average of 7 in all the six grammatical concepts that were tested. Clearly, with an average score of 7 out of 10 for the weakest students in the posttest study, it is undeniable that the implementation of PoG method of teaching enhanced the ability of students to understand, recall, and apply each of the six grammatical concepts that were tested through the document analysis method to acceptable standards. This is so because, while an average score of 4 out of 10 is below average, a score of 7 out of 10 is way above average.

Secondly, document analysis showed that the average score of all students for each grammatical concept improved significantly when the pretest results are compared with the posttest results. Specifically, the grammatical concept that was best understood by students prior to the implementation of the PoG method of teaching was “adverbs of time”, which recorded an average score of 5 out of 10. The grammatical concept that recorded the second best performance in the pretest study was “future with will” which recorded an average score of 4.95 out of 10, then followed by “commands” with an average score of 4.91 out of 10. Two grammatical concepts, “past verbs” and “subject verb agreements” tied as the fourth most understood grammatical concepts in the study with an average score of 4.82 out of 10, then the fifth best-scoring grammatical concept in the study was “present tense” with an average score of 4.64 out of 10. On average, the scores for each grammatical concept as achieved by all students improved by about 3 from an average low score of 4.64 in the pretest study to 7.64 in the posttest study. In particular, the “adverb of time” was the grammatical concept that was most understood by all students in the posttest study recording an average score of 7.95 out of 10. The second most understood grammatical concept in the posttest study was “past verbs” with an average score of 7.73, followed by “future with will” and “commands” (a tie) with an average score of 7.68, and finally “present tense” and “subject verb agreement” (a tie) with an average score of 7.64 out of

10. The chart below shows the average scores of each grammatical concept for all students whose documents were analyzed in a pretest against posttest study.

