

# **Khazar University**

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## **Master Thesis**

A Qualitative Comparison of Grammar Teaching in urban and subrural public schools

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## **Abstract**

This qualitative study delves into the nuanced landscape of grammar teaching practices within the distinct contexts of urban and subrural public schools. Recognizing the multifaceted nature of language instruction, we employed a comprehensive research design that incorporated in-depth interviews, classroom observations, and document analysis to capture the intricacies of grammar pedagogy.

The urban-subrural dichotomy serves as a critical lens through which we explore the diverse challenges and opportunities encountered by educators in these contrasting settings. By engaging with teachers, administrators, and students, our research aims to elucidate the socio-cultural, economic, and geographical factors influencing the implementation of grammar instruction.

Preliminary findings suggest that urban schools, characterized by greater cultural diversity and resource abundance, exhibit a range of innovative approaches to grammar teaching. Conversely, subrural schools, often grappling with limited resources and unique community dynamics, confront distinct challenges in fostering effective grammar instruction. These challenges may include issues related to teacher professional development, access to educational materials, and community engagement.

This study explores the disparities in grammar teaching methodologies between urban and subrural public schools, shedding light on the nuanced challenges and opportunities faced by educators in diverse socio-geographic contexts. Grammar instruction plays a pivotal role in language acquisition and literacy development, yet it is often subject to variations influenced by contextual factors. Urban schools tend to adopt more traditional and structured approaches to grammar instruction, influenced by standardized testing and curricular mandates. In contrast, subrural schools often leverage contextualized teaching strategies, integrating grammar into real-life scenarios to foster a deeper understanding among students. These variations reflect the diverse needs and resources available to educators in different environments. Research explores the impact of socio-economic factors, class sizes, teacher training, and access to technology on grammar teaching practices. It highlights the need for tailored professional development and curriculum design to address the unique challenges faced by educators in both urban and subrural contexts. This study provides valuable

insights into the disparities in grammar teaching methods between urban and subrural public schools. It underscores the importance of acknowledging and accommodating contextual factors in shaping effective grammar instruction, ultimately contributing to improved language proficiency and literacy outcomes for students across diverse educational settings. Further research is recommended to explore potential solutions and best practices for addressing these disparities in grammar education.

Through an in-depth qualitative analysis, this study contributes to the ongoing discourse on educational equity by shedding light on the disparities in grammar teaching practices between urban and subrural public schools. The implications of our findings extend beyond the realm of grammar instruction, informing broader conversations on pedagogical strategies, resource allocation, and the role of socio-economic factors in shaping the educational landscape. Ultimately, this research seeks to provide actionable insights for educators, policymakers, and stakeholders striving to enhance the quality of grammar education across diverse public school environments.

**Keywords:** grammar teaching, urban schools, suburban schools, qualitative research, classroom observations, interviews, document analysis, instructional strategies, teacher interactions, resources.

# INTRODUCTION

## Background

The quality of education in urban and suburban public schools has long been a subject of discussion and debate in educational research and policy circles. While numerous factors contribute to the overall educational experience in these settings, one critical aspect that warrants careful consideration is the teaching of grammar. Grammar, as an integral component of language proficiency, plays a pivotal role in students' ability to communicate effectively, both in writing and speaking.

This study embarks on a qualitative exploration of the contrasting approaches to grammar teaching in urban and suburban public schools. By focusing on the qualitative aspects, we aim to delve into the nuances, pedagogical strategies, and contextual factors that influence how grammar is taught in these two distinct educational settings. This investigation seeks to shed light on the similarities and disparities in grammar instruction, thereby contributing valuable insights for educational policymakers, curriculum developers, and educators.

Urban public schools are often characterized by their diverse student populations, high student-to-teacher ratios, and resource limitations. These schools typically serve students from diverse cultural and socioeconomic backgrounds, facing unique challenges that can impact their language development. On the other hand, suburban public schools are often associated with more homogenous student populations, smaller class sizes, and relatively higher levels of resources and parental involvement. These differing contexts may lead to variations in how grammar is taught and prioritized within the curriculum.

The importance of grammar instruction in shaping students' language skills cannot be understated. Proficiency in grammar not only enhances written and verbal communication but also contributes to critical thinking and analytical abilities. Furthermore, grammar skills are a fundamental prerequisite for academic success and career advancement.

In this study, we will employ qualitative research methods, including classroom observations, interviews with teachers and students, and the analysis of curriculum materials. By examining the teaching practices, perceptions, and experiences of grammar instruction in

urban and suburban public schools, we aim to provide a comprehensive understanding of how these distinct educational environments impact the approach to grammar teaching.

Ultimately, our findings will help inform educational stakeholders about the potential disparities in grammar education and illuminate areas for improvement. By addressing these differences, we can work towards ensuring that all students, regardless of their geographical location, have equitable access to high-quality grammar instruction that empowers them to excel academically and communicate effectively in an ever-evolving global landscape. This qualitative comparison serves as a crucial step toward enhancing the overall educational experiences of students in both urban and suburban public schools.

Grammar education plays a crucial role in language development and communication skills. It serves as the foundation upon which individuals build their linguistic competence, enabling them to effectively convey their thoughts and ideas. However, the quality of grammar instruction can vary significantly between different educational settings, particularly in urban and suburban public schools.

Urban schools are typically located in densely populated areas, often characterized by higher levels of socioeconomic diversity and access to resources. Students in urban schools may have exposure to more diverse linguistic influences due to the multicultural nature of cities.

Suburban areas, on the other hand, are typically found on the outskirts of urban centers or in less densely populated regions. Suburban schools may face unique challenges, including limited access to educational resources and a student body that is more homogenous in terms of language and culture.

The teaching of grammar in public schools has been a subject of debate and evolution over the years. Traditional methods of grammar instruction often focused on memorization and rule-based learning, while more contemporary approaches emphasize the importance of context-based learning and communicative competence.

The implementation of grammar instruction in public schools can vary due to factors such as curriculum standards, teacher qualifications, and available teaching materials.

## **Statement of the problem and purpose of the study**

The problem addressed in this study is the disparity in the quality and effectiveness of grammar teaching between urban and suburban public schools. This issue arises from the observed differences in resources, teacher qualifications, and student outcomes between these two types of educational settings. Specifically, the study aims to investigate whether there are significant variations in the methods, strategies, and outcomes of grammar instruction in urban and suburban public schools.

The purpose of this study is to conduct a qualitative comparison of grammar teaching practices in urban and suburban public schools in order to:

1. Examine the instructional approaches and strategies employed by teachers in urban and suburban settings when teaching grammar.
2. Assess the availability and utilization of educational resources, including textbooks, technology, and instructional materials, in urban and suburban schools for grammar instruction.
3. Investigate the qualifications and professional development opportunities of teachers in both urban and suburban schools, with a focus on their training in grammar instruction.
4. Explore student outcomes in terms of grammar proficiency, writing skills, and standardized test performance in urban and suburban public schools.
5. Identify challenges and best practices in grammar teaching in both settings and make recommendations for improvement.

Ultimately, this research aims to contribute to a deeper understanding of the factors contributing to the disparities in grammar education in urban and suburban public schools and provide insights into how to enhance grammar teaching practices and outcomes in both types of schools. By shedding light on these issues, this study seeks to inform educational policymakers, administrators, and educators on potential strategies to bridge the gap in grammar instruction quality and ensure that all students, regardless of their geographic location, have access to high-quality grammar education.

Teaching English in both rural and urban schools can present unique challenges and opportunities. Here are some key points to consider when it comes to teaching English in these different settings:

Rural schools often have limited resources compared to their urban counterparts. This could include fewer teaching materials, outdated technology, and a smaller selection of books. As an English teacher, you may need to be creative and resourceful in adapting your lessons to the available resources.

Rural communities tend to have a strong sense of community, which can work to your advantage as a teacher. Building relationships with students and their families may be easier in a smaller, tight-knit community. You may also have the opportunity to collaborate with other teachers and community members to enhance English learning experiences.

Due to smaller student populations, rural schools often have multigrade classrooms where students of different ages and abilities are taught together. This can be a challenge, as you'll need to differentiate your instruction to meet the diverse needs of students at different grade levels.

In rural areas, you may have the opportunity to incorporate local culture and traditions into your English lessons. This can help make the learning experience more meaningful and relatable for students.

Urban schools often have a more diverse student population, with students from various cultural and linguistic backgrounds. This diversity can enrich the classroom environment but also requires teachers to be sensitive to the needs and backgrounds of their students. Incorporating multicultural perspectives and providing support for English language learners is essential.

Urban schools generally have access to more resources, including technology, libraries, and extracurricular activities. This can provide opportunities for more varied and engaging English lessons. However, it's important to note that resource disparities may still exist within urban areas, particularly in underprivileged communities.

Urban schools may face challenges related to classroom management due to larger class sizes and potentially more diverse student backgrounds. Establishing clear expectations, fostering a positive classroom climate, and implementing effective behavior management strategies are crucial in urban settings.



Being in an urban environment, students may have more exposure to authentic English language usage through media, cultural events, and interactions with diverse communities. As an English teacher, you can leverage these opportunities to connect classroom learning to real-life situations and promote language acquisition.

In both rural and urban settings, it's important to adapt your teaching approaches to the specific needs and characteristics of your students. Flexibility, cultural sensitivity, and creativity are key to providing meaningful English instruction and fostering a love for learning in any environment.

### **Research questions**

- What are the predominant grammar teaching methods and approaches employed in urban public schools?
- What are the predominant grammar teaching methods and approaches employed in subrural public schools?
- How do teacher qualifications and experience influence grammar instruction in these settings?
- How do student demographics and linguistic diversity impact grammar learning in urban and subrural schools?
- What are the perceived outcomes and challenges of grammar education in both settings?

### **Significance and Justification for the study**

The study of a qualitative comparison of grammar teaching in urban and subrural public schools can have several significant implications and justifications.

Significance of the Study:

The study addresses the issue of educational equity by examining grammar teaching practices in urban and subrural public schools. It aims to shed light on potential disparities in educational opportunities, resources, and teaching approaches between these two settings.

Grammar is a fundamental aspect of language and plays a crucial role in students' overall language proficiency. By comparing grammar teaching practices, the study can provide insights into how different instructional approaches impact students' grammar skills and academic achievement in urban and subrural contexts.

The findings of the study can inform pedagogical practices in both urban and subrural schools. Identifying effective strategies and highlighting potential areas for improvement can help teachers enhance their grammar instruction, leading to better learning outcomes for students.

The study's results can contribute to the development of teacher training programs and professional development initiatives. By understanding the unique challenges and needs of teachers in urban and subrural schools, targeted support can be provided to enhance their grammar teaching skills and instructional techniques.

The study may have implications for education policymakers, providing evidence-based insights into the strengths and weaknesses of grammar teaching in different school settings. This information can guide the development of policies and resource allocation to ensure equitable educational opportunities for students across diverse contexts.

There is a scarcity of research specifically comparing grammar teaching practices in urban and subrural public schools. Existing studies often focus on broader aspects of language instruction or compare urban and rural settings without distinguishing the specific subrural context. This study aims to fill this gap in the literature and provide a nuanced understanding of grammar teaching in these two settings.

Urban and subrural schools often face distinct challenges and resource disparities, which can impact the quality of education provided. By examining grammar teaching practices, the study aims to uncover potential variations in instructional approaches, resource availability, and teacher-student interactions, thereby identifying factors that contribute to educational disparities.

The study recognizes the importance of considering the unique contextual factors that influence grammar teaching in urban and subrural schools. These factors may include student demographics, school infrastructure, teacher qualifications, community support, and available teaching materials. Examining these factors will provide a comprehensive understanding of grammar instruction in different settings.

By employing a qualitative research methodology, the study aims to explore the experiences, perceptions, and practices of teachers and students in urban and subrural schools. This approach allows for an in-depth examination of the nuances and complexities of grammar teaching, providing rich insights that quantitative methods alone may not capture.

The study intends to generate practical recommendations and suggestions for improving grammar teaching practices in both urban and subrural public schools. By understanding the strengths and weaknesses of current approaches, teachers, administrators, and policymakers can make informed decisions to enhance the quality of grammar instruction and promote equitable educational opportunities for all students.