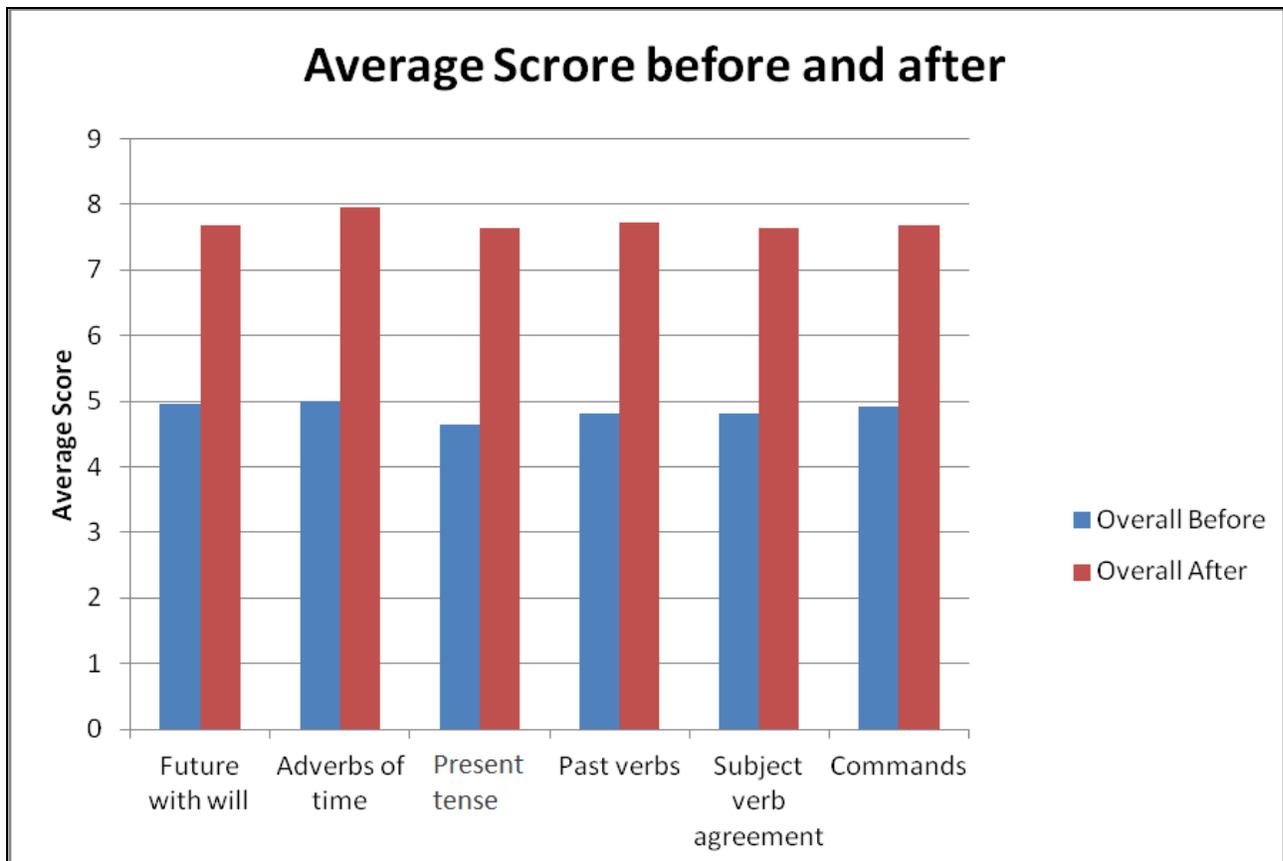


Figure 3: Bar Graph Showing the Average Score of Each Grammatical Concept for All Students in the Pretest Vis-À-Vis Posttest Study

From the above chart, it is clear that the average scores of each grammatical concept improved significantly after the implementation of PoG method of teaching. In all the grammatical concepts, the average score after the implementation of the PoG method of teaching increased significantly. This is to imply that this approach of teaching is effective, particularly because students are able to better understand, recall and apply grammatical concepts taught in class, and this has been evident in the high scores recorded after its implementation. Also, while it is evident that all grammatical concepts recorded significant increases in terms of the average scores following the implementation of PoG method of teaching, “adverb of time” and “present

tense” recorded the highest average increase in scores. Additionally, the “adverb of time” was the most understood grammatical concept by all students following the implementation of PoG method of teaching, a factor that was evident in an average score of 7.95, which was the highest score among all the six grammatical concepts.

Therefore, from the document analysis, it is deducible that the PoG method of teaching is very effective for teaching English grammar to second grade EFL learners in UAE. This has been proven in the comparative analysis of through the document analysis of 22 students between a pretest and posttest study, which showed that the implementation of this approach of teaching leads to a significant improvement of students’ scores in grammar assessments at individual and collective levels. Thus, it is clear that this results confirms the achievement of objective 1 of the research study by showing that the implementation of PoG method of teaching greatly improves students ability to understand, retain, and apply grammatical concepts in different contexts, and this has been proven by significant increase in students’ scores in grammar assessments after the implementation of this approach of teaching.

5. CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

From the analysis of the topic of study in this thesis, it is clear that EFL learners experience significant challenges in understanding, retaining, and applying grammatical concepts as taught in class. The study has used both theoretical and empirical evidence to attribute the gaps in teaching of grammar to second grade EFL learners in UAE, to fairly inefficient teaching techniques that are employed by educators. Specifically, the study identified five teaching methods that are widely used in teaching languages to ESL students namely, storytelling, collaborative learning, grammar-translation, communicative language, and interactive teaching methods. Whereas each of these teaching methods has been proven by educators as being effective to commendable measures, research shows that students who are taught languages using either or multiple of the abovementioned methods of teaching have a significant gap in understanding grammatical concepts taught to them during grammar lessons.

Therefore, this study was designed to introduce a new method of teaching grammar to ESL students, which will improve their levels of understanding and subsequently enhance their retaining power and applicability of grammatical concepts in educational and other contexts. Specifically, the study designed the “PoG” method of teaching. This method involves developing fictitious yet innovative stories that are themed around specific grammatical concepts, and narrating them to students with the ultimate intention of teaching grammatical concepts in a manner that they will easily and extensively comprehend, recall, and apply in diverse contexts. In order to test the efficiency of this method of teaching, the researcher used primary data that was collected through observation, interviewing, and document analysis.

From the study, it was evident that PoG method of teaching is more efficient than other teaching techniques, specifically the communicative language and grammar-translation techniques. The new method was found to improve students’ scores in grammar assessments by significant measures. It was apparent from the observation study that the PoG method of teaching makes students fully engaged in grammar lessons and fully attentive and interested in the lessons to the

extent that they participate actively in the teaching-learning process. The study also showed that this teaching method empowered students with the ability to orally apply grammatical concepts taught in class in different contexts. The interview study showed that the PoG method of teaching not only requires less effort and time to implement but also is attractive and enjoyable to students hence keeping them highly engaged and interactive throughout the lessons. Moreover, the document analysis study showed that the scores of students improved significantly following the implementation of PoG technique of teaching. The improvement in scores was witnessed in each of the six grammatical concepts that were tested through this method. This is an indication that the PoG method of teaching enhances the ability of second grade EFL learners in UAE to understand grammatical concepts taught to them in class, retain the information on different concepts, and apply it in the use of the language in different contexts inside and out of the classroom setting.