One of the primary justifications for this study is to examine the potential disparities in grammar teaching practices between urban and subrural public schools. Education should ideally be equitable, irrespective of geographical location, and this research can shed light on any inequities that may exist in grammar instruction. Identifying such disparities can help policymakers and educators address them and strive for equal opportunities in language education.

Urban and subrural areas often exhibit different linguistic profiles. By comparing grammar teaching practices in these distinct contexts, researchers can gain insights into how educators navigate language diversity and incorporate it into their teaching strategies. This understanding can be crucial for developing inclusive and culturally responsive instructional approaches that cater to the linguistic needs of diverse student populations.

Exploring and comparing grammar teaching practices across different settings can contribute to identifying effective strategies and approaches. By examining the methods employed in both urban and subrural schools, researchers can determine which instructional techniques yield better learning outcomes for students. This knowledge can inform teacher

training programs, curriculum development, and pedagogical practices, ultimately enhancing the overall quality of grammar education.

Urban and subrural environments differ significantly in terms of available resources, infrastructure, student demographics, and socioeconomic conditions. Studying grammar teaching in these distinct contexts allows researchers to account for these contextual factors and evaluate their influence on instructional practices. This analysis can provide a nuanced understanding of the challenges and opportunities faced by teachers and students in different settings, helping to inform educational policies and interventions.

There may be a limited body of research that specifically compares grammar teaching in urban and subrural public schools. Conducting this study would address this gap in the literature and contribute to the existing knowledge base on language education. By focusing on the specific aspects of grammar instruction, researchers can provide valuable insights that can guide future studies and discussions in the field.

Overall, the significance of studying a qualitative comparison of grammar teaching in urban and subrural public schools lies in its potential to promote educational equity, enhance teaching effectiveness, understand linguistic diversity, account for contextual factors, and contribute to the existing research landscape.

Quality indicators of grammar teaching in urban schools can vary, but here are some common indicators that can be used to assess the effectiveness of grammar instruction.

A well-designed grammar curriculum should have clear and specific learning objectives that outline what students are expected to learn. These objectives should be aligned with educational standards and provide a roadmap for teachers and students.

Grammar instruction should not be isolated from other language skills such as listening, speaking, reading, and writing. It should be integrated into meaningful and authentic communication contexts, enabling students to understand how grammar functions in real-life language use.

Effective grammar teaching involves a systematic and sequential progression of concepts and skills. Teachers should introduce grammar topics in a logical order, building upon

previously learned knowledge and skills. This ensures that students develop a solid foundation and can grasp more complex grammatical structures over time.

Students should actively participate in grammar lessons through various activities, such as guided practice, discussions, collaborative tasks, and hands-on exercises. Active engagement promotes deeper understanding, application, and retention of grammar rules and concepts.

Effective grammar teaching recognizes the diverse needs and abilities of students. Teachers should employ differentiated instruction techniques to accommodate different learning styles, levels of proficiency, and individual needs. This may involve providing additional support or challenges, using varied instructional materials, or adapting teaching strategies.

Regular and ongoing assessment of students' progress is crucial for effective grammar instruction. Formative assessments, such as quizzes, assignments, or classroom observations, help teachers identify areas of strength and weakness, tailor instruction accordingly, and provide timely feedback to students.

Grammar teaching should emphasize the application of grammar rules in authentic language contexts. Students should have opportunities to use grammar structures in meaningful ways, such as through writing assignments, speaking tasks, and real-life communicative situations.

Well-trained and knowledgeable teachers play a vital role in effective grammar instruction. Teachers should possess a solid understanding of grammar concepts themselves and be equipped with effective teaching strategies. Ongoing professional development opportunities can help teachers stay updated with the latest research and instructional approaches in grammar teaching.

Integration of technology, educational resources, and instructional tools can enhance grammar instruction. Interactive online resources, grammar software, digital exercises, and multimedia materials can provide additional practice, visual aids, and engaging learning experiences for students.

Schools should foster a culture of continuous improvement in grammar teaching. Teachers and administrators should regularly evaluate the effectiveness of instruction, gather feedback from students, colleagues, and parents, and make necessary adjustments to enhance grammar teaching and learning.

These indicators provide a framework for assessing the quality of grammar teaching in urban schools, but it's important to consider the specific context and needs of each school and its students when evaluating grammar instruction.

When assessing the quality of grammar teaching in rural public schools, several indicators can be considered.

The presence of a well-designed curriculum that includes clear learning objectives and aligns with the educational standards for grammar instruction is important. The curriculum should outline the sequence of grammar topics, provide appropriate instructional materials, and specify the expected outcomes.

The qualifications and expertise of grammar teachers are crucial. Teachers should possess strong knowledge of grammar rules, pedagogical techniques, and effective instructional strategies. Professional development opportunities for teachers to enhance their grammar teaching skills are also valuable.

Observing classroom instruction can provide insights into the quality of grammar teaching. Effective grammar instruction should involve clear explanations, examples, and opportunities for students to practice and apply grammar rules in meaningful contexts. Teachers should use a variety of instructional strategies, such as explicit instruction, modeling, guided practice, and independent practice.

Regular assessment of students' grammar skills is important to monitor progress and identify areas for improvement. Schools should have appropriate assessment tools and provide timely feedback to students. Assessments should measure students' understanding and application of grammar concepts and provide opportunities for self-reflection and improvement.

Effective grammar teaching considers the diverse needs and abilities of students. Teachers should employ strategies to differentiate instruction based on students' proficiency

levels, learning styles, and interests. Individualized support for students who require additional help or challenge is also important.

Grammar instruction should be integrated into broader language activities to promote meaningful learning. Students should have opportunities to apply grammar knowledge in authentic contexts, such as reading, writing, speaking, and listening. Integrating grammar into other language skills helps students understand the relevance and practical application of grammar rules.

Availability of appropriate resources and materials, including textbooks, workbooks, digital tools, and supplementary materials, can enhance the quality of grammar teaching. Schools should ensure access to up-to-date resources that are engaging and relevant to students' needs.

A positive and supportive learning environment is crucial for effective grammar instruction. Schools should foster an atmosphere that encourages student participation, collaboration, and risk-taking. Teachers should create a safe space for students to ask questions, make mistakes, and receive constructive feedback.

Collaboration between parents, teachers, and the community can contribute to the quality of grammar teaching. Schools should actively involve parents in supporting students' grammar development, provide resources for home practice, and communicate about students' progress.

Schools should have mechanisms in place to evaluate the effectiveness of grammar teaching and make continuous improvements. This can involve regular data analysis, teacher collaboration, and professional development opportunities based on identified areas of growth.

By considering these indicators, stakeholders can assess and enhance the quality of grammar teaching in rural public schools, ultimately supporting students' language development and communication skills.

## **Definition of key terms**

Comparison refers to the process of examining and highlighting similarities and differences between two or more entities. The purpose is to identify and understand variations, patterns, and potential factors influencing the effectiveness or outcomes of grammar instruction in different contexts.

Grammar teaching involves the instruction and learning of the rules and principles that govern the structure, syntax, and usage of a language. It aims to enhance students' understanding and proficiency in using grammar correctly in their spoken and written communication.

Public schools are educational institutions funded and managed by government authorities, typically offering free or subsidized education to students. These schools are open to all students in the community and follow a curriculum defined by the education department or relevant authorities.

Qualitative research refers to an approach that focuses on understanding and interpreting the meanings, experiences, and perspectives of individuals within a particular context. It involves gathering and analyzing non-numerical data such as interviews, observations, and textual analysis.

Subrural public schools are educational institutions situated in areas that are on the outskirts of urban centers or in semi-rural regions. They may have a mix of urban and rural characteristics, with students coming from both urban and rural backgrounds. These schools may face specific challenges related to access to resources, transportation, and educational opportunities.

Urban public schools are educational institutions located in densely populated urban areas, typically in cities or large towns. These schools often serve diverse student populations and may face unique challenges related to resources, infrastructure, and student demographics.

These key terms provide a foundation for understanding the context and focus of a qualitative comparison of grammar teaching in urban and subrural public schools



## **Limitations and Delimitations of the study**

Limitations and delimitations of the study titled "A Qualitative Comparison of Grammar Teaching in Urban and Subrural Public Schools" refer to the factors that may have constrained or restricted the scope and generalizability of the research.

The study might have a limited sample size due to practical constraints such as time and resources. A small sample size may limit the generalizability of the findings to a larger population.

The process of selecting schools and participants for the study may have certain biases or limitations. For instance, schools chosen may not be representative of all urban and subrural public schools, and the participants might not be fully representative of the student or teacher populations in those areas.

The study may focus on specific urban and subrural public schools, and the findings may not be applicable to schools in other contexts such as rural or remote areas, private schools, or schools in different countries.

Due to the qualitative nature of the study, the findings may not be easily generalized to a larger population. Qualitative studies often aim to provide in-depth insights and understanding rather than statistical generalizability.

The researcher's own beliefs, perspectives, and experiences may influence the study's design, data collection, and interpretation of findings. It is important to acknowledge and consider potential bias in qualitative research.

The study might have been limited by time constraints, which may have impacted the depth and breadth of data collection and analysis. This could affect the comprehensive understanding of grammar teaching practices in urban and subrural schools.

Qualitative research relies on subjective interpretations of data. Different researchers might interpret the same data differently, which could affect the study's findings and conclusions.

Ethical constraints, such as obtaining informed consent from participants, protecting their confidentiality, and maintaining neutrality, may have influenced the study's design and implementation.

The study may lack control over external variables that could influence grammar teaching practices in urban and subrural schools, such as variations in curriculum, funding, teacher qualifications, and student characteristics. The qualitative analysis methods employed in the study might introduce potential limitations. The use of specific coding frameworks or interpretation techniques might limit the range of insights derived from the data. Among the limitations of the research, the limited nature of the information base of the subject and the system of statistical indicators is highlighted.

It is crucial for researchers to acknowledge and discuss these limitations and delimitations in their study to provide a comprehensive understanding of the scope and potential implications of their findings.

## **CHAPTER1. THEORETICAL AND REVIEW OF LITERATUE**

Various linguists have offered different explanations of the term "grammar," and these diverse perspectives can influence how language teachers approach grammar instruction. Some linguists define grammar as a set of principles governing sentence structure. For instance, Dalil (2013) sees grammar as a branch of linguistics encompassing the implicit rules within a language, enabling the generation of all possible sentences. Thornbury (1999) extends this definition, not only covering morphology and syntax but also considering other aspects like sound, words, sentences, and text forms. He emphasizes that grammar explores what forms and structures are feasible in a language. Traditionally, grammar has focused on analyzing sentence-level rules, describing how sentences in a language are constructed. Consequently, the ability to recognize and produce well-structured sentences is crucial for language learners.

Numerous studies have examined grammar and grammar teaching. Here, we review two relevant studies:

Pandey (2004) conducted research on the "Effectiveness of Language Games in Teaching Grammar." This study aimed to assess the efficacy of using language games to teach grammar. The research involved sixty grade ten students from Jaya Devkota Mankamana Higher Secondary School in Kathmandu. Over a period of one and a half months, the students engaged in around forty language games, as part of an experimental approach. Data were collected through tests, and the study concluded that using games as a teaching technique was more effective than conventional methods for grammar instruction.

Neupane (2010) explored the "Effectiveness of Teaching Grammar through Texts." Her research sought to evaluate the effectiveness of using texts to teach English grammar. The study involved 30 grade nine students from Sunsari district. Data were collected through tests containing both objective and subjective questions, such as multiple-choice, fill-in-the-blanks, and true-or-false. The results indicated that using texts was a relatively effective approach for teaching grammar, with improved progress observed in the experimental group.

Different linguists have varying perspectives on grammar, which can influence how grammar is taught. Additionally, studies like Pandey's and Neupane's have explored innovative methods for teaching grammar, such as language games and texts, and have found these approaches to be effective in improving students' grammar skills.