5.2. Recommendations

Based on the findings of this study, it is recommendable that institutions of learning embrace the PoG method of teaching, particularly for teaching languages to EFL learners. Educational stakeholders should develop syllabuses or curriculums that enable teachers to implement this new method of teaching. With empirical evidence as shown in this research study confirming that the implementation of this new teaching technique significantly improves the scores of students in grammar assessments, it is indisputable that the technique is efficient in making young learners understand, retain, apply grammatical concepts taught to them. However, it is vital to note that this method is only effective when the concepts taught to young learners are at par with the students' level of thinking and/or cognitive development. This is to imply that if the grammatical concepts taught to students are way beyond what their minds can understand, positive performances are virtually unattainable even with the implementation of the PoG method of teaching.

It is also recommendable that while implementing the PoG method of teaching, educators should emphasize on making students engaged throughout grammar lessons. They can achieve this by developing interesting stories and creating an environment within which students are free to interact with them as well as their peers by asking and answering questions during teaching

sessions. This active participation in the teaching process helps to clarify concepts to learners, hence minimizing (in not eliminating) the possibility of misunderstanding and misperceptions in regards to the applicability of various grammatical concepts.

It is also recommendable that teachers employ interactive teaching and collaborative learning methods alongside the PoG method of teaching. Through the integration of these three teaching techniques, learners will be able to learn from their peers in group discussions, and to learn from their teachers via collaborative interactions. Since these methods of teaching are interrelated, it is easy for educators to use them concurrently to improve students' ability to understand, retain and apply grammatical concepts taught to them in different contexts.

5.3. Further Research Area

While this research study has been comprehensive in analyzing PoG method of teaching to include its impact on the ability of students to understand, retain, and apply grammatical concepts in different contexts, it has not analyzed whether this method of teaching can be integrated with other methods to produce even better results. Therefore, it is recommendable that future studies analyze some of the teaching methods that can be integrated with the PoG method to further improve the scores of ESL learners in grammar assessments, and enhance their understandability, retention power, and applicability of the concepts in different contexts.

6. CHAPTER 6: LIMITATIONS OF THE STUDY

Lack of Prior Research on the Topic

Similar to any other research study, this study had some limitations. One of the main limitations of this study is the lack of prior research on the topic of the study. Usually, citing prior research studies conducted on the topic of study forms the basis of the literature review of any professional research study. The review of prior studies on the target topic lays the foundation for understanding the research problem that is being investigated in the study. Therefore, given that the PoG method of teaching is a new invention, there are no prior research studies on this topic.

Resource Limitation

The researcher did not have a lot of resources to conduct a huge study that could have involved many respondents. Certainly, the larger the sample size and the diversity of the target population, the more the resources required to complete a primary research study. In this regard, the researcher only limited the study to three Grade 2 classes (Class A, B and C) for data collection using all the three methods of primary data collection used. Respondents of the interviews were 3 class teachers of the Grade 2 classes, respondents of the observation study were students and the class teacher of class B, and document analysis was conducted for students of class B.

7. APPENDICES

7.1. Appendix A: Interview guide for the teachers

Interview form 1 – Pre Implementation Phase

- 1- Do you think that students can naturally get grammar without the need to simplify?
- 2- Through what technique do you teach your students? Why?
- 3- Do you simplify your instructions when teaching grammar? Can you give examples?
- 4- Do you think that your method in teaching grammar is working? Why?
- 5- On a scale of 10, how do you rate your students understanding of grammar? Why?
5/ my students' achievement in the grammar tests is low.

Interview form 2 – Post Implementation Phase

- 1- How easy was it for you to implement the new technique
- 2- How did the students react the change in the technique?
- 3- On a scale of 10, how do you rate your students understanding of grammar? Why?

7.2. Appendix B: Student Observation Form

Student Name:

Date:

Name of observer:

Time

Student engagement	<input type="radio"/> fully <input type="radio"/> partly <input type="radio"/> never
Student participation	<input type="radio"/> fully <input type="radio"/> partly <input type="radio"/> never
Students applying the grammatical concept orally	<input type="radio"/> fully <input type="radio"/> partly <input type="radio"/> never
Student recalling parts of the story while working in groups	<input type="radio"/> fully <input type="radio"/> partly <input type="radio"/> never
Students linking the character in the story to the grammatical concept	<input type="radio"/> fully <input type="radio"/> partly <input type="radio"/> never

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