In Shah's 2010 study titled "Effectiveness of Teaching Grammar through the Inductive Method," the primary aim was to assess how effective the inductive method was for teaching grammar. Shah employed an experimental research design and utilized tests as the primary data collection tool. The test materials covered specific grammar areas such as tenses, tag questions, prepositions, and subject-verb agreement. The study involved 20 grade-nine students, selected through random sampling. Both pre-tests and post-tests were administered to both a control group and an experimental group.

The research revealed that 64.44% of students made errors in the pre-test, but they made fewer errors in the post-test. Shah concluded that the inductive method proved more effective than the deductive method for teaching grammar.

In Gautam's 2011 study titled "Effectiveness of Pair Work in Teaching Grammar," the main objective was to examine the effectiveness of using pair work as a technique for teaching grammar. The study focused on grade-nine students from Gulmi district, using random sampling based on their pre-test rankings. This study also followed an experimental approach, dividing the grade-nine students into two groups: an experimental group (Group 'A') and a control group (Group 'B').

The research findings indicated that both Group 'A' and Group 'B' made improvements in their overall scores, but Group 'A' (the experimental group) showed greater progress compared to Group 'B' (the control group). Gautam concluded that pair work proved to be a more effective method for teaching grammar than the traditional lecture method.

Shah's research supported the effectiveness of the inductive method, while Gautam's study highlighted the advantages of using pair work as a teaching technique for grammar.

In 2014, Adhikari conducted a research study focused on assessing the effectiveness of the discovery technique in teaching grammar. The primary aim of this research was to determine whether using the discovery technique yielded better results in grammar instruction compared to the explanation technique. Adhikari employed an experimental design and chose fifty-two ninth-grade students from Janata Higher Secondary School in Kapilvastu district as both the population and sample for the study. The sampling method used was non-random judgmental sampling. The students were divided into controlled and experimental groups, and test items were utilized as data collection tools, involving both pre-tests and post-tests.

The research findings concluded that students who were taught using the discovery technique outperformed those taught using the explanation technique. Furthermore, the study

observed that students taught through the explanation technique could only articulate grammar rules but struggled to apply them practically.

In a similar vein, Sharma (2014) conducted a study on "Techniques Used in Teaching Grammar" with the primary objective of identifying the techniques employed by teachers in grammar instruction. The study's population consisted of grammar teachers, and two teachers from Chitwan district were purposively selected as the sample. The research adopted a survey approach, utilizing classroom observation checklists as data collection tools. Fifteen classes were observed, and the teachers' instructional methods were recorded using the checklists. The findings revealed that 6.66% of the observed classes used the deductive method, while 10% employed the inductive method for teaching grammar. The study also noted that most teachers favored the inductive method, although controlled deeds and modeling techniques were also utilized.

Both Adhikari and Sharma's research studies revolved around the topic of teaching grammar, with a focus on the techniques employed. Adhikari's study specifically assessed the effectiveness of the discovery technique compared to the explanation technique, concluding that the former yielded better results. Sharma's study, on the other hand, explored the methods teachers used for teaching grammar, with a notable preference for the inductive method among the observed instructors.

The author of the paraphrased text then highlights the need for a new research study in the field of grammar teaching, stating that there have been no studies on the various ways of teaching different grammatical items. This new study aims to identify and suggest effective grammar teaching methods based on actual teaching practices, with the goal of providing practical insights for grammar instruction.

A theoretical review of "A Qualitative Comparison of Grammar Teaching in Urban and Subrural Public Schools" would provide an overview of the key concepts, theories, and existing literature related to grammar teaching in the context of urban and suburban public schools. This review aims to set the stage for the research by establishing a theoretical framework and highlighting relevant prior research.

This literature review aims to explore and compare the approaches to grammar teaching in urban and subrural public schools. Grammar instruction plays a vital role in language education, and understanding the similarities and differences in how it is taught in diverse educational settings can provide valuable insights for educators and policymakers. By

examining a range of scholarly articles, research studies, and educational reports, this review synthesizes the existing knowledge on grammar teaching practices in urban and suburban public schools. The findings shed light on instructional strategies, curriculum design, teacher qualifications, and the impact of socioeconomic factors on grammar instruction. The review underscores the importance of contextual factors and pedagogical approaches in shaping effective grammar teaching practices in diverse educational settings.

Barton, D. (2007). *Literacy: An introduction to the ecology of written language* (2nd ed.): This book offers an introduction to the concept of literacy as an ecological phenomenon, exploring how literacy practices are influenced by social, cultural, and historical contexts.

Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom* (2nd ed.): In this book, Delpit examines the cultural conflicts that occur in classrooms and provides insights into effective teaching practices for diverse student populations.

Dyson, A. H. (2015). *The search for inclusion: Deficit discourse and the erasure of childhood*: This article focuses on the concept of inclusion in education and explores how deficit-oriented discourse and practices can marginalize certain students and hinder their educational experiences.

Dyson, A. H., & Smitherman, G. (2009). *The right (write) start: African American language and the discourse of sounding right*: This article examines the cultural and linguistic biases in educational settings and highlights the importance of recognizing and valuing African American language and discourse patterns in classrooms.

García, O. (2009). *Education, multilingualism, and translanguaging in the 21st century*: This chapter explores the role of multilingualism and translanguaging in education, emphasizing the need for inclusive language practices that value students' linguistic repertoires.

Garcia, A. & O'Donnell-Allen, C. (2015). *Pose, wobble, flow: A culturally proactive approach to literacy instruction*: This book proposes a culturally proactive approach to literacy instruction that integrates students' cultural backgrounds and experiences into the teaching and learning process.

Gartland, L. B., & Smolkin, L. B. (2016). *The histories and mysteries of grammar instruction*: This article discusses the historical perspectives and current practices of grammar instruction in literacy education.

Kalantzis, M., & Cope, B. (2012). *Literacies*: This book explores the concept of "new literacies" in the digital age and discusses the changing nature of literacy practices in contemporary society.

Ladson-Billings, G. (1995). *Toward a theory of culturally relevant pedagogy*: This influential article proposes a theory of culturally relevant pedagogy that aims to empower students from diverse cultural backgrounds through educational practices that acknowledge and incorporate their cultural experiences.

Machado, E., Vaughan, A., Coppola, R., & Woodard, R. (2017). "Lived life through a colored lens": Culturally sustaining poetry in an urban literacy classroom: This article explores the use of culturally sustaining poetry in an urban literacy classroom, highlighting its potential to engage students and promote critical literacy.

#### Multilingual Academic Literacies:

Michael-Luna and Canagarajah (2008) propose the concept of code meshing as a pedagogical approach that acknowledges and values students' multiple language resources. They argue for the integration of students' diverse language repertoires into classroom instruction, fostering inclusive learning environments that enhance academic literacies.

Razfar and Rumenapp (2014) emphasize a sociocultural approach to applying linguistics in the classroom. Their work underscores the importance of understanding the sociocultural context of language use and its impact on language learning. They advocate for pedagogical practices that promote linguistic diversity and support the language development of all students.

Code switching is another valuable tool discussed in the literature. Wheeler and Swords (2004) highlight how codeswitching allows students to navigate between different dialects and languages, promoting language and cultural transformations within the classroom. This approach recognizes the linguistic and cultural resources students bring to the learning environment.

#### Culturally Sustaining Pedagogy:

Paris (2012) proposes the concept of culturally sustaining pedagogy, which goes beyond merely acknowledging cultural diversity and instead seeks to sustain and nourish students' cultural backgrounds. By adopting this pedagogical stance, educators can create inclusive learning spaces that validate and incorporate students' cultural identities, promoting engagement and academic success.

Puzio et al. (2017) examine the concept of creative failures in culturally sustaining pedagogy, highlighting the challenges and complexities of implementing such an approach. They emphasize the importance of recognizing and learning from these failures to refine pedagogical practices and create culturally responsive classrooms.

Language Ideologies and Instruction:

McBee Orzulak (2015) challenges deficit ideologies often associated with students' language backgrounds, urging educators to move beyond stereotypes and embrace students' linguistic resources. This perspective encourages educators to recognize the value of students' mother tongues and to leverage them in educational settings.

Language Arts and Writing Instruction:

Smith, Cheville, and Hillocks (2006) discuss the impact of grammars on the teaching of language arts. They emphasize the need for a balanced approach that integrates the study of grammar with meaningful writing instruction. This perspective recognizes the importance of both language mechanics and creative expression in developing students' writing skills.

This theoretical review sets the stage for the empirical research by providing a comprehensive understanding of the theoretical underpinnings, existing practices, and potential challenges in grammar teaching in urban and suburban public schools. It helps justify the need for the comparative study and provides a solid foundation for interpreting the research findings.

### **1.1. The main expression of problem and purpose of grammar teaching in urban and subrural public schools**

The teaching of grammar in urban and suburban public schools has long been a subject of debate and scrutiny within the field of education. This debate revolves around the fundamental questions of why grammar is taught and what problems it aims to address in these diverse educational settings. Grammar, as an essential component of language, plays a pivotal role in shaping communication skills and language proficiency. However, its place and purpose in the curriculum can vary significantly between urban and suburban public schools, each facing distinct challenges and priorities.

In this discussion, we delve into the main expressions of the problem and the underlying purposes of grammar teaching in both urban and suburban public schools. While



urban and suburban environments may share certain similarities, such as multicultural student populations and evolving language norms, they also present unique challenges and opportunities that influence the approach to grammar instruction.

Grammar is essentially the structural framework that connects words and word groups in a language to create coherent and meaningful communication. It is a vital component of language that must be both learned and taught. Grammar serves as the foundation and a crucial element of any language, as it dictates what structures and forms are permissible within that language.

Nassaji and Fotos (2011) emphasize the fundamental role of grammar by stating that language cannot exist without it. To ensure that language is not only functional but also perfected for meaningful expression, it is essential to teach and understand grammar. When we learn any language, whether it's our native tongue or a second language, we are inherently learning its grammar. Without the instruction of grammar, our ability to construct sentences accurately is compromised. Learners often rely on their teachers to provide them with the rules of grammar, as these rules guide them in creating well-formed sentences.

Grammar essentially defines the range of sentences possible within a language and provides a description of these structures. It plays a central role in the language by facilitating the creation of new sentences. To attain fluency in a language, one must grasp the underlying grammar and structures. As Thornbury (1999) points out, grammar is a tool for understanding the regular patterns in a language, and this knowledge empowers learners to generate a vast array of original sentences. In essence, teaching grammar equips learners with the capacity for limitless linguistic creativity.

Moreover, grammar instruction ensures that language forms are used correctly, rendering language both comprehensible and meaningful. In other words, grammar enables us to arrange morphemes into words, words into phrases, phrases into clauses, and clauses into sentences, allowing us to construct coherent paragraphs by adhering to the rules and principles of the language.

On the contrary, the acquisition of grammar pertains to the ability to use a language correctly without conscious consideration of its grammatical rules. In essence, it involves applying grammar knowledge effortlessly to practice language effectively.

The teaching of grammar in language instruction is a contentious topic, as it has sparked ongoing debates among educators. On one side of the argument, proponents advocate

for teaching grammar, asserting that it offers clear guidelines for proper language usage. Conversely, opponents argue against grammar instruction, contending that it has limited utility in developing communicative competence. This ongoing disagreement has led to a degree of misunderstanding within the field of language teaching.

Zhang (2009) highlights the historical significance of this debate, noting that educators have questioned the value of grammar instruction for centuries. Indeed, the history of language teaching is deeply intertwined with the discourse surrounding the teaching of grammar, with claims and counterclaims persisting over time.

Nevertheless, a firm grasp of grammar remains a crucial aspect of language mastery, enabling individuals to use language creatively and appropriately. The historical context of language teaching reveals the prominent role grammar played in traditional approaches, particularly in the context of Latin and Greek instruction. The Grammar Translation Method, one of the earliest language teaching methods, heavily relied on the teaching of grammar. This approach largely described written language and drew from Latin grammar for its analytical framework.

In the early 20th century, grammar was considered an indispensable component of language instruction, overshadowing other facets of language learning. It was believed that a deep understanding of grammatical rules empowered learners to communicate effectively. However, contemporary perspectives recognize that grammatical competence is just one aspect of communicative competency. In recent years, educationists, theorists, researchers, and practitioners have renewed their interest in teaching grammar, emphasizing that without formal instruction, learners run the risk of fossilization and stagnation in their language development.

Celce-Murcia and Hilles (1988) caution against dismissing grammar instruction entirely, as there is no conclusive empirical evidence suggesting that doing so benefits second language learning. This illustrates that the debate surrounding the role of grammar in language teaching remains an ongoing and unresolved issue.

Nassaji and Fotos (2011) encapsulate the core of the controversy by highlighting the question of whether grammar should be explicitly taught through formal presentations of rules or acquired implicitly through exposure to meaningful language use. Given this persistent debate, it seems prudent to present arguments in favor of teaching grammar, recognizing that the discussion is far from settled.

Thornbury (1999, p. 15) provides seven compelling reasons for incorporating grammar into language teaching. These arguments can be summarized as follows:

a. **The Sentence Machine Argument:** Grammar serves as a tool that helps learners construct sentences effectively. It operates through a finite set of rules, allowing the creation of an infinite variety of new sentences.

b. **The Fine-Tuning Argument:** Mastery of grammar assists learners in conveying their intended meanings clearly and explicitly. Knowledge of grammar is essential to enhance both comprehensibility and appropriateness in language use, while also minimizing ambiguity.

c. **The Fossilization Argument:** Teaching grammar helps prevent the phenomenon of "fossilization" where learners' language skills stagnate or become fixed. Without grammar instruction, learners are at risk of reaching a plateau in their language development.

d. **The Advance-Organizer Argument:** This argument posits that if learners develop a strong foundation in the formal aspects of language from the outset, it facilitates their future language acquisition and proficiency.

e. **The Discrete Item Argument:** Grammar provides a means to break down language into manageable and teachable units. It simplifies the complexity of language learning by offering a finite set of rules and structures.

f. **The Rule-of-Law Argument:** Grammar offers educators a structured system that can be systematically taught and evaluated. It consists of a set of rules that can be passed on from those who possess the knowledge to those who do not.

g. **The Learner Expectations Argument:** Many learners expect grammar to be part of language instruction because they believe it enhances the efficiency and systematic nature of their language learning. Most learners aim to develop their grammatical competence in a specific language.

In essence, Thornbury's arguments underscore the significance of incorporating grammar into language teaching to facilitate effective communication, prevent language stagnation, and align with learners' expectations for structured language learning.

While the debate over whether explicit grammar instruction should be included in foreign language courses continues, it is undeniable that grammar plays an essential role in language education that cannot be overlooked. Thornbury's arguments in favor of teaching grammar in English language classrooms are compelling. Grammar equips learners with the ability to use the language with precision and appropriateness in diverse social contexts,

making it an indispensable tool for language instructors. Moreover, grammar aids students in honing their language accuracy, emphasizing the importance of its inclusion in both teaching and learning processes.

To begin our exploration, it is crucial to examine the evolving landscape of education in urban and suburban settings and the role that grammar teaching plays within it. We will then consider the specific challenges and objectives of grammar instruction in these distinct environments, addressing issues such as linguistic diversity, educational equity, and language acquisition. By shedding light on the main expressions of the problem and the purposes of grammar teaching, this discussion seeks to provide insights into the complex relationship between grammar education and the urban and suburban public school contexts.

The predominant methods of teaching grammar are prescriptive, emphasizing adherence to rules that dictate how language should and should not be used. Unfortunately, these methods often prioritize a particular form of English grammar associated with middle-class white speakers, while neglecting other grammatical variations present in the English language.

This approach has the unfortunate consequence of labeling the proper use of marginalized dialects and grammars as incorrect or deficient. In other words, children who speak these dialects or use these grammatical structures may be seen as making mistakes, rather than recognizing the validity and richness of their language practices.

An alternative to this prescriptive approach is a descriptive one, which focuses on understanding and analyzing patterns of language usage across different contexts. Descriptive approaches to writing and language instruction aim to recognize and respect the diverse ways individuals use language. They seek to identify the underlying rules that govern language usage and acknowledge the variations that exist.

Some promising descriptive approaches include promoting communicative flexibility, embracing translanguaging (the use of multiple languages or language varieties in communication), and employing contrastive analysis (analyzing differences between languages or dialects). These approaches have gained recognition in educational settings, but teachers implementing them often face challenges due to prevalent societal ideologies that view non-standard dialects or grammars as deficient.

Descriptive approaches that focus on understanding language patterns and recognizing linguistic diversity offer a more inclusive alternative, but they face obstacles due to prevailing deficit-oriented beliefs in society.

The teaching of grammar in both urban and suburban public schools follows similar principles, although there may be some contextual differences.

Grammar is typically included as part of the English Language Arts curriculum, which focuses on developing students' reading, writing, speaking, and listening skills. The curriculum outlines specific grammar concepts and skills to be taught at each grade level.

Schools adhere to state or national standards that provide guidelines for language arts instruction. These standards often include specific grammar objectives, such as understanding parts of speech, sentence structure, punctuation, and usage.

Grammar instruction can be delivered through a variety of methods, including explicit teaching, direct instruction, and integrated language activities. Teachers may use textbooks, workbooks, online resources, and other instructional materials to support their teaching.

Teachers in urban and suburban schools employ strategies to differentiate instruction based on the needs of their students. This includes providing additional support for students who struggle with grammar concepts and offering enrichment activities for those who demonstrate proficiency.

Students are given opportunities to practice grammar skills through exercises, worksheets, and writing assignments. Teachers provide feedback and correction to help students improve their understanding and application of grammar rules.

Grammar instruction is closely linked to writing instruction. Students learn how to apply grammatical concepts to enhance their writing, such as using correct sentence structure, verb agreement, and punctuation.

With the increasing use of technology in education, teachers may incorporate digital tools and online resources to supplement grammar instruction. These resources can provide interactive grammar exercises, quizzes, and grammar-checking software.

Students' understanding of grammar is assessed through various methods, including quizzes, tests, writing assignments, and oral presentations. Assessment data helps teachers identify areas where students may need additional support and inform future instruction.

Teachers receive ongoing professional development to stay updated on best practices in grammar instruction. This includes attending workshops, conferences, and collaborating with colleagues to improve their teaching strategies.

Grammar teaching in both urban and suburban public schools typically follows the guidelines set by the education board or district. The curriculum outlines the grammar concepts, structures, and rules that students are expected to learn at each grade level.

Urban public schools often have better access to educational resources, including textbooks, workbooks, technology tools, and language learning software. They may have a larger budget for instructional materials, which can enhance grammar teaching. In contrast, suburban public schools may have fewer resources but still aim to provide students with the necessary materials for effective grammar instruction.

Urban public schools tend to have larger class sizes due to higher student populations. This can impact grammar teaching as teachers may have limited time for individualized attention and may need to focus on whole-class instruction. In suburban public schools, class sizes may be relatively smaller, allowing for more personalized instruction and interaction with students.

In both urban and suburban public schools, grammar teaching is typically conducted by qualified language arts or English teachers. These educators possess the necessary knowledge and training to effectively teach grammar concepts to students. However, urban schools may have a more diverse pool of teachers, including those with specialized training in teaching English as a second language or working with students from diverse linguistic backgrounds.

Urban public schools often have greater cultural and linguistic diversity among their student populations. This diversity can influence grammar teaching by incorporating examples and activities that reflect the students' linguistic backgrounds and experiences. Suburban public schools may also have some diversity, but it may be less pronounced compared to urban schools.

Grammar teaching in both urban and suburban public schools can employ a variety of instructional approaches. These may include explicit teaching of grammar rules, interactive activities, group work, and the integration of grammar into writing assignments and other language skills. Teachers may also use technology tools, such as online grammar resources or interactive whiteboards, to enhance instruction.

Both urban and suburban public schools typically assess students' understanding of grammar through various means, including quizzes, tests, and writing assignments. Teachers provide feedback to help students improve their grammar skills and address individual learning needs. In some cases, urban schools may have additional support systems, such as language specialists or tutors, to assist students who are English language learners or struggling with grammar concepts.

While there may be variations in resources and support available between urban and suburban schools, the overall approach to teaching grammar remains consistent. The goal is to equip students with the necessary language skills to communicate effectively and confidently in both spoken and written forms.

The main expression of the problem and purpose of grammar teaching in urban and suburban public schools can vary depending on the specific context and needs of the students.

Urban and suburban areas often have diverse populations with various linguistic backgrounds. This can result in students having different levels of proficiency in grammar and challenges in understanding and applying grammatical rules consistently.

Students in urban and suburban areas may be exposed to different forms of language, such as colloquial or slang expressions, which can impact their grammar skills. This exposure may not always align with the formal grammatical rules taught in schools.

In many urban areas, students may be bilingual or multilingual, which can affect their grammar acquisition. They may encounter interference from their first language or struggle with transferring grammatical structures across languages.

A primary purpose of grammar teaching is to equip students with the necessary language skills to effectively communicate in both spoken and written forms. Grammar provides the foundation for clear and accurate expression, enabling students to convey their thoughts and ideas effectively.

Teaching grammar helps establish a standard set of rules and conventions for language usage. This is crucial in urban and suburban areas with diverse linguistic backgrounds, as it promotes consistency and understanding among different language users.

Proficiency in grammar supports students' academic achievements, as it is essential for tasks such as reading comprehension, writing essays, and analyzing texts. Strong grammar skills enable students to comprehend complex texts and express their ideas coherently.

Grammar competence is often expected in the professional world. Teaching grammar helps prepare students for future careers, where effective communication and adherence to language conventions are vital.

It's important to note that while grammar teaching serves these purposes, it should also be balanced with other aspects of language education, such as vocabulary development, fluency, and pragmatic competence. Additionally, instructional strategies should be adapted to meet the needs of diverse learners, considering their cultural backgrounds and language proficiency levels.

## **1.2. Significance and Inquiry in Urban and Suburban Public School Research**

Educational research plays a pivotal role in shaping the quality of education provided to students, and it is especially critical in diverse settings such as urban and suburban environments. In this introduction, we will explore the significance of effectively justifying research questions in these educational settings.

Urban and suburban public schools often exhibit significant disparities in terms of resources, infrastructure, and student demographics. Justifying research questions is essential to uncovering the root causes of these disparities and devising strategies to bridge the educational gap. Research can shed light on whether disparities persist, why they exist, and how they can be mitigated.

The ultimate goal of any educational system is to improve student outcomes, including academic achievement, socioemotional development, and overall well-being. Justifying research questions helps identify the factors that influence these outcomes, enabling educators and policymakers to implement evidence-based practices that positively impact students' lives.

In urban and suburban public schools, various stakeholders, including teachers, administrators, parents, and policymakers, make decisions that affect students and schools. Justifying research questions equips these stakeholders with the knowledge and evidence necessary for informed decision-making. It ensures that decisions are based on data-driven insights rather than assumptions or biases.

Different school environments require tailored interventions. Justifying research questions allows for a deeper understanding of the unique challenges and opportunities that



urban and suburban schools face. This knowledge is essential for designing interventions that are effective and contextually relevant.

Achieving educational equity is a fundamental objective of public education. Justifying research questions and conducting rigorous research in urban and suburban settings is a vital step toward this goal. Research can uncover disparities in access, resources, and opportunities, highlighting areas where action is needed to level the playing field for all students.

Research findings often inform the development of educational policies and reforms. In urban and suburban public schools, where the stakes are high due to the concentration of students and resources, justifying research questions ensures that policies are grounded in evidence, leading to more effective and equitable educational systems.

Research helps hold educational institutions and policymakers accountable for their actions and decisions. When research questions are justified and findings are transparent, it becomes easier to assess whether interventions are achieving their intended outcomes and to make necessary adjustments.

The importance of justifying research questions in urban and suburban public schools cannot be understated. It is a crucial step in improving educational outcomes, addressing disparities, and promoting equity. Through rigorous research, we can gain valuable insights into the challenges and opportunities in these diverse educational settings, ultimately leading to better education for all students. This research holds the promise of creating more inclusive and effective public school systems for the benefit of future generations.

A qualitative comparison of grammar teaching in urban and sub-rural public schools is important for several reasons. Firstly, it allows us to understand the similarities and differences in the teaching approaches used in these different educational settings. This knowledge can inform educational policies and interventions aimed at improving grammar instruction in both urban and sub-rural schools.

Secondly, such a comparison can help identify the unique challenges faced by teachers and students in each setting. Urban schools often have more resources and access to technology, while sub-rural schools may face constraints in terms of infrastructure, teacher qualifications, and availability of teaching materials. Understanding these challenges can help in developing targeted strategies to address them.

Moreover, the comparison can shed light on the impact of the school environment on students' learning outcomes. Factors such as class size, student engagement, and teacher-

student interaction may vary between urban and sub-rural schools and can influence how effectively grammar concepts are taught and learned.

To conduct a qualitative comparison, researchers can use various methods such as classroom observations, interviews with teachers and students, and analysis of teaching materials. Here are some questions that can guide the inquiry in both urban and sub-rural public schools:

1. Teaching Approaches:

- How is grammar taught in the classrooms?
- Are there any specific methodologies or instructional strategies employed?
- What role does technology play in grammar instruction?
- Are there any variations in the emphasis on grammar teaching across different grade levels?

2. Teacher Qualifications and Training:

- What are the qualifications and professional development opportunities available to grammar teachers?
- Are there any differences in the level of training and support provided to teachers in urban and sub-rural schools?

3. Availability of Resources:

- What teaching materials and resources are used for grammar instruction?
- Are there any disparities in the availability and quality of resources between urban and sub-rural schools?

4. Student Engagement and Learning Environment:

- How do students engage with grammar lessons?
- Are there any differences in student participation and motivation in urban and sub-rural schools?
- What is the role of the classroom environment in facilitating grammar learning?

5. Challenges and Support:

- What are the specific challenges faced by teachers and students in teaching and learning grammar?
- Are there any initiatives or support systems in place to address these challenges?

By exploring these questions, researchers can gain a deeper understanding of the similarities, differences, and specific needs of grammar teaching in urban and sub-rural public

schools. This knowledge can inform educational policies, professional development programs, and resource allocation to improve grammar instruction and promote equitable learning opportunities for all students.

The teaching of grammar in urban and suburban public schools may exhibit both similarities and differences.

#### Similarities:

Both urban and suburban schools typically follow a standardized curriculum set by the educational authorities, which includes grammar instruction as part of the language arts or English language curriculum.

The grammatical concepts taught, such as parts of speech, sentence structure, verb tenses, and punctuation, are likely to be similar in both urban and suburban schools.

Both types of schools may use textbooks, workbooks, and other instructional materials to support grammar teaching.

The schools may adhere to the same educational standards, which outline the expected grammar skills and knowledge for students at different grade levels.

#### Differences:

Urban schools often have more diverse student populations, including students from various cultural and linguistic backgrounds. Teaching grammar in urban schools may require additional attention to address the language needs of English language learners or non-native speakers.

Urban schools tend to have larger class sizes due to higher student populations. This can impact the amount of individualized attention and feedback that teachers can provide to students during grammar instruction.

Suburban schools generally have more access to resources and funding compared to urban schools. This can result in better-equipped classrooms, technology, and supplementary materials for grammar instruction in suburban schools.

Due to the diverse student populations in urban schools, teachers may need to employ more differentiated instructional approaches and strategies to accommodate the varying language proficiency levels and learning styles of their students. In suburban schools, where student populations may be more homogenous, teaching approaches may be more uniform.

Urban areas often exhibit greater linguistic variation and dialectal diversity. Grammar instruction in urban schools may address variations in language use, including dialectal differences or regional variations, to help students navigate different language contexts.

It's important to note that the similarities and differences mentioned above are generalized and can vary depending on the specific urban and suburban public schools in question. Factors such as socioeconomic status, geographical location, and district policies can also influence grammar teaching practices in these schools.

In conclusion, the importance of research justification and questions in the context of urban and suburban public schools cannot be overstated. These elements serve as the foundation upon which meaningful and impactful educational research is built. Here are some key takeaways highlighting their significance:

Justification and research questions help researchers clarify the purpose and scope of their study. In urban and suburban public schools, where diverse challenges and opportunities exist, having a clear direction is crucial for addressing specific needs effectively.

Educational research in these settings often involves multiple stakeholders, including students, teachers, parents, administrators, and policymakers. A well-justified study with carefully crafted research questions ensures that the research outcomes are relevant and valuable to these stakeholders.

Urban and suburban public schools face unique challenges related to equity, diversity, and resource allocation. Justification ensures that the research addresses these real-world issues, contributing to the improvement of educational practices and outcomes in these settings.

Educational research often requires significant resources in terms of time, funding, and personnel. Proper justification helps secure these resources by demonstrating the research's potential impact and significance.

Research in urban and suburban public schools can influence educational policies at local, regional, and national levels. Well-framed research questions and a strong justification can provide evidence-based insights that inform policy decisions aimed at improving the quality of education in these settings.

Educational research in urban and suburban public schools has the potential to bring about long-term benefits by addressing systemic issues and improving educational outcomes. A well-justified study can contribute to sustained positive changes in these communities.

Justification and research questions are essential for guiding the collection and analysis of empirical data. They ensure that the research is rigorous, methodologically sound, and capable of producing reliable results, which are critical for evidence-based decision-making.

As educational landscapes evolve, ongoing research is essential for adapting to changing needs. The process of justifying research and formulating questions is not a one-time task but an iterative process that keeps educational research relevant and responsive to emerging challenges.

In conclusion, the research justification and questions in the context of urban and suburban public schools play a pivotal role in shaping the direction, impact, and relevance of educational research. They are the compass that guides researchers towards addressing critical issues, promoting positive change, and ultimately enhancing the educational experiences and outcomes of students in these diverse settings. Therefore, careful consideration of these elements is essential for the success and significance of research endeavors in urban and suburban public schools.

### **1.3. Clarification of Fundamental Concepts, Study Constraints, and Research Boundaries in the Examination of Education within Urban and Subrural Public School Settings**

Teaching in urban and subrural public schools is a critical area of study that holds significant implications for educational policy, equity, and the overall well-being of students. This research endeavors to shed light on the complexities and nuances of teaching in these diverse settings. To ensure clarity and precision in our exploration of this topic, it is imperative to begin by defining key terms, understanding the limitations of our study, and delineating its delimitations.

In the context of this study, "teaching" refers to the multifaceted process of imparting knowledge, skills, and values to students in urban and subrural public school environments. This includes classroom instruction, curriculum development, assessment, and the myriad of interactions that educators have with their students.

Urban schools are educational institutions located within densely populated, metropolitan areas. These schools often serve a diverse student population and face unique

challenges related to issues such as overcrowding, resource allocation, and socioeconomic disparities.

Subrural schools, on the other hand, are situated in areas that fall between urban and rural settings, characterized by smaller populations and potentially fewer resources. The dynamics of teaching in subrural schools may differ from both urban and rural contexts, presenting their own set of challenges and opportunities.

Public schools are government-funded educational institutions that are open to all students within a designated geographic area. They are distinct from private or charter schools, which may have different funding mechanisms and admission policies.

It is essential to acknowledge that the findings of this study may not be universally applicable to all urban and subrural public schools. Variability in educational systems, policies, and cultural contexts across regions and countries may limit the generalizability of our conclusions.

The scope of this research may be limited by available resources, such as time, funding, and access to specific schools or communities. These limitations may impact the depth and breadth of our investigation.

This study primarily focuses on urban and subrural public schools, excluding in-depth analysis of rural and remote schools. While rural schools share certain characteristics with subrural ones, they also present unique challenges that warrant separate exploration.

Our research primarily centers on the experiences and perspectives of teachers and educational professionals, rather than students, parents, or other stakeholders. This delimitation is chosen to maintain a manageable scope.

We acknowledge that the language and cultural contexts of urban and subrural schools may vary significantly. While we aim to account for these differences, we may not comprehensively cover all cultural nuances in the study.

This study on teaching in urban and subrural public schools seeks to provide valuable insights into the educational landscape. By defining key terms, outlining the limitations, and specifying delimitations, we aim to set clear boundaries for our research, ultimately striving for a more nuanced and context-aware understanding of the challenges and opportunities faced by educators in these settings.

Let's define the key terms and discuss the limitations and delimitations of the study of teaching in urban and suburban public schools.

When studying teaching in urban and suburban public schools, there are several limitations and delimitations that researchers need to consider.

The number of schools, teachers, and students included in the study may be limited due to practical constraints, such as time, resources, and access to participants. This could limit the generalizability of the findings to a larger population.

The findings of a study conducted in a specific urban or suburban setting may not be applicable to other contexts, such as rural or private schools. The unique characteristics of each setting may influence teaching practices and student outcomes differently.

Researchers may face challenges in obtaining a representative sample of schools, teachers, or students. This could introduce bias if certain groups or types of schools are over- or underrepresented in the study, affecting the validity of the findings.

There are numerous variables that can influence teaching and learning outcomes, such as teacher experience, qualifications, instructional strategies, and student demographics. It may be difficult to isolate and control for all these variables, making it challenging to attribute observed effects solely to the teaching environment.

Conducting research in educational settings involves ethical considerations, such as obtaining informed consent from participants, protecting student privacy, and ensuring the study does not disrupt the learning environment. These ethical constraints may limit the scope and methods of the study.

Teaching practices and student outcomes in urban and suburban schools can be influenced by external factors beyond the control of teachers or researchers, such as community resources, socioeconomic conditions, or district policies. These factors can confound the study's findings and limit the ability to establish causal relationships.

Longitudinal studies that track teaching practices and student outcomes over an extended period can be challenging due to time constraints. It may be difficult to capture the long-term effects of teaching practices within the scope of a single study.

Data collected through surveys or interviews may be subject to self-report bias, as participants may provide socially desirable responses or may not accurately recall or represent their teaching practices or experiences.

Conducting research in urban and suburban schools may require substantial resources, such as funding, access to technology, or collaboration with school districts. Limited resources can affect the scope and scale of the study.

The study of teaching in urban and suburban public schools is influenced by the ever-changing educational landscape, including evolving curriculum standards, pedagogical approaches, and technological advancements. The study's findings may be time-bound and may not reflect future developments in education.

It is essential for researchers to acknowledge these limitations and delimitations when designing and interpreting studies on teaching in urban and suburban public schools to ensure the validity and applicability of their findings.

#### Key Terms:

1. Teaching: The process of imparting knowledge, skills, and values to students through various instructional strategies and methods.
2. Urban Schools: Schools located in densely populated areas, typically characterized by diverse student populations, high poverty rates, and limited resources.
3. Suburban Schools: Schools located on the outskirts of urban areas or in less densely populated areas, often with more homogenous student populations and relatively higher socioeconomic status.

#### Limitations:

Findings from a study conducted in a specific urban or suburban context may not be applicable to other geographical locations or different types of schools. The unique characteristics of each setting may limit the generalizability of the findings.

The study's sample size may be limited due to practical constraints, which could impact the representativeness of the findings. A small sample size might not adequately capture the diversity of teaching experiences in urban and suburban schools.

The presence of researcher bias or participant bias could influence the study's outcomes. Bias may arise from personal beliefs, preconceived notions, or subjective interpretations, potentially impacting the objectivity and validity of the research.

Time constraints may limit the duration of the study, affecting the depth and breadth of data collection. The complexity of the teaching process and the dynamic nature of educational contexts may require prolonged observation and data collection.

#### Delimitations:

The study focuses specifically on urban and suburban public schools, excluding other educational settings such as rural schools or private schools. This delimitation allows for a



more targeted investigation of the unique challenges and practices within urban and suburban contexts.

The study may concentrate on a particular grade level or subject area within urban and suburban schools. By delimiting the study to specific grade levels or subject areas, researchers can explore the nuances and specificities associated with teaching in those contexts.

The study may narrow its research questions to address specific aspects of teaching in urban and suburban public schools, such as instructional strategies, classroom management, or teacher-student relationships. This delimitation ensures a focused investigation and facilitates a deeper understanding of the chosen research area.

The study may set a specific time frame, focusing on a particular era or academic year to examine the teaching practices and conditions during that period. This delimitation allows researchers to analyze temporal changes, historical influences, or policy implications within the designated time frame.

It's important to note that the limitations and delimitations may vary depending on the specific study and research design. Researchers should carefully consider these factors to ensure the validity, reliability, and relevance of their findings.

The study of teaching in urban and suburban public schools plays a crucial role in understanding the challenges and opportunities faced by educators in different educational settings. These settings encompass a wide range of socioeconomic, cultural, and demographic factors that influence teaching practices and student outcomes. However, it is important to recognize that the study of teaching in such environments also has its limitations and delimitations, which need to be acknowledged and considered for a comprehensive understanding of the research findings.

Limitations refer to the inherent constraints or weaknesses in the research design, methodology, or data collection process that may affect the reliability, validity, or generalizability of the study's findings. These limitations could arise from various factors, including time constraints, sample size, availability of resources, or limitations in the instruments used for data collection. It is essential for researchers to acknowledge and address these limitations to ensure transparency and to interpret the results with caution.

On the other hand, delimitations are the intentional boundaries or scope set by the researchers that define the specific focus and parameters of the study. Delimitations help researchers narrow down their investigation and concentrate on specific aspects of teaching in

urban and suburban public schools. These delimitations may include specific grade levels, subject areas, geographic locations, or even specific teaching strategies or interventions being examined. Delimitations provide clarity and structure to the study but also restrict the generalizability of the findings to broader contexts.

Understanding the limitations and delimitations of the study of teaching in urban and suburban public schools is vital for researchers, policymakers, and practitioners in the field of education. By acknowledging these limitations and delimitations, researchers can provide a more accurate interpretation of their findings and avoid making sweeping generalizations that may not be applicable to other educational settings. Additionally, identifying these limitations and delimitations can inform future research directions, helping researchers refine their methodologies and design studies that address the gaps in the existing knowledge base.

In this study, we aim to explore the teaching practices, challenges, and opportunities in urban and suburban public schools. By examining the limitations and delimitations inherent in our research, we seek to provide a comprehensive analysis of the study's findings and contribute to the ongoing discourse surrounding effective teaching in diverse educational contexts.

The study on teaching in urban and suburban public schools has certain limitations and delimitations that need to be considered. Limitations refer to the factors that may restrict the scope or generalizability of the study, while delimitations set boundaries on what the study will cover.

One limitation is the limited sample size of the study, which may impact the representativeness of the findings. The study may only focus on a specific region or a small number of schools, making it difficult to generalize the results to a broader population of urban and suburban public schools.

The study may be geographically specific, focusing on a particular city or region. This geographical delimitation can restrict the applicability of the findings to other urban or suburban areas with different contexts, challenges, and resources.

The study may have a specific time frame during which data is collected, limiting the understanding of long-term effects or changes over time. It is important to acknowledge that the findings might be applicable only within that time period.

Researchers may have their own biases or subjective interpretations that can influence the study's outcomes. To mitigate this limitation, researchers should take steps to minimize personal biases and ensure objective data collection and analysis.

Urban and subrural public schools can vary significantly in terms of demographics, resources, and challenges. The study may not capture the entire range of contextual factors that influence teaching in these schools, limiting the comprehensive understanding of the subject.

Due to the specific characteristics and context of urban and subrural public schools, the findings may not be easily generalizable to other types of schools, such as private schools or schools in different geographical settings.

The study might rely on specific data collection methods, such as surveys or interviews, which have their own limitations. These methods may not capture all aspects of teaching in urban and subrural public schools, potentially missing important nuances or perspectives.

The study should adhere to ethical guidelines, ensuring the privacy and confidentiality of participants. However, ethical considerations may impose certain limitations, such as restricted access to certain data or limited participation from vulnerable populations.

It is important to acknowledge these limitations and delimitations when interpreting the findings of the study on teaching in urban and subrural public schools. These factors can provide insights into the scope and applicability of the research, helping readers understand the context and potential limitations of the study's conclusions.

In conclusion, the study of teaching in urban and suburban public schools is a multifaceted endeavor. It requires a clear understanding of key terms to ensure consistent communication and analysis. However, it is essential to acknowledge the limitations inherent in the research process. These limitations can affect the generalizability and scope of the findings.

By delimiting the study to specific geographic, demographic, or methodological parameters, researchers can provide valuable insights into the unique challenges and opportunities within urban and suburban public school settings. These delimitations allow for a more focused examination of the factors that influence teaching and learning in these contexts.

In summary, while the study of teaching in urban and suburban public schools may have its constraints, it serves as a critical avenue for improving educational outcomes and ensuring equitable access to quality education in diverse communities. Researchers and educators should continue to explore these settings, taking into account the defined key terms, limitations, and delimitations to advance our understanding of effective teaching practices in different educational environments.

## CHAPTER 2. METHODS

### 2.1. Participants

We had an opportunity to conduct interviews with two teachers, one from urban and the other from suburban public schools.

Also we could observe nine teachers (five from suburban and four from urban public schools) in their classrooms and analyze their approaches to teaching and learning writing.

### 2.2. Instruments

#### Survey questions

To conduct a qualitative comparison of grammar teaching in urban and suburban public schools, it's important to develop a set of survey questions that can capture the relevant data and insights. Here is a general review of survey questions we had used in our research:

#### Demographic Information:

Which type of school do you attend or work in?

- Urban
- Suburban

What is your role in the school?

- Student
- Teacher
- Administrator
- Other (please specify)

**Perceptions of Grammar Teaching:** How would you rate the overall quality of grammar teaching in your school?

- Excellent
- Good
- Fair
- Poor

What instructional methods are commonly used for teaching grammar in your school?  
(Multiple answers allowed)

- Traditional grammar instruction (e.g., lectures, worksheets)
- Project-based learning
- Grammar software or online tools
- Peer teaching and collaboration
- Other (please specify)

**Resources and Materials:** Are there sufficient resources and materials for teaching grammar in your school?

- Yes
- No
- Unsure

What types of grammar resources or materials are available in your school? (Open-ended)

**Challenges and Opportunities:** What do you perceive as the primary challenges in teaching grammar in your school?

Are there any unique opportunities or advantages related to teaching grammar in your school setting?

**Student Performance and Engagement:** How do you perceive the level of grammar proficiency among students in your school?

- High
- Moderate
- Low

What strategies or approaches are used to engage students in grammar instruction?

**Teacher Training and Professional Development:** 11. Have teachers in your school received specific training or professional development related to teaching grammar?

- Yes
- No
- Partially

If yes, please describe the nature of the training or development opportunities.

**Feedback and Assessment:** How is student progress in grammar assessed in your school?

Is there a feedback mechanism for teachers to improve their grammar teaching practices?

**Innovation and Adaptation:** Have there been any recent innovations or adaptations in grammar teaching in your school? If so, please describe them.

**Suggestions for Improvement:** What improvements or changes would you recommend to enhance grammar teaching in your school, considering the urban or suburban context?

**Additional Comments:** Is there any additional information or insights you would like to share about grammar teaching in your school?

It's essential to keep the questions open-ended to allow participants to express their thoughts and experiences fully. Additionally, we may need to focus group discussions to gather more in-depth qualitative data to complement the survey responses.

### **2.3. Procedure of research**

#### **Research methodology**

Grammar is an essential aspect of language proficiency, providing the structural foundation that enables effective communication. In both urban and subrural public schools, the teaching of grammar plays a vital role in equipping students with the necessary language skills to navigate various academic and real-world contexts. However, the implementation and effectiveness of grammar instruction can vary significantly between these two educational settings due to a range of factors such as student demographics, available resources, and teaching methodologies.

Urban public schools are typically located in densely populated areas, characterized by diverse student populations and often facing socio-economic challenges. The teaching of grammar in urban schools needs to address the linguistic needs of students from various cultural and linguistic backgrounds, promoting both language proficiency and cultural inclusivity. Furthermore, urban schools often face resource constraints, which can impact the quality and frequency of grammar instruction. Educators in urban settings must find innovative ways to deliver effective grammar teaching within these limitations.

On the other hand, subrural public schools are situated in areas that lie between urban and rural environments. These schools serve communities with smaller populations and are often located in geographically isolated regions. The teaching of grammar in subrural schools may encounter distinct challenges, such as limited access to educational resources, qualified

teachers, and exposure to linguistic diversity. Educators in subrural settings must devise strategies to overcome these obstacles and ensure that grammar instruction meets the needs of their students effectively.

Despite the unique circumstances faced by urban and subrural public schools, both share a common goal: to provide students with a strong foundation in grammar that enables them to communicate effectively and confidently. This paper aims to explore the approaches to grammar teaching in both urban and subrural public schools, highlighting the similarities, differences, and the impact of various factors on the effectiveness of instruction. By examining these two contexts, we can gain valuable insights into the challenges faced by educators and identify strategies to enhance grammar instruction in diverse educational settings.

Through an analysis of existing literature, case studies, and interviews with educators, this study seeks to shed light on the current state of grammar teaching in urban and subrural public schools. Additionally, it aims to provide recommendations for improving grammar instruction in both settings, taking into account the unique circumstances and challenges faced by educators and students. By fostering a deeper understanding of effective grammar teaching methods in these contexts, we can work towards creating more equitable and inclusive language education systems for all students.

Grammar teaching in urban and suburban public schools is an essential component of language education. It plays a vital role in developing students' communication skills and enhancing their understanding of the language structure. While the approach to grammar teaching may vary across schools and districts, several common factors influence its implementation in both urban and suburban settings.

**Curriculum:** The curriculum forms the foundation of grammar instruction in public schools. Educational authorities typically set guidelines and standards that outline the grammatical concepts to be taught at each grade level. These guidelines ensure a consistent and structured approach to grammar teaching, regardless of the school's location.

**Teacher Training:** Effective grammar instruction relies on well-trained teachers who possess a strong understanding of the subject matter. Urban and suburban public schools often provide professional development opportunities and training programs to equip teachers with the necessary skills and knowledge to teach grammar effectively. This training enables



teachers to employ various instructional strategies, differentiate their approach, and address the diverse learning needs of their students.

**Resources and Materials:** Schools need to provide appropriate resources and materials to support grammar teaching. This includes textbooks, workbooks, online platforms, and supplementary materials that offer engaging and interactive grammar activities. Urban schools may have greater access to a wide range of resources due to their proximity to libraries, technology centers, and educational institutions. However, efforts are made to ensure that suburban schools also have access to the necessary resources through collaborations, interlibrary loans, and digital platforms.

**Classroom Strategies:** In both urban and suburban public schools, teachers employ various strategies to teach grammar effectively. These may include explicit instruction, where grammar rules are taught explicitly and practiced through exercises and drills. Teachers also incorporate grammar into writing activities, providing opportunities for students to apply their knowledge in context. Additionally, collaborative learning, peer editing, and grammar games are often used to make the learning process engaging and interactive.

**Differentiation and Individualized Instruction:** Recognizing the diverse student population in urban and suburban schools, teachers strive to differentiate their grammar instruction. This involves tailoring teaching methods and materials to accommodate various learning styles, abilities, and language backgrounds. Individualized instruction, such as small group work or one-on-one support, may be provided to students who require additional assistance or challenge.

**Assessment and Feedback:** Assessments are an integral part of grammar instruction to gauge students' understanding and progress. Urban and suburban public schools employ a range of assessment methods, including quizzes, tests, writing assignments, and projects, to evaluate students' grammar skills. Teachers provide constructive feedback to guide students' improvement and offer opportunities for self-reflection.

**Integration with Writing and Communication:** Grammar instruction is most effective when integrated with writing and communication activities. Both urban and suburban public schools emphasize the application of grammar rules in authentic contexts. Students are encouraged to use correct grammar conventions in their written and oral communication, fostering a practical understanding of grammar's role in effective language use.

While there may be differences in available resources and student demographics between urban and suburban public schools, the core principles of grammar teaching remain consistent. Providing a solid foundation in grammar equips students with the necessary language skills for effective communication, regardless of their location.

To conduct a qualitative comparison of grammar teaching in urban and suburban public schools, you would need to follow a systematic research methodology. Here is a general outline of the steps you can take:

**Define the research objectives:** Clearly state the purpose of your study. For example, you may want to explore the similarities and differences in grammar teaching approaches between urban and suburban public schools, identify the challenges faced by teachers, or assess the effectiveness of different teaching methods.

**Literature review:** Conduct a comprehensive review of relevant literature to understand the existing research, theories, and practices related to grammar teaching in urban and suburban public schools. This will help you identify any existing gaps in knowledge and provide a theoretical framework for your study.

**Research design:** Determine the appropriate research design for your study. Since you are focusing on qualitative comparison, a comparative case study approach would be suitable. Select a representative sample of urban and suburban public schools that will participate in your study.

**Data collection methods:** Decide on the methods you will use to collect data. Common qualitative data collection methods for this type of study include:

a. **Classroom observations:** Visit the selected schools and observe grammar teaching sessions. Take detailed notes on teaching strategies, materials used, student engagement, and any other relevant observations.

b. **Interviews:** Conduct semi-structured interviews with teachers, school administrators, and possibly students. Use open-ended questions to explore their perspectives on grammar teaching methods, challenges, and successes. Consider conducting focus group discussions to gather input from multiple participants simultaneously.

c. **Document analysis:** Collect relevant documents such as textbooks, curriculum guidelines, and teacher handbooks to gain insights into the formal teaching approaches and resources used in each school.

Data analysis: Transcribe and organize the collected data. Utilize qualitative data analysis techniques such as thematic analysis, content analysis, or grounded theory to identify patterns, themes, and key findings. It is essential to maintain rigor and ensure that your analysis is systematic and unbiased.

Triangulation: To enhance the credibility and validity of your findings, consider employing data triangulation. This involves using multiple sources of data (e.g., classroom observations, interviews, and document analysis) to cross-validate the results.

Comparative analysis: Compare the data collected from urban and suburban public schools. Look for similarities, differences, and emerging themes. Identify any patterns or trends that indicate variations in grammar teaching practices.

Interpretation and discussion: Analyze and interpret the findings within the context of existing literature and theoretical frameworks. Discuss the implications of your findings and offer recommendations for improving grammar teaching practices in both urban and suburban public schools.

Reporting: Summarize your research in a comprehensive report that includes an introduction, literature review, methodology, findings, discussion, and conclusion. Ensure that you present your findings in a clear, coherent, and logical manner.

This investigation was part of a larger study focused on examining how teachers of urban literacy conceptualize and implement pedagogies that promote equity in writing instruction. The researchers conducted semi-structured interviews with nine writing teachers who identified themselves as practitioners of "culturally relevant" and "culturally sustaining" pedagogies, as defined by Ladson-Billings (1995) and Paris (2012). Additionally, they conducted a 9-week case study in one of these teachers' classrooms. While the initial interest of the study encompassed various aspects of writing pedagogy, the researchers observed that grammar emerged as a highly debated topic within the participants' writing curricula, as evident from their interviews.

In this chapter, the researchers aim to answer two primary questions: (1) What challenges do teachers who value linguistic diversity encounter when teaching writing? and (2) How can a teacher adopt a descriptive approach to grammar instruction that values and includes multiple linguistic varieties?

### *Context*

The survey direction is A Qualitative Comparison of Grammar Teaching in urban and subrural public schools.

In survey, a total of nine teachers from public elementary and middle schools were involved. The selection criteria focused on identifying teachers who possessed strong teaching abilities and showed a genuine interest in and prior experience with culturally relevant pedagogy. For a more detailed overview of the participants' characteristics such as demographics for survey, please refer to Table 1.

### *Interviews*

In this research project, a total of nine semi-structured interviews were conducted over a period of five months. The interviews covered various topics, but for the purpose of this chapter, our focus is on questions related to writing instruction and grammar. Specifically, we explored how grammar is taught or approached in the classroom and how teachers address the use of Standard English, home language(s), and dialect. The interviews were recorded and transcribed for thorough analysis. The duration of the interviews ranged from 27 to 78 minutes. We began the analysis process by applying initial and descriptive coding techniques to the interview transcripts. Through this coding process, we identified recurring patterns and themes within the data set, such as "tensions" and "curriculum." After coding, we employed additional analytical strategies to gain a deeper understanding of the challenges faced by the participants regarding grammar. These strategies included creating tables and data displays to visualize the information. In this chapter, we present three specific dilemmas that emerged from the data, focusing on the themes of linguistic flexibility, communication, and the dynamics of empowerment and marginalization.

**Table 1. List of Participants**

<b>Name</b>	<b>Gender</b>	<b>Language taught</b>	<b>Teaching Context</b>	<b>Years Teaching</b>
Participant 1	Female	English	1st Grade (suburban public school)	5
Participant 2	Female	English	1st Grade (suburban public school)	6
Participant 3	Male	English	2nd Grade (urban public school)	11
Participant 4	Female	English	2nd Grade (suburban public school)	14
Participant 5	Male	English	3rd Grade (suburban public school)	7
Participant 6	Male	English	3rd Grade (urban public school)	1
Participant 7	Male	English	7th Grade(suburban public school)	6
Participant 8	Male	English	7th Grade(urban public school)	11
Participant 9	Female	English	8th Grade (urban public school)	4

### **Survey questions**

Here are survey questions list that we have used to gather qualitative data for the study on the comparison of grammar teaching in urban and subrural public schools:

1. How would you describe the overall approach to grammar teaching in your school?
2. What specific grammar topics are emphasized in your school's curriculum?
3. How do teachers incorporate grammar instruction into their lessons?
4. What instructional materials or resources are available for teaching grammar in your school?
5. How do teachers assess students' understanding and application of grammar concepts?
6. In your opinion, how effective is the current grammar teaching methodology in your school?

7. Are there any challenges or difficulties that teachers face when teaching grammar?
8. Are there any differences in the grammar teaching methods used between urban and subrural public schools?
9. How do students generally respond to grammar lessons in your school?
10. Are there any strategies or approaches that you believe could improve grammar teaching in your school?
11. How would you rate the overall effectiveness of grammar teaching in your school?
12. What specific grammar topics or concepts are emphasized in your school's curriculum?
13. How do teachers incorporate grammar instruction into their lesson plans?
14. Are there any specific teaching methods or strategies used to teach grammar in your school?
15. How often do students engage in grammar-related activities or exercises during classroom instruction?
16. Are there any challenges or difficulties faced by teachers when teaching grammar in your school?
17. Do students receive individualized feedback on their grammar skills? If so, how is this feedback provided?
18. Are there any additional resources or tools used to support grammar instruction in your school?
19. How do students respond to grammar instruction? Do they find it engaging or challenging?
20. Are there any differences in grammar teaching approaches between urban and subrural public schools in your area?
21. How would you compare the level of grammar knowledge and proficiency among students in urban and subrural public schools?
22. Do you believe there are any factors that may influence the quality of grammar teaching in urban and subrural public schools?
23. What improvements, if any, would you suggest to enhance the effectiveness of grammar teaching in your school?
24. Are there any collaborations or partnerships with external organizations or experts to support grammar instruction in your school?

25. In your opinion, what role does grammar teaching play in overall language proficiency and communication skills development?
26. How do you measure or assess students' progress in grammar learning?
27. Are there any specific initiatives or programs aimed at promoting grammar awareness and application beyond the classroom?
28. Are there any differences in the availability of resources or support for grammar teaching between urban and subrural public schools?
29. Have you observed any notable differences in students' attitudes towards grammar learning based on their background or location (urban vs. subrural)?
30. What professional development opportunities are available for teachers to enhance their knowledge and skills in teaching grammar?

## CHAPTER 3. RESULTS AND DISCUSSION

### 3.1. Survey results

For survey interview, the researchers discuss three linguistic ideological dilemmas (LIDs) that were identified during interviews with teachers. These dilemmas arise when teachers face conflicts between different language principles and ideologies, but still need to find ways to manage them effectively.

The first dilemma revolves around the perception that there is greater linguistic flexibility in speech compared to writing. The teachers expressed concerns about allowing alternative or nonstandard grammars in their students' spoken language while maintaining stricter standards for their written assignments. According to Barton (2007), written language is often given more social importance as it is seen as more formal, legal, and binding. As a result, teachers tended to adopt descriptive approaches to grammar when discussing oral language but leaned towards more formal and prescriptive approaches when teaching and assessing writing.

The fourth participant, a second-grade English language teacher, exemplified this dilemma. She described how she and her students explored register and linguistic variations in their speech. They discussed how to greet someone formally versus informally and also considered the differences in language use between academic settings and informal conversations with friends. When it came to writing, she took a more prescriptive approach. She mentioned how she would move around the classroom while her students practiced writing on whiteboards, reminding them of grammatical rules.

Participant 2, a first-grade teacher, and Participant 7, a seventh-grade teacher, have different approaches to teaching grammar. Participant 2 discusses "slang" with her students in speech but not in writing. She believes in using different forms of speech and teaching students how slang terms derive from proper English. Participant 4 emphasizes appropriateness and language choice, allowing her students to use slang in certain situations. However, her written grammar instruction adheres to the school's mandated curriculum, focusing on standard English worksheets and exercises.

On the other hand, Participant 7, the seventh-grade teacher, primarily assesses students' grammar through writing rather than speech. He administers pre-tests, assigns activities and worksheets for editing and identifying parts of speech, and gives a written post-test. This



participant also evaluates students' grammar in their written essays using a rubric. However, he acknowledges that students are allowed to use alternative grammars and registers in oral language, and he doesn't correct grammar in speech as it differs from written language.

In summary, Participant 2 acknowledges the existence of alternative linguistic forms, but her approach to spoken grammar differs from her approach to written grammar. Meanwhile Participant 7 assesses grammar mostly in written work and permits variations in oral language.

Participant 4, Participant 2, and Participant 7's teaching and assessment methods highlight a significant challenge that some teachers in the study encountered. These teachers tended to allow students to use non-mainstream grammatical patterns in their spoken language, perceiving it as adaptable and dynamic. However, they did not permit the same flexibility in students' written language, considering it to be formal and conforming to standard grammar rules. Nevertheless, we argue that this distinction between oral and written language is flawed. Current research in the fields of code-meshing, translanguaging, and multiliteracies suggests that contemporary writing in the 21st century is increasingly characterized by a combination of languages, grammatical structures, and modes of expression. The evolving nature of written language prompts us to reconsider this dilemma in a way that values all students' grammatical abilities in both spoken and written contexts.

**Dilemma 2: The Conflict between the Potential Benefits and Limitations of Focusing on Traditional Standard English Grammar in Writing Feedback.**

One of the dilemmas expressed by certain teachers revolves around the perceived impact of grammar on improving or inhibiting written communication. These teachers believed that providing explicit instruction on grammatical concepts, such as sentence structure and parts of speech, could enhance students' writing abilities. However, they also acknowledged that an excessive focus on grammatical correctness might hinder students' ability to express themselves.

For instance, Participant 3, a second-grade teacher, argued that the primary goal of writing instruction is to encourage students to effectively communicate their thoughts. He explained that learning traditional grammatical rules could support this objective. Nevertheless, He also hinted at the potential negative effects of grammar instruction, suggesting that it might somehow erase students' individual identities and impede communication. As the interview progressed, he elaborated on this point, stating:

"The aim is for kids to understand that writing is about communicating and conveying a message to someone... When you talk to colleagues, all you hear is criticism about students' inability to construct a proper sentence or use punctuation correctly, and there's this intense emphasis on sentence structure... It's like the idea of returning a paper covered in red corrections—it simply shuts them down."

In this statement, Participant 3 addresses how excessive grammatical correction can hinder communication, particularly among young students who are in the process of learning to write. He desires to empower students as effective communicators by equipping them with grammatical tools. However, he also recognizes that excessive correction may undermine this goal and discourage students from freely expressing themselves.

Other teachers we spoke to shared similar concerns about the potential of grammar to hinder effective communication. Some of them have chosen not to teach grammar in a traditional manner. For instance, Participant 9, an eighth-grade English Language teacher, explicitly contrasted "ideas" with "grammar." She emphasized that she values and teaches through ideas and how to articulate them, rather than focusing on grammar. Her intention is to avoid neglecting the larger picture, which is what students are trying to convey rather than how they express it.

Similarly, Participant 6, a third-grade teacher, also positioned "ideas" in opposition to grammar and spelling. He explained that emphasizing grammatical correctness might distract students from their train of thought. Even at the third-grade level, it is challenging for them to write without being preoccupied with spelling. His primary objective is to encourage students to express their ideas on paper without interruption or concern for correctness.

These teachers believed that prioritizing grammar instruction could hinder effective communication among students. They explained that their teaching choices involved avoiding explicit grammar instruction in order to develop their students' ability to communicate effectively. Most of the teachers we interviewed had concerns about the impact of grammar on written communication. While some, like Participant 3, recognized that grammar instruction could both empower and restrict students, others, like Participant 9 and Participant 6, believed that explicit grammar instruction and correction would completely hinder student communication. We question whether redefining the approach to grammar instruction and correction could help teachers navigate this dilemma without compromising students' expression. For instance, Wheeler and Swords (2004) propose that teachers could focus on

teaching students to identify linguistic patterns across different grammars instead of enforcing the rules of standard English. This approach would enable students to choose the patterns that best support the messages they want to convey, rather than focusing solely on correctness.

Dilemma 3 revolves around the concerns teachers have been regarding whether teaching standard English grammar empowers or marginalizes students from linguistically minoritized backgrounds. Teachers are conflicted because while they recognize that teaching grammar can provide students with access to the dominant language codes that hold power in society, they also fear that it may perpetuate the marginalization of their students' native languages. Participant 7, a seventh-grade teacher, explicitly expresses this tension by stating that he doesn't want to belittle his students' home language but also doesn't want to disadvantage them by suggesting it's acceptable to use non-standard grammar in certain settings, as they will be judged based on their language use. He is apprehensive about his students being evaluated negatively for not using standard English grammar, while also acknowledging the potential harm in undermining their home languages. Similarly, Participant 8, another seventh-grade teacher, shares similar dilemmas. He describes how he has attempted to empower students by encouraging them to use historically marginalized languages in their speech and writing. For instance, in a unit centered around Shakespeare's wordplay, he urged students to apply their knowledge of standard English grammar to various dialects, including those associated with youth culture. Participant 8's approach aims to empower students by validating their linguistic diversity and utilizing it creatively.

Participant 8 acknowledged that teaching grammar could potentially marginalize nonstandard linguistic varieties, pushing them aside in educational settings. He recognized the existence of power dynamics and privilege in society, acknowledging the tension between the need to teach standard English effectively in a formal learning environment and the risk of excluding linguistically diverse students. He felt a responsibility to impart standard English skills to his students within the classroom, despite this conflict.

The teachers we interviewed shared similar concerns and faced significant Language Instruction Dilemmas (LIDs) related to grammar instruction. While they appreciated the linguistic diversity among their students, they perceived more flexibility in spoken language compared to written language. They feared that emphasizing traditional standard English grammar might hinder written communication and worried about the potential effects of

grammar instruction on linguistically minoritized students, questioning whether it empowered or marginalized them.

Nevertheless, these teachers managed these dilemmas pragmatically. They made dedicated efforts to explicitly value their students' languages, dialects, and grammars while simultaneously teaching grammar. In the following section, we explore a specific instructional unit that effectively embraced and celebrated the various language practices that students brought to their classrooms while supporting grammar instruction.

In the case study focused on Participant 8's classroom, he aimed to promote and preserve his students' linguistic and cultural practices when teaching a poetry unit. To achieve this he adopted three specific approaches to grammar instruction that aimed to support language diversity. Firstly, he carefully chose mentor texts that represented a variety of grammatical structures and styles. This allowed students to explore and appreciate different ways of expressing themselves through language.

Secondly, Participant 8 made a conscious effort to value alternative grammars when assessing and grading his students' written work. This meant that he recognized and acknowledged the validity of different grammatical systems and did not penalize students for deviating from a standard English grammar. This approach created an inclusive environment where students felt validated in their linguistic diversity.

While this participant still faced challenges, such as language-based learning difficulties (LIDs), throughout the implementation of this unit, these practices enabled him to effectively manage these challenges in a positive and constructive manner. By valuing language diversity in his classroom, He fostered a rich learning environment that celebrated the linguistic and cultural backgrounds of his students.

In an interview, Participant 8 discussed his ability to fluidly transition between different grammatical rules, speech styles, and dialects when communicating. He emphasized that his way of speaking is shaped by the relationships and connections he has developed throughout his entire life.

In summary, this section highlighted the challenges faced by teachers when navigating the perceived differences in linguistic flexibility between speech and writing. While they embrace descriptive approaches to grammar in oral language discussions, they tend to adopt more formal and prescriptive approaches when teaching and assessing writing skills.

Throughout this unit, all grammatical practices were celebrated, and assignments and feedback consistently expressed appreciation for linguistic diversity.

### **3.2. Results and interpretation**

The study suggests that teaching grammar to teachers from both urban and subrural areas was not a straightforward process of assigning worksheets or correcting language errors in student assignments. The teachers faced various challenges, including limited linguistic flexibility in writing, the perception that grammar hindered communication, and concerns about whether grammar instruction marginalized or empowered students.

To promote equity in writing instruction, particularly regarding grammar, teachers need to adopt specific poses or mindsets. McBee Orzulak (2015) proposes three core principles, based on linguistic research and widely accepted by linguists, as a promising starting point: (1) language equity, (2) descriptive approaches to grammar, and (3) making consequential language choices in classroom interactions. These principles are underpinned by an explicit commitment to challenging deficit language ideology.

*Enhancing Equity in Teaching Writing Strategies* When teachers actively confront the challenges inherent in teaching writing, they develop strategies to strengthen their commitment to equity and strive for a state of 'flow.' To address the three dilemmas we identified, these strategies may include:

1. Encouraging greater linguistic flexibility in writing and writing assessment, treating writing similar to spoken language.
2. Following the advice of Wheeler and Swords (2004) by focusing on "patterns" rather than "errors" to avoid rigidly categorizing communication as either correct or incorrect.
3. By teaching students the existing rules of the discourse they want to participate in, while empowering them to challenge and redefine those rules, norms, or values to serve their own interests.

Participant 8's case study highlights specific strategies we observed while he was in a state of flow. Like this teacher, we encourage both urban and subrural teachers to explore alternative resources for mentor texts, such as videos, websites, podcasts, and images. We believe that all teachers can draw upon their own extensive language practices, including dialects, regional expressions, and multimodal forms of communication.

## CHAPTER 4. CONCLUSION

The purpose of this qualitative study was to compare the approaches to grammar teaching in urban and subrural public schools. The study aimed to identify similarities, differences, and potential areas of improvement in grammar instruction between these two settings. The results provide valuable insights into the strengths and weaknesses of grammar teaching methods, and offer suggestions for enhancing grammar instruction in both urban and subrural public schools.

This chapter contributes to existing research by closely examining a contentious aspect of the literacy curriculum. It acknowledges the challenges that teachers face when implementing writing pedagogy that promotes equity, particularly in relation to linguistic diversity among students. The study also provides initial practical suggestions for writing teachers who value and embrace linguistic diversity. Our research supports the argument made by McBee Orzulak (2015) that teachers who prioritize equity encounter conflicting attitudes towards language due to deeply ingrained deficit language ideologies (as discussed by Dyson, 2015 as well). While adopting an equity-oriented perspective and a descriptive approach to grammar show promise in reimagining culturally proactive grammar instruction, further research and teacher-centered practices such as study groups and action research groups are necessary to gain a better understanding of the specific challenges, or "wobbles," that writing teachers experience in navigating linguistic diversity. As Cindy O'Donnell puts it, "You have to experience challenges if you want to make progress" (Garcia & O'Donnell, 2015, p. 6).

**Methodology:** The study employed a qualitative research design, utilizing observations, interviews, and document analysis. Two urban and two subrural public schools were selected as research sites. Grammar classes were observed, and interviews were conducted with teachers and students. Additionally, curriculum documents and teaching materials were analyzed to gain a comprehensive understanding of the grammar instruction in each setting.

## **Results:**

1. Similarities: a) Curriculum Alignment: Both urban and subrural schools showed a general alignment with the prescribed curriculum for grammar instruction. b) Teacher Expertise: Teachers in both settings demonstrated a strong knowledge of grammar concepts and were able to explain them effectively. c) Explicit Instruction: Both urban and subrural schools emphasized explicit grammar instruction, focusing on rules and structures.

2. Differences: a) Resources and Materials: Urban schools had better access to a variety of resources and materials for teaching grammar, including technology tools, grammar software, and updated textbooks. Subrural schools, on the other hand, faced resource constraints, relying mainly on traditional textbooks. b) Class Size: Urban schools typically had larger class sizes, making it challenging for teachers to provide individualized attention to students. Subrural schools generally had smaller class sizes, allowing for more personalized instruction. c) Teaching Strategies: Urban schools often employed a more interactive and communicative approach to grammar instruction, while subrural schools tended to rely on more traditional and teacher-centered methods.

## **Suggestions**

Resource Allocation: Efforts should be made to ensure equitable access to resources and materials for both urban and subrural schools. Providing subrural schools with updated textbooks, grammar software, and other teaching aids can enhance the quality of grammar instruction.

Professional Development: Teacher training programs should be implemented to enhance teachers' pedagogical skills in grammar instruction. This can include workshops, seminars, and collaborative learning opportunities focused on effective grammar teaching strategies.

Differentiated Instruction: Considering the variations in class sizes between urban and subrural schools, teachers should employ differentiated instructional strategies to meet the diverse needs of students. Individualized feedback, small group activities, and peer collaboration can be effective methods to cater to students' varying grammar proficiency levels.

Technology Integration: Urban schools' effective use of technology tools for grammar instruction should serve as an inspiration for subrural schools. Efforts should be made to

provide subrural schools with access to technology resources, such as computers or tablets, enabling interactive grammar learning experiences.

**Contextualized Learning:** Both urban and subrural schools can benefit from incorporating real-life examples and context into grammar instruction. Connecting grammar concepts to students' everyday experiences can enhance their understanding and application of grammar rules.

This qualitative study shed light on the similarities and differences in grammar teaching approaches between urban and subrural public schools. By acknowledging the resource disparities and adapting effective teaching strategies, both types of schools can improve their grammar instruction. Equitable resource allocation, professional development opportunities, differentiated instruction, technology integration, and contextualized learning are key areas to focus on for enhancing grammar teaching in urban and subrural public schools.

### **Implications of the Study**

Extensive research into both theoretical and empirical literature revealed a critical gap in the understanding of teaching grammar at the secondary level. Previous researchers had overlooked essential aspects of grammar instruction. The theoretical literature review was instrumental in motivating me to embark on this study. Thornbury (1999), Pennington (1995), Ur (2006), Cowan (2012), Nassaji and Fotos (2011), and Hagemann (2002) offered valuable insights into the concepts of introducing grammar, methods of grammar teaching, and various approaches to teaching grammar. Thornbury (1999) and Richards and Rodgers (2010) were particularly informative about effective grammar teaching strategies, and they also contributed significantly to the discourse surrounding grammar instruction.

Additionally, Harmer (2007), Greenbaum (2013), Richards and Rodgers (2010), and Cowan (2012) shed light on the importance of teaching grammar and provided insights into different teaching methods. These theoretical sources played a pivotal role in structuring my research systematically.

Furthermore, the empirical literature review proved invaluable for practical guidance in conducting this study. It provided insights into data collection challenges, informed the development of research questions, and suggested possible research titles. Pandey (2004) influenced the content of the proposal's introduction, while Neupane (2010), Shah (2010), and



Gautam (2011) contributed to defining the scope of grammar teaching and setting the study's limitations.

Moreover, insights from Sharma (2014) and Adhikari (2014) were instrumental in formulating the conceptual framework. Overall, these empirical studies enriched my understanding of the practical aspects involved in crafting this research proposal, with Sharma (2014) offering valuable guidelines for the study's design.

In this manner, the comprehensive examination of both theoretical and empirical studies equipped me with the necessary theoretical foundation, enabling me to transition into the realm of practical knowledge required to conduct my research. These sources not only helped me formulate the research framework but also guided me in the process of data collection, as well as in the methods of data interpretation and analysis, ultimately facilitating the extraction of meaningful findings.

